



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional



# The IB 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.



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# Letter from our Chair and Director General

From the founding of the International Baccalaureate in 1968, the organization has recognized the importance of linking with others in order to fulfill the educational mission of encouraging students to, “become active, compassionate and lifelong learners”. The ideals and dreams of the IB founders could never have materialized if it were not for the risk-taking commitments of schools like the International School of Geneva. The IB is proud of the continuity of its support, from the financial contribution of the Ford Foundation in the early years, to the Bill and Melinda Gates Foundation recently, from educational visionaries like Alec Peterson and Blouke Carus to George Walker and Monique Seefried.

In 2009 we were as aware as ever of the importance of working with other like-minded institutions in order to deliver robust programmes of international education to a growing worldwide community of almost 3,000 schools.

As an organization committed to learning and adapting to the changing world around us, digital collaborations formed a large part of our work in 2009. Fast moving technology will enable us to continue to provide high quality services to schools in professional development and assessment. Technology gives us an opportunity to connect with stakeholders such as alumni, students and educators, as well as provide them with an opportunity to connect with each other.

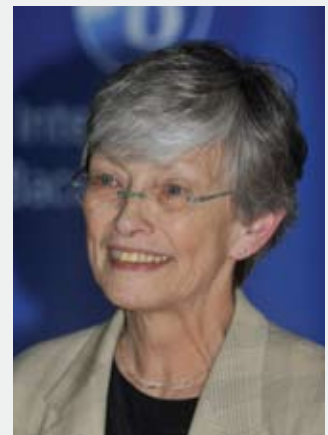
An increasing number of associations of IB World Schools play an important role supporting schools in their communities, helping others to understand the IB and advocating for greater recognition of IB programmes to universities and governments.

Our work with Pamoja Education is an exciting development in the IB’s access agenda, which aims to enable more students to experience and benefit from an IB education regardless of personal circumstances. The introduction of online Diploma Programme courses through collaboration with Pamoja Education will expand the curriculum options for existing IB World Schools as well as enable us to reach students in remote locations and provide them with the opportunity to have an IB experience through an authorized IB entity.

In this ever-changing global world, we recognize the most important value is that of human capital and the IB, through its mission, is becoming an important component in helping to shape the ideas of the next generations of young students who will become leaders in this world. Thank you for your continued support on this exciting journey.



**Jeffery Beard**  
Director General



**Carol Bellamy**  
Chair of the Board of Governors

# COMMITTED



“In the long history of humankind those who learned to collaborate and improvise most effectively have prevailed.”

**Charles Darwin**

# FAST MOVING

# COMMUNITY



EFFICIENT AND  
EFFECTIVE DELIVERY  
TAILORED  
SYSTEMS

E-MARKETING



# Digital collaborations

**The world of technology evolves at an unprecedented rate. Everyday we are presented with the latest way to connect online and at the IB we are keen to use the best of this technology to support our work and open up new methods of connecting and progressing in a digital environment. In 2009, the IB began working with a number of organizations with expertise in the field of education technology.**

## Increasing efficiency for Diploma Programme examiners

In 2009, the IB, together with the RM Group, launched an electronic marking system for examiners called “scoris®”. The RM Group is a leading provider of educational solutions that help teachers to teach and learners to learn. The RM Group works closely with educators to create new products, processes and technology that improve education.

“I thought it was wonderful – I hope I never have to go back. There were no papers to lose, no papers to mail, no papers to sort. The software was responsive and fast. Best of all, it added up the points correctly every time!”

Examiner, November 2009 session

The system includes a sophisticated computer-based marking environment, using scanned images of exam scripts, and electronic return and collation of marks, which are all controlled by automated workflow systems.

In the November 2009 session, nearly a quarter of the scripts written by students were e-marked by IB examiners using the scoris® system, designed for the purpose. The service will eventually support more than 2,000 schools in over 130 countries offering the IB Diploma Programme.

