



2013 | Annual Review



International Baccalaureate®
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2013: Celebrating 45 years of the IB

As an organization with an ambition to create a better world through education, the IB ended 2013 with notable achievements that we celebrated together. The year saw great advancements in our work with countries around the world.

In October 2013, it was announced that Dr Siva Kumari would become the seventh Director General of the IB and the first woman to hold the post since its birth in 1968. She succeeded Jeffrey Beard, who successfully served the IB for eight years. With a firm belief in the power of education to change the world, Dr Kumari is committed to ensuring that the IB remains focused on two significant aims for the organization: providing the best programmes in international education for students aged 3 to 19 and serving its worldwide and diverse body of schools well.

The IB philosophy is being implemented in countries that are seeking to internationalize their curriculums and provide rigorous and holistic educational options for their students. In 2013, the IB continued to work closely with government bodies to introduce IB programmes in new settings including Ecuador, Malaysia and Japan. These initiatives are enabling us to work with educators around the globe and truly create a worldwide student body. The IB is also learning how its standards compare with the learning standards of these systems. We are heartened by the fact that these systems are finding the IB to be a well-respected worldwide educational provider.

During 2013, we reached a significant milestone in the life cycle of the IB and celebrated our 45th anniversary. Pausing to reflect on this historical moment has given us an opportunity to review our past, assess where we are today and, most importantly, consider where we are headed.

The landscape of education has changed dramatically over the past 50 to 60 years. Information and communication technology is transforming the way that knowledge is generated, disseminated and communicated in the classroom and this momentum will only grow exponentially. More and more children and adults will have access to education, which is becoming infinitely more global.

Along with these marvellous opportunities come some challenges. For example, many educators continue to bear increasing pressure to “teach to the test”, emphasizing memorization of facts as opposed to problem solving. The IB, true to its mission, is taking a counter approach; our focus remains on helping IB students gain lasting knowledge through innovative assessment methods, which have a positive effect on teaching. This is particularly evident in the new eAssessments that were piloted in 2013 in our Middle Years Programme (MYP) and are due to be launched in 2016.

The IB founders set out to teach students skills and knowledge that could be benchmarked internationally, which is perhaps why the IB has stood the test of time. The questions we have to ask now are: What learning must be designed for the students who are born today? What other skills will they need to learn? How will their learning need to evolve in response to a world in which there is an information explosion? What personal attributes are needed in students to set them up to successfully navigate this new world?

Our research initiatives remain integral to helping us plan for the future. The studies we commission through research bodies are essential and help us discover more about our programmes, our students and the way education continues to evolve, which subsequently provides direction for our programmes in the future.

In this 45th year, we are most grateful for the many coordinators and heads of schools who work with us. And we are particularly thankful for the members of our IB Educator Network (IBEN) who work closely with us and believe strongly in the IB philosophy. Their work and the work of our schools inspire us every day. We will continue to strive towards supporting anyone who contributes to the IB in enabling our mission to further international education.

Developing our programmes for the students of today and tomorrow

We believe strongly that our programmes are built on solid philosophical foundations and have endured because our community of schools is integrally involved in their evolution. However, we also believe that we must constantly challenge ourselves to review and renew our programmes to ensure they continue to meet the needs of our schools and students.

This renewal has been particularly evident in the MYP. Through four years of consultation with IB World Schools in 46 countries, the MYP has evolved to include a more explicitly concept-driven curriculum, more flexibility for students to choose individualized courses of study, and a suite of innovative (optional) external assessments. Available in 2016, MYP eAssessment will provide optional external evaluation for students in MYP year 5 that leads to the internationally recognized IB MYP Certificate. MYP eAssessment represents a balanced, appropriately challenging model that comprises examinations and coursework.