E-marking will have clear benefits to IB World Schools because it will reduce the mailing costs for scripts and also reduce the risk of scripts getting lost in the global postage systems. It will also have a significant, positive impact on our carbon footprint.

The IB has chosen a technology supplier who is committed to tailoring its system to the IB’s needs, and we will continue to refine and perfect the process while remembering that the needs of the IB student always remain at the heart of everything we do.

“With strong, growing demand for IB qualifications, we need to ensure that we have an efficient and effective delivery framework in place for IB World Schools around the globe. It’s clear to us that, in the future, students, schools and examiners will expect modern technology to be part of that framework.”

Jeffrey Beard, Director General of the IB

# Digital collaborations

## Expanding access through collaboration

In 2009, the IB successfully piloted a number of online Diploma Programme courses through its collaboration with Pamoja Education Ltd. In 2010, the initiative becomes mainstream, with an initial offering of eight online courses.

Pamoja Education is a social enterprise based in Oxford, UK and is entirely dedicated to the development of online courses for the IB. The company was founded in 2009 by the Geneva-based investor and philanthropist, John McCall MacBain. Profits from Pamoja Education benefit the charitable McCall MacBain Foundation and its work in sub-Saharan Africa.

Pamoja Education will use the latest web technologies to develop and deliver a minimum of 27 high-quality online courses by 2015 with the aim of increasing this to 70 or more courses by the year 2020. Enrolment for the initial 10 two-year courses is now open. Initial subjects on offer include business and management and economics as well as information technology in a global society. Under the agreement, the IB will provide curriculum and development support as well as assuring the ongoing quality assessment of online course development and delivery.

The potential for this initiative to allow more students to experience IB programmes is very exciting because access for all students remains an extremely high priority.

“Regardless of where or what they go on to study, or which career they pursue, students will find it essential to have strong skills in online learning and collaboration ... We are excited to be supporting the IB’s mission by helping to expand the boundaries of what is possible in quality online education.”

John McCall MacBain, Founder, Pamoja Education Ltd

## Connecting the IB community

The IB virtual community was brought to life in 2009 when ePals Inc were chosen to implement and manage a customized hosted learning community for IB students, educators, alumni and other stakeholders. The innovative site will use safe and collaborative communication tools to create authentic learning experiences and interactions on a global scale. The ultimate aim will be to connect members of the worldwide IB community in almost 3,000 schools and more than 130 countries.

IB programmes work to develop the intellectual, personal, emotional and social skills that students need for them to live, learn and work in a rapidly globalizing world. This collaboration will provide the IB with a platform that allows IB stakeholders to be part of a global learning community. IB students and educators will also be able to connect and collaborate directly with the growing ePals global community of hundreds of thousands of educators and millions of students.

Eventually the site will offer mentoring, “classroom match” and other academic-related tools and environments that are only currently offered by ePals in their own hosted learning environments.

“At the core of our mission, we aim to promote intercultural understanding and respect as an essential part of life in the 21st century; IB World Schools can safely communicate, collaborate and learn with their peers regardless of geographic, cultural or language differences through the IB virtual community.”

Judith Guy, Director of Advancement

ONLINE DIPLOMA

ACCESS

FOR

ALL



GLOBAL  
LEARNING  
COMMUNITY

# CAREER RELATED EDUCATION



“Coming together is a beginning.  
Keeping together is progress.  
Working together is success.”

**Henry Ford**



# The power of working with others

## Leading the way in career-related education

In 2009, the IB signed a memorandum of understanding with Project Lead The Way (PLTW), a not-for-profit organization in the USA that promotes engineering and biomedical sciences courses for middle and high school students in over 3,500 schools. The collaboration aims to bring combined academic and knowledge-based vocational certification to schools throughout the USA.

The IB's career-related certificate (IBCC) is being piloted globally with schools and colleges that wish to add an international academic dimension to their vocational offerings. The joint offer of the two curriculums has been successfully trialled by Binghamton High School, New York. In 2010, the IBCC will be piloted in more USA schools that currently provide PLTW.

The IBCC incorporates the educational principles, vision and learner profile of the IB into school and college vocational programmes, and specifically addresses the academic needs of students engaged in career-related education. The two organizations are philosophically aligned and, through this collaborative venture, they will be working together to bring a powerful educational model to schools.

“The IB and Project Lead The Way share a common goal of preparing students to become the most innovative and productive in the world. In today’s tech-driven global economy, students need to think critically and embrace the challenge of solving difficult problems.”

We are very excited about collaborating with IBCC to provide students with a rigorous curriculum that will prepare them for success in the global workplace.”

John Lock, CEO of Project Lead The Way

“When everyone is moving forward together, then success takes care of itself.”

**Henry Ford**



# The power of working with others

## Empowering communities

IB teachers from Canada, Kenya, Lebanon, Qatar, Oman, Thailand and the USA travelled to Zanzibar in 2009 to participate in a unique project and field experience. The project, developed in partnership with the Aga Khan Development Network (AKDN), brought together teachers from diverse IB World Schools and backgrounds to develop teacher resource materials with Muslim history and cultures as a context. The teachers were joined by members of the IB, the Aga Khan Academies and also members of the future Aga Khan University in Dar es Salaam, providing an academic as well as local perspective of the communities of the Indian Ocean.

The group participated each day in a cultural activity that included visiting two schools: a rural “madrasa”, observing pre-school students engaged in constructivist learning in classes of 17 students; and a community managed school, where the challenges were immense, with classes of 135 students and few resources. However great the challenges were, the vision to empower a community to establish, manage and own a sustainable school was a beacon of hope.

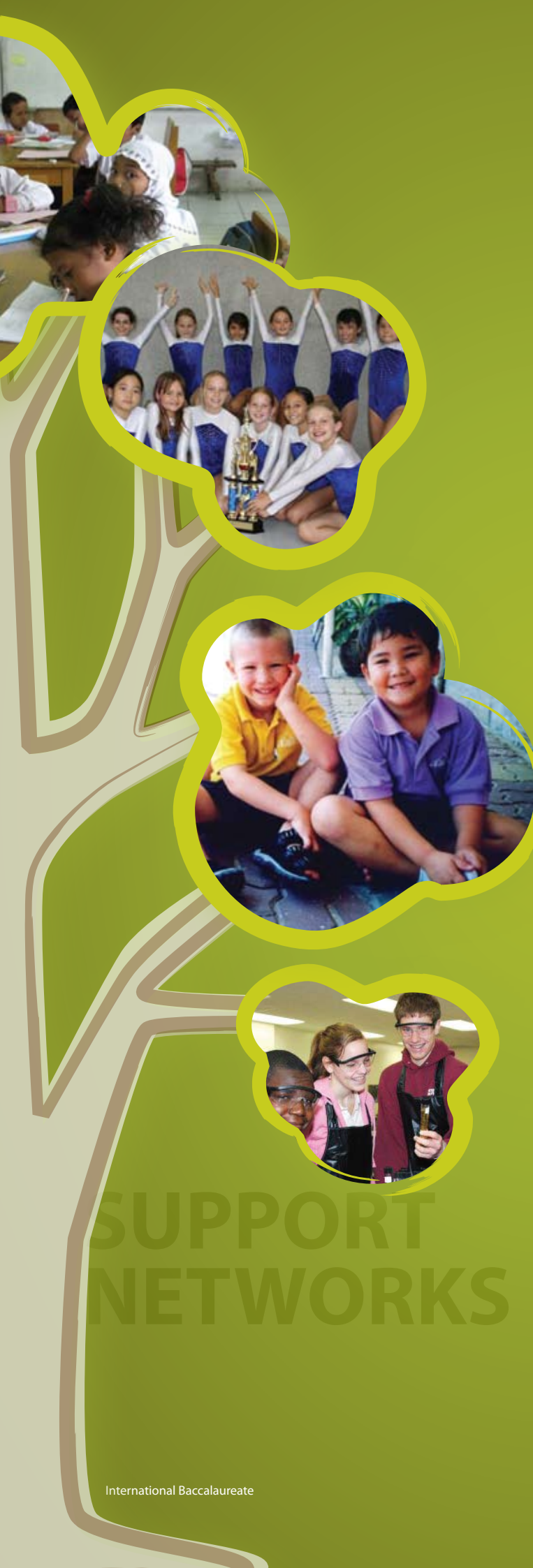
The project team has established an ePals community to continue the global collaboration and support. This project reflects one way to model how an increased awareness and understanding of a specific cultural context can enhance the curriculum resources provided in IB World Schools to better serve our students and teachers. The resources will be shared with the AKDN, and one significant and extremely positive outcome of the project is the continued collaboration between the IB and the AKDN.