Innovative, on-screen examinations in four subject groups are externally marked by IB examiners, as is a portfolio of student work for language acquisition courses. Students also submit an ePortfolio of coursework for a performance-oriented subject group that is moderated to international standards. These assessments focus on conceptual

Our goal is to embed ATL across all IB programmes, making it consistent and more coherent for students aged 3 to 19. Teaching and learning that are explicitly organized around ATL will support students in developing the attributes of the IB learner profile and, ultimately, in fulfilling the mission of the IB. ATL terminology across the programmes will focus on five sets of skills: research skills, social skills, communication skills, thinking skills and self-management skills. The response from the 140 DP pilot schools was enormously positive, and we are extremely grateful for their enthusiasm and contributions. We will be able to publish many of their ATL initiatives for the IB community.

The Primary Years Programme (PYP) is undergoing an extensive, seven-phase review that aims to build on the existing strengths of the programme, increase access for schools, and provide the best possible educational experience for current and future generations of young people. We are examining every aspect of the PYP framework, from its founding principles and philosophy to the support the IB provides for its implementation in schools.

Research and data gathered on the programme confirm that the underpinning educational and philosophical concepts are as relevant today as they were when the PYP was launched in 1997. However, we want to challenge ourselves

“It is exploring big ideas and new thinking in education to ensure the programme remains cutting edge, current and innovative.” Kathy Saville, PYP committee member

understanding and the ability to apply knowledge in complex, unfamiliar situations. They were constructed with the involvement of international assessment experts to offer robust and reliable assessment of student achievement in the MYP.

In the Diploma Programme (DP), we introduced approaches to learning (ATL), which focus on the skills of learning to learn. Such skills are fundamental to a world where the information explosion requires us to constantly relearn. Employers and universities increasingly value skills that support continual independent learning; they recognize that academic knowledge alone is not enough. As a result of the ATL project, DP teachers will have more dedicated resources and support to engender these skills in their students.

to improve the programme. We know that educators want more clarity in the articulation and communication of the curriculum framework and improved support for implementation. Both of these areas will be addressed as part of programme development in 2015.

The IB invited schools implementing the PYP to join the debate around six key themes that were outlined in a consultation paper in early 2014. Feedback from our schools will inform specialist teams, consisting of leading PYP practitioners and academic experts, and enable them to explore these areas in more depth.



The aim of the review is to make the PYP the curriculum of choice for international primary schools and educators and, perhaps more importantly, inspire current and future generations of young students to become lifelong learners, providing them with the skills they need to succeed in a rapidly changing world.

After the launch of the IB Career-related Certificate (IBCC) in 2012, the focus in 2013 was on embedding the programme into the first IB World Schools. IB support was available throughout the year to help schools in the implementation of the IBCC. The significant rise in student numbers was a very positive outcome; the 2013 cohort of IBCC students was double that of 2012.

The IBCC was developed with the future workforce in mind. As part of the first review of the programme, research was conducted into vocational education globally and particularly the employability skills required in different parts of the world. The IBCC aims to foster in students a range of skills and dispositions needed by employers; these include a strong work ethic, teamwork, and well-developed language and communication skills.

We have some exciting and innovative new courses in the pipeline. Global politics in the DP launches to all schools in 2015; from 2014 we will be piloting the nature of science, a rigorous DP standard level course for students who want a science course that will prepare them for life and give them a better understanding of the world.

We strongly believe in collaborative partnerships, and we are fortunate to meet innovative organizations that are keen to work with us. They bring new and exciting areas of expertise to the IB and, together, we are investigating potential new areas of study. For example, Big History for the MYP and DP is an exciting development supported by the Bill & Melinda Gates Foundation. The course is as much about science as history; it starts with the Big Bang and travels through the history of the physical and human world. We are also exploring the study of global media within IB programmes with Harvard Project Zero and the Pulitzer Center in Washington, DC. Additionally, the Ellen MacArthur Foundation has inspired some valuable changes in the DP courses of economics, geography, design technology and environmental systems and societies. Being involved with such organizations is a valuable way for the IB to learn and increase its expertise.