“However great the challenges, the vision to empower a community to establish, manage and own a sustainable school is a beacon of hope.”

Christine Amiss, Head of Continuum Development



GLOBAL  
COMMUNITY



## Learning and developing together

The IB is committed to supporting the ongoing development of a worldwide professional learning community comprising internationally minded educators, school leaders and school administrators. Within this important area, there has been excellent progress.

To implement IB programmes successfully, it is essential that IB World Schools establish supportive learning communities where teachers are encouraged to collaborate and share experiences. Having a clearly structured strategy for professional development means that we can ensure that opportunities are relevant to the needs of the individual teachers and to the overall priorities of the school. In 2009, a new workshop architecture was created and is now being implemented. Courses on offer include programme-specific topics, assessment, pedagogical methods and a range of continuum workshops. Some are delivered face-to-face and some are online.

The IB is establishing relationships with like-minded organizations to enhance growth potential, transferability and the quality of IB services. A great example of one such collaboration is with Triple A Learning, a unique provider of online professional development workshops and interactive textbooks, and other resources for the IB.

The online courses allow IB teachers to collaborate without flying across the world. It also means that teachers are able to build support networks that last for many years. This technology has many advantages but, in particular, it enables teachers to study in the same way that their students study. It is a peer-learning approach. The current generation has grown up using internet technologies and it is critical that teachers are given the same learning opportunities.

“The challenge for both educators and online course developers is to stay abreast of technological developments, without pursuing technology purely for its own sake.”

Andy Beharrel, founder of Triple A Learning

# INTEGRATED KNOWLEDGE



# INTERDISCIPLINARY UNDERSTANDING



ENHANCE LEARNING,  
THINKING AND  
CREATIVITY

# The power of working with others

## Enhanced learning through collaboration

Harvard's Project Zero was founded in 1967 by philosopher Nelson Goodman. Its mission is to understand and enhance learning, thinking and creativity in the arts, as well as humanistic and scientific disciplines, at individual and institutional levels. In 2009, the IB was honoured to collaborate with this important research group to enhance the guidance given to schools in interdisciplinary teaching and learning.

In the Middle Years Programme (MYP), interdisciplinary learning is generally defined as the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines or subject groups and integrate them to create a new understanding.

Interdisciplinary learning seeks to yield interdisciplinary understanding. Students demonstrate interdisciplinary understanding of a particular topic when they can bring together concepts, methods or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through single disciplinary means.

Following this definition, interdisciplinary learning is therefore purposeful, integrative and grounded in the disciplines. These qualities guide the design of interdisciplinary teaching and assessment of student work in the MYP.

Within the Diploma Programme, a pilot extended essay project for world studies was initiated in collaboration with Project Zero. This initiative aims to nurture students' ability to design and conduct independent interdisciplinary inquiry that integrates knowledge and modes of thinking from two or more disciplines to examine a world issue in depth. It also aims to advance students' ability to view themselves as informed local and global actors in an increasingly interrelated world.

There are six participating pilot schools offering world studies as a subject choice in extended essays. The schools use common instruction and criteria in the current extended essay guide in conjunction with a special chapter that has been produced to give guidance to students and supervisors on how to approach this particular interdisciplinary essay.

“At the dawn of the 21st century, the quality of an educational programme is to be judged not only by the professionalism of its instruction and the deep understanding it instils in its students but, quite importantly, by the relevance of what students learn.”

Veronica Boix-Mansilla from Harvard Project Zero

“Coming to understand a painting or a symphony in an unfamiliar style, to recognize the work of an artist or school, to see or hear in new ways, is as cognitive an achievement as learning to read or write or add.”

Nelson Goodman, founder of Harvard Project Zero in 1967

# The power of working with others

## School communities working with others

There are many wonderful examples of schools working with and supporting the initiatives of other organizations for the good of their local and global communities.

At the New International School of Thailand (NIST), there is an initiative to support and sponsor “Bridges—dialogues towards a culture of peace”. The Bridges project has been initiated and facilitated by the Vienna-based International Peace Foundation under the joint patronage of 21 Nobel Peace Prize laureates.

At NIST, students are given the opportunity to communicate with Nobel laureates, as well as, honorary guests including the Reverend Jesse Jackson, His Excellency Professor José Ramos-Horta, Dr Karan Singh and Bishop Carlos Felipe Ximenes.

In November 2009, students gathered to hear an inspiring talk from Jackie Chan followed by a dialogue session with him. As a well-known actor and goodwill ambassador, Jackie Chan highlighted the importance of education. Linking his work to peace building, he encourages students to learn how to give and help others around them.

“When you give back to society, you sleep well.”

Jackie Chan, actor, philanthropist and goodwill ambassador

“Good partnerships can generate enthusiasm and motivation for learning, action and positive change. They can engage whole school communities positively, providing transforming experiences for students and teachers ... people view the world, and other people, in a different way.”

Boyd Roberts, author of *Educating for Global Citizenship*



PEACE  
BUILDING



GLOBAL  
CITIZENS

"Alone we can do so little;  
together we can do so much."

**Helen Keller**

COLLABORATION

# Collaboration with supporters

We are always humbled by the wide variety of people and organizations who donate time, expertise, advocacy, and financial support to help the IB achieve its mission. Our collaboration with volunteers and donors ensures their contributions have a positive impact on important initiatives.

The IB works closely with governments and their ministries and departments of education to implement professional development initiatives. These improve the overall capacity of teachers to ensure long-term reform. In Japan, the Ministry of Education, Culture, Sports, Science and Technology has supported the strengthening of our Japanese language offerings in the Middle Years and Diploma Programmes and an education forum for educators. The IB is committed to serving students from diverse linguistic backgrounds and offers materials and services in as many languages as possible.

The IB has also received financial backing from education-focused foundations. In late 2009, the IB undertook a collaborative US-based project, made possible through a grant

from the Bill & Melinda Gates Foundation, to develop innovative tools and resources for teachers and for students of the Diploma Programme.

The IB will collaborate with several school districts in the USA to develop and pilot new materials, assessment and professional development. One of the aims of the project is to identify the reasons for under-representation of low income, minority students in the Diploma Programme, quantify the impact of it, and devise strategic solutions to narrow the gap.

Working with other organizations and donors enables the IB to achieve its mission without compromising the quality of our programmes by over-extending into new initiatives. When missions are well-aligned, donor organizations use their skills and play an active role in helping the IB to develop the programmes they support.



### Corporations, Foundations, NGOs, Trusts

ArcelorMittal Foundation  
Bill & Melinda Gates Foundation  
Rumsey Cartier Foundation  
Global Education Management Systems (GEMS)  
Kadoorie Charitable Foundation  
King Faisal Foundation  
PSI LLC  
Texas IB Schools

### Governments

Alberta Education, Canada  
Germany  
Norway  
US Department of Education

### Individuals

Thomas Allgäuer and Family  
Steven and Anne Aronson  
Jeffrey R. and Cecily H. Beard  
Marie and Paul Claudel  
Joe and Tina Kennedy  
Emily Ngan  
Michael Obermayer  
Ferdinand and Monique Seefried  
Stephen and Constance Spahn  
Roshan Thomas  
Kenneth Vedra  
Doyle Vogler