“I knew the skills I would learn in a media career-related programme would be highly transferable to the international stage. Combining this with the IB curriculum, especially its focus on language learning and global connectedness, would really help me realize my ambition.” Anni Hirvonen, IBCC graduate, to a qualification in audio-visual communication at North Karelia College Outkumpu in Finland

Creating opportunities for sharing ideas and best practice

The IB events of 2013 aimed to provide opportunities for our stakeholders to join together, debate and share best practices across a global community of educators.

Our annual regional conferences attracted the largest gathering of the IB community with very positive responses. All three conferences around the world—in Kuala Lumpur, Malaysia; New Orleans, Louisiana, USA; and The Hague, Netherlands—chose to explore the theme “Innovate, Educate, Create” with world-renowned speakers, IB student and alumni speakers.

The IB Heads Conference, held in Buenos Aires, Argentina, last October, brought together the worldwide community of heads of IB World Schools to discuss how technology is changing the way we think about teaching and learning as well as current and innovative uses of technology in our schools.

“The need to invest in young people by making education available to everyone was one of the most important things I took away from the conference. Education can ultimately be used as a force to unite people.”
*Tatenda Mashanda, IB student,
Waterford Kamhlaba United World
College of Southern Africa*

The 2013 IB World Student Conferences hosted a total of 568 students from 53 countries in the USA, Canada, the UK and Hong Kong, focusing on sustainability, social justice, the arts and online responsibility. Students were extremely enthusiastic about the chance to collaborate with IB peers from around the world, develop solutions to global challenges and explore academic life in great university campuses. Students described their experience as “perfect” with engaging activities and deep discussions centred on a common theme.

To raise the profile of the IB student among universities, in October 2013 we launched the inaugural IB Higher Education Symposium, which took place at Stanford University in Stanford, California, USA. The symposium brought together university admissions officers and college counsellors from IB World Schools. Keynote speakers were Dr Bob Berdahl, past President of the American Association of Universities, and Sir Howard Newby, Vice Chancellor of the University of Liverpool.

The changing higher educational landscape, college readiness and globalization were among the timely topics discussed, but the discussion on how best to advocate on behalf of students with university officials was especially close to the hearts of all attendees. This platform also provided a good opportunity for university representatives to learn about the research tools the IB has. College counsellors heard from admission officers on how IB students perform in college and from IB staff on what the IB is doing for DP students. They also heard about how universities are making themselves more accessible to students by, for example, setting up campuses in other countries.





“The kind of critical thinking the IB instills and the skills it helps develop are very much in line with—perhaps even above—what is expected of me so far in college. The IB was not simply a high school programme. The core values it taught and stood for will remain with me for the rest of my life.” Andrew Beckman, IB alumnus and freshman, Stanford University, USA







Delivering what schools really need

Today, the IB is fortunate to work with a wide spectrum of schools with unique needs. As indicated in the IB strategic plan, we are striving to provide services that better support the needs of schools in implementing IB programmes. In 2013, the IB undertook its largest data-gathering exercise in recent years to identify ways that we can better serve IB World Schools through the Differentiated Schools Services project.

Three key sources—the IB Research Department and two external consultants—engaged in the project to determine the needs of schools and “groups of schools”. A significant amount of information was analysed from five years’ worth of existing data, including feedback from the annual schools satisfaction survey. In addition, focus groups were held with regional councils and other IB forums and a detailed IB World School survey was conducted that gathered more than 1,300 responses. The results included more than 300 pages of data, observations and recommendations. This effort resulted in a roadmap for the development of new services as well as the enhancement of existing services, such as evaluation, to support schools throughout their IB journey.

Areas of work within the IB will result in eight new services for schools including curriculum development, pedagogical leadership and programme implementation. Another ser-

vice to be piloted focuses on DP assessment, in which the IB aims to help schools use and analyse examination results in order to take effective action and implement strategies based on the available data. Other services aim to embed the IB curriculum into schools and align IB programmes with national and state requirements.

These optional services will be offered at three tiered levels and different price points.

- Level one will include self-service tools from a future IB portal.
- Level two will include services offered virtually through a Moodle platform to a group of schools with similar needs.
- Level three will be personalized to individual schools or school groups to provide a variety of virtual and face-to-face consultancy services to meet the specific needs of the IB institution.

In late 2014, schools will be given the opportunity to pilot these services. This work will allow us to better serve the diverse community of IB World Schools.

Planning the future on the strength of our research

Research has become an increasingly important component of our work at the IB. We work across 147 countries in a world where technology is changing rapidly and people are accessing information more easily. We are also aware that this information explosion varies across countries. Therefore, understanding how our programmes and services fit into different settings is absolutely critical to our future strategy and development.

The impact of our programmes

The IB continues to investigate the impact that programmes have on students, teachers and IB World Schools. In 2013, a number of valuable research studies were completed across our programmes.

The “Continuation study of student performance and engagement in the Middle Years Programme” examined MYP student performance, course enrollment and international-mindedness as well as teacher perceptions of profes-

sional development. The results suggested that students identified the rigour and challenge of MYP courses as one of the top benefits of being an MYP student. In addition, the majority of MYP teachers indicated that they are better teachers as a result of teaching in the MYP.

Three studies were released in 2013 that evaluated the impact of the IB extended essay on preparation for university studies. All three studies suggested that the extended essay prepared students to conduct various facets of the research process. Additionally, students reported a sense of achievement and an increased level of confidence in conducting research.

A research project that examined the impact of the creativity, action, service (CAS) component of the DP indicated that both students and IB coordinators felt that, through service, students became more caring, open-minded and reflective and developed more self-confidence and maturity.



Furthermore, a research project looking at the development and success of the PYP in India showed that, overall, PYP teachers, students, parents and school heads had a positive opinion of the programme.

Programme development research

Programme development research aims to support the review of curriculums across the continuum, improve the effectiveness of teaching and learning, and explore strategies and lessons learned. In 2013, external researchers produced three new reports related to the PYP and two reports on international-mindedness. These studies will support the review of the PYP curriculum as well as ongoing efforts to clarify international-mindedness in teaching and learning in IB World Schools.

Quality assurance

As part of the IB commitment to providing high-quality educational services to the community that it serves, the quality assurance (QA) team is responsible for designing and implementing quality assurance frameworks for IB Professional Development and School Services. In 2013, the QA team administered the school satisfaction survey entirely in house for the first time in several years.

Jeff Thompson Award

The IB was delighted to award funding to eight practitioners in 2013 to conduct research in IB World Schools. Projects range from examining the implementation of CAS in Turkey to an analysis of an IB-informed initiative to prevent bullying in an MYP school.



“It’s notable that alongside their rigorous academic studies, DP students demonstrate civic-mindedness and social responsibility through CAS. As studies suggest, this core component of the IB curriculum creates a well-rounded student who is likely to carry this sense of responsibility into adulthood.” Siva Kumari, IB Director General



"We are keen to engage expertise from the International Baccalaureate to explore ways of improving the delivery of the Malaysia National Curriculum through a learner-centred framework. This establishment of a cohort of ten government secondary schools as 'centres of excellence' for the IB MYP will act as a model of best practices for other government secondary schools to further broaden the impact on wider educational reform in the country."

Mark Rozario, Chief Executive Officer of Agensi Inovasi Malaysia



Expanding the global reach of IB Programmes

The IB is always looking to further partnerships and extend access to our programmes. In 2013, we continued to work with state systems to introduce IB programmes into new settings including Malaysia, Japan and Ecuador.

The government of Malaysia had conducted a review of the best educational systems in the world and decided to implement the MYP in selected state/public schools over the coming years. In the first cohort of 10 national secondary schools in Malaysia, the professional development of 800 teachers has progressed with very positive feedback from school leaders and teachers. We are delighted that all 10 schools were recently granted candidate school status for the MYP.