### Schools

Spicewood Elementary School

**Special mention to the following individuals and organizations, who are members of the 2009 Director General's Circle and contributed at least \$10,000**



ArcelorMittal Foundation  
Steven and Anne Aronson  
Bill & Melinda Gates Foundation  
Government of Germany  
Global Education Management Systems (GEMS)  
Kadoorie Charitable Foundation  
Joe and Tina Kennedy  
King Faisal Foundation  
Emily Ngan  
Government of Norway  
Ferdinand and Monique Seefried  
Stephen and Constance Spahn  
Spicewood Elementary School  
Texas IB Schools  
Doyle Vogler

# Key indicators 2009

## Number of authorized programmes, worldwide

	2005	2006	2007	2008	2009
Primary Years Programme	247	315	422	490	612
Middle Years Programme	336	374	445	510	749
Diploma Programme	1,346	1,487	1,646	1,856	2,065
<b>Total</b>	<b>1,929</b>	<b>2,176</b>	<b>2,513</b>	<b>2,856</b>	<b>3,426</b>

## Number of authorized programmes, by region

	IB Africa, Europe, Middle East	IB Asia-Pacific	IB Americas	Total
Primary Years Programme	134	161	317	612
Middle Years Programme	119	112	518	749
Diploma Programme	699	286	1,080	2,065
<b>Total</b>	<b>952</b>	<b>559</b>	<b>1,915</b>	<b>3,426</b>

## Number of IB staff (Full-time equivalents) 2009

Cardiff	352.1
Geneva	43.9
North America	51.5
Latin America	20.0
Asia Pacific	46.0
<b>Total</b>	<b>513.5</b>

## Universities which recognize the IB with published policy statement

IB Africa Europe & Middle East	300
IB Asia-Pacific	362
IB Americas	2,103
<b>Total</b>	<b>2,765</b>

Number of diploma candidates*	May	November	Total
2009	45,130	5,823	50,953
2008	39,914	5,477	45,391
2007	35,903	4,483	40,386
2006	32,126	4,186	36,312
2005	27,971	3,735	31,706

\*Includes retake candidates

Number of examinations taken	May	November	Total
2009	339,010	31,810	370,820
2008*	303,125	30,386	333,511
2007	273,019	26,194	299,213
2006	245,030	24,221	269,251
2005	215,313	22,241	237,554

\*Includes withdrawn candidates

Number of certificate candidates*	May	November	Total
2009	28,349	999	29,348
2008	30,824	1,167	31,991
2007	28,126	1,341	29,467
2006	25,272	1,116	26,388
2005	22,578	1,178	23,756

\* Please note anticipated candidates are allowed to change their category to certificate, which can affect these figures.

Overall pass rate of diploma candidates (%)	May	November
2009	78.65	80.22
2008	79.0	79.47
2007	78.8	81.3
2006	80.4	81.4
2005	81.4	81.0

**GLOBAL  
SOCIETY**

**COLLABORATIVE  
EXPANDING  
ACCESS**



**EMPOWERING**

**COMMITTED**

**CONNECTED**

**RELATIONSHIP**

**BUILDING**

**WORLDWIDE**

**COMMUNITY**

“As we move into the future, we would like to collaborate with the International Baccalaureate movement in a challenging but inspiring new educational adventure. Together, we can shape the very definition of a well-educated global citizen.”

His Highness the Aga Khan,  
Peterson Lecture, 18 April 2008

# POSITIVE IMPACT

- Become an IB student
- Teach at an IB World School
- Become an IB World School
- Volunteer or work for the IB

Support our mission and join the IB community at <http://www.ibo.org> or contact your IB regional office:

IB Africa, Europe and Middle East  
IB Asia-Pacific  
IB Americas

[ibaem@ibo.org](mailto:ibaem@ibo.org)  
[ibap@ibo.org](mailto:ibap@ibo.org)  
[iba@ibo.org](mailto:iba@ibo.org)



### Mixed Sources

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