A collaborative project between the IB and The Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan will provide Japanese students greater possibilities to access an IB education. In this exciting new development, the IB, working closely in cooperation with MEXT, is undertaking the development of Japanese as a response language for selected DP assessments and will facilitate teaching and learning in these subject areas by translating core documentation, subject guides and teacher support materials. It is expected that this development will promote the implementation of the DP in a large number of state secondary schools in Japan over the next decade.

In Ecuador, the DP is expanding across more state schools, with the Ecuador Ministry of Education (MOE) championing this growth. State schools have greatly benefited from the MOE decision to embrace the IB and this country provides an important IB case study of how the DP can elevate the quality of secondary education within a generation. Ecuador is transforming its state secondary schools through thoughtful and careful expansion of the DP and its pedagogy. The country now boasts one of the largest populations of DP students in Latin America, with an enrollment of more than 700 DP students. In the coming years as many as one third of the state sponsored high schools intend to offer the IB Diploma Programme.

These projects mark the start of a new and exciting phase for the IB. We are taking what we know how to do very well—working with individual schools—and challenging ourselves to apply the framework to working with national systems. These initiatives will open up access to the IB for thousands of students and also continue to demonstrate the impact and influence of the IB on international education across the globe.





Our commitment to educators

We do of course put the students at the centre of our focus, but we never forget the exceptional teachers who deliver our programmes. Our commitment to helping teachers develop remains integral to our work. In 2013, we achieved 20% growth in the number of teachers who experienced IB professional development by reaching a total of 71,945 participants. We created more opportunities for teachers to attend workshops and events, and we continue to create new and diverse ways for teachers to develop professionally as IB educators and leaders, including face-to-face, district, cluster, in-school, online and blended workshops.

New webinars and self-paced e-learning modules were piloted at two schools during 2013. They offer IB coordinators interactive videos on a range of topics, from scheduling to communicating with parents. In 2014, pilots are under way in 10 schools.

In 2013, seven new universities were recognized to offer IB educator and leadership certificates, increasing the total to 27 universities globally. Furthermore, the IB leadership certificate pilot was concluded and initiatives were launched successfully at Royal Roads University, Institute of Education University of London, Hong Kong Institute of Education and Flinders University.

We developed or re-developed a record 139 workshops, bringing the total of globally consistent workshop titles to 470, and we continue to diversify our portfolio of products to better meet the needs of IB educators. Furthermore, the IB experienced a 30% increase in the number of online workshop participants last year. By the end of 2013, the IB delivered 559 online workshops to approximately 8,000 educators.

To enhance the experience of attending online workshops, we made improvements to the pedagogical model, the instructional design, the online platform and the extent of multimedia resources used. Furthermore, all online workshops were harmonized in line with face-to-face learning hours and were reduced to 4-week workshops with 15 hours of learning.

Because the quality of our professional development relies on the quality of our workshop leaders, we are committed to up-skilling members of IBEN. In 2013, this was vital to ensure that we could support the release of new curriculum guides and subject-specific seminars in an astounding 17 MYP and DP subjects. More than 1,100 workshop leaders participated in the up-skilling offered in more than 33 workshops or blended professional development experiences.

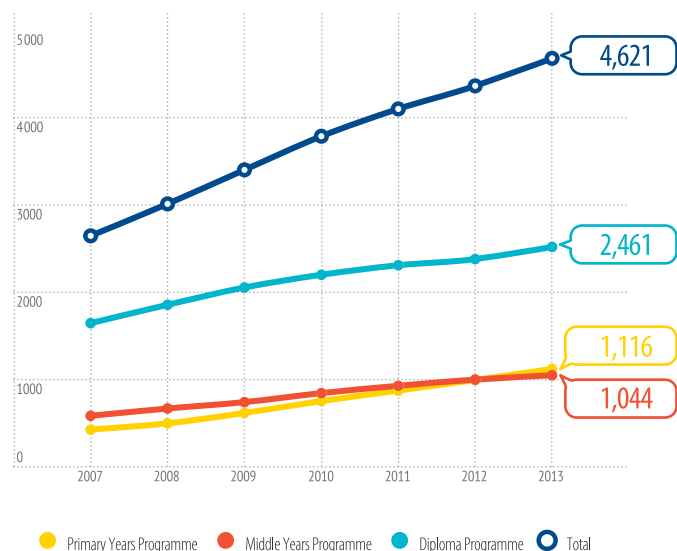
In addition, a new project was initiated to provide a global professional development event registration system and an improved customer experience when enrolling in an IB workshop. With educators at the forefront of our minds, we will continue to enhance and expand the professional development opportunities throughout 2014 and beyond.



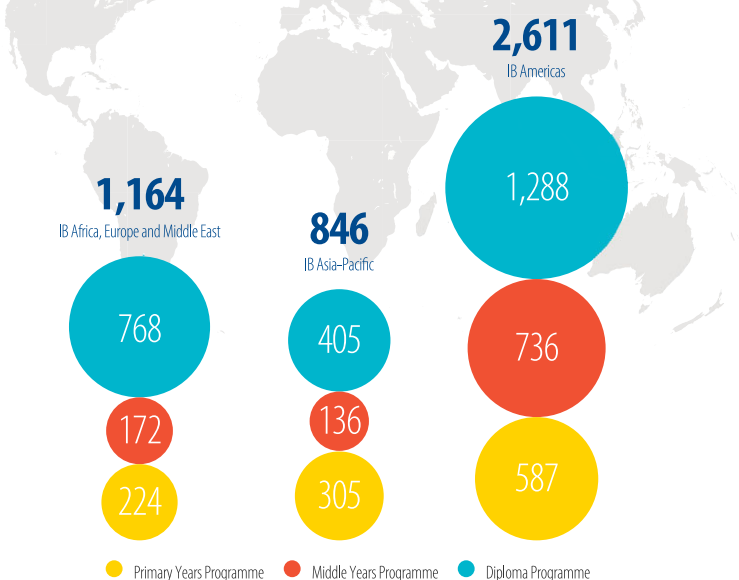


Key indicators 2013

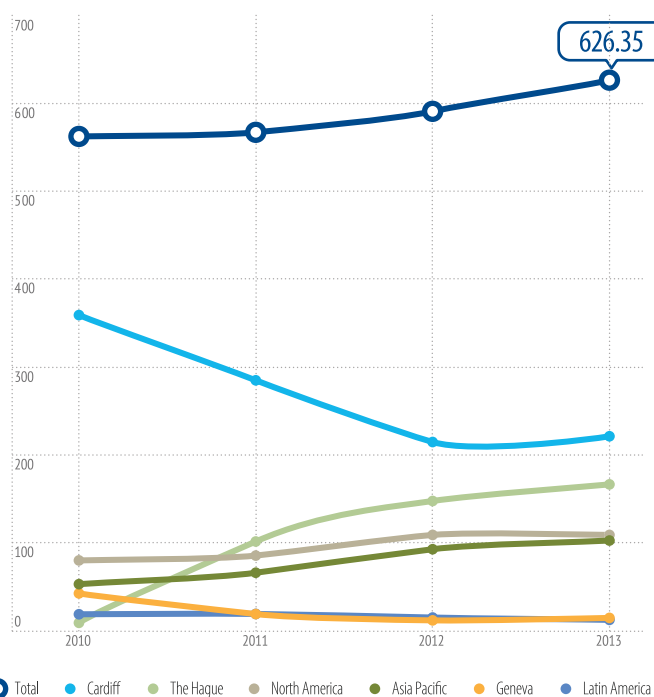
Number of authorized programmes, worldwide



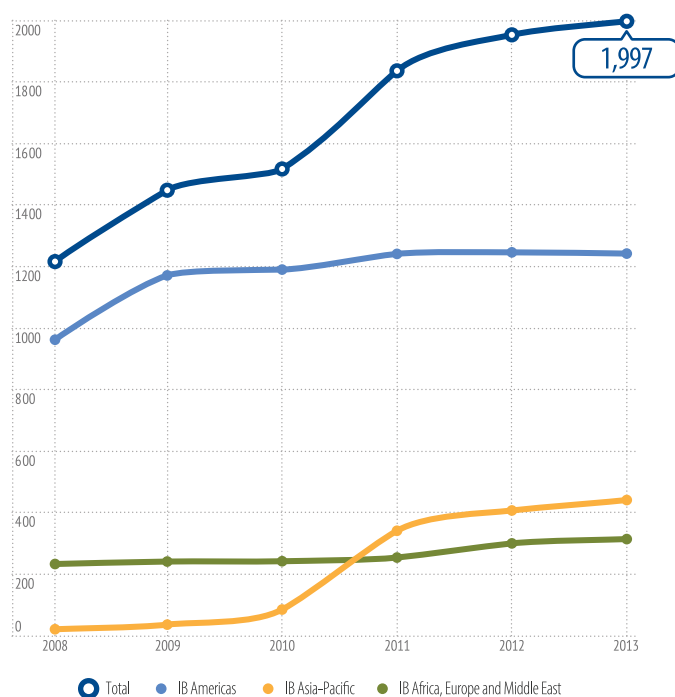
Number of authorized programmes, by region



Number of IB staff (full-time equivalents), 2013*



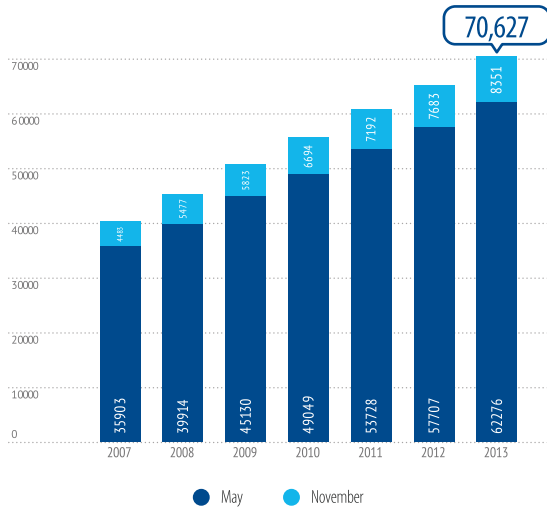
Universities that recognize the IB with published policy statement



*Correct as of 31 December 2013

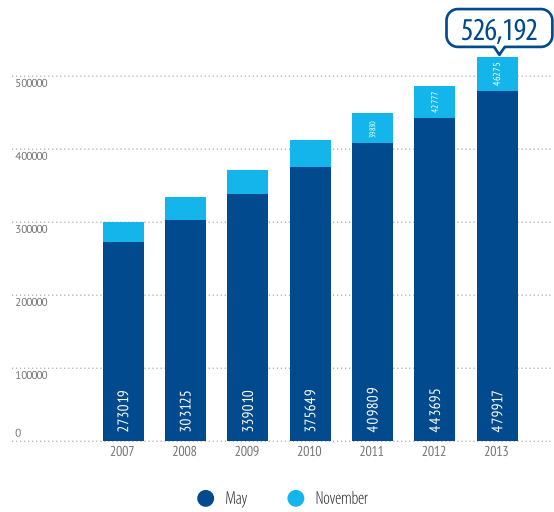
**Figures reflect organizational restructuring

Number of diploma candidates, 2013*



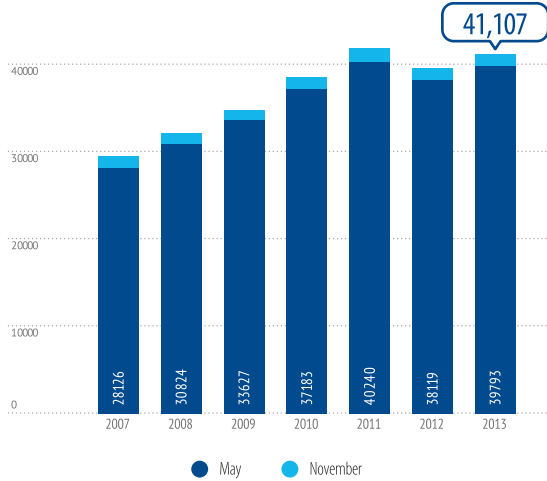
* Includes retake and withdrawn candidates

Number of diploma examinations taken, 2013*



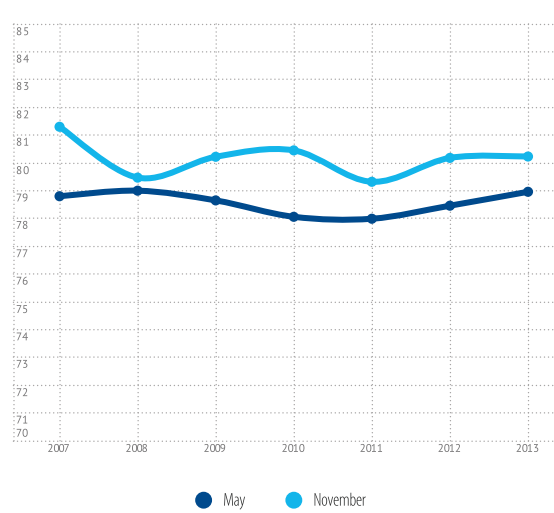
* Includes withdrawn candidates

Number of DP course candidates*

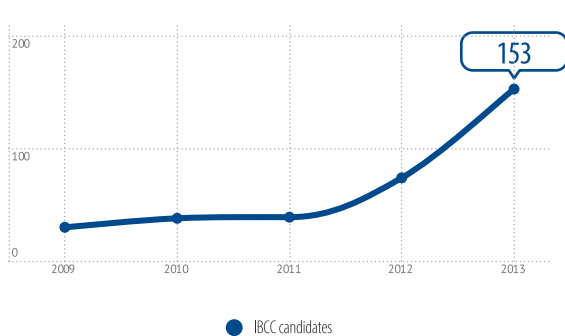


*Please note anticipated candidates are allowed to change their category to course, which can affect these figures
**Includes withdrawn candidates

Overall pass rate of diploma candidates (%)



Number of IBCC candidates*



*Includes retake and withdrawn candidates, excludes Anticipated candidates

Our supporters

The IB extends our deepest gratitude to the individuals, organizations and governments who support our mission to create a better, more peaceful world through education. Our supporters generously demonstrate their commitment by volunteering their time, sharing their expertise and providing financial assistance to important initiatives throughout the year.

Looking forward, your continued support for our work is crucial in expanding access to an international education to underserved students and schools in your neighbourhood as well as around the world. This means providing high-quality professional development for teachers, scholarships for students to achieve an IB education, and school investments to help high-potential schools with limited resources become IB World Schools.

Thank you for enabling us to continue to reach and inspire students around the world so that our shared vision of a more peaceful and tolerant world becomes a reality.

Donor list

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California Association of IB World Schools (CAWS)
Florida League of IB Schools (FLIBS)
Rocky Mountain Association of IB World Schools (IBARMS)
Indiana Association of IB World Schools (HIBS)
Michigan Association of IB World Schools (IBSOM)
Mid-Atlantic Association of IB World Schools (IBMA)
Société des écoles du monde du BI du Québec et de la francophonie (SÉBIQ)
South Carolina Association of IB World Schools (SCIBS)
Association of Texas of IB World Schools (TIBS)

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History of the IB

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Founding of the IB
Geneva - 25 October

English and French
IB official languages



Heads Standing
Conference

Standing Conference of
Governments contributed
to the IB

Spanish
IB official language



45
1968 - 2013



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45 years

Education for a better world



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