



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

# EDUCATION FOR A BETTER WORLD



## THE INTERNATIONAL BACCALAUREATE:

- ONE MISSION
- FOUR CHALLENGING PROGRAMMES PROVIDING A CONTINUUM OF EDUCATION FOR CHILDREN FROM 3-19 YEARS
- OVER 4,200 IB WORLD SCHOOLS IMPLEMENTING MORE THAN 5,300 PROGRAMMES
- MORE THAN 75,000 TEACHERS TRAINED EACH YEAR
- MORE THAN 1,250,000 STUDENTS AGED 3 TO 19



# ONE MISSION



The IB community is united through a powerful mission, to create a better world through high quality, international education. Schools join us because of our reputation as a leader in our field.

**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.**

The IB offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world.

For 45 years we have delivered programmes designed to engage students from 3 to 19 years of age in educational learning that equips them for life in the 21st century.

IB students embrace their own cultures and are open and responsive to other cultures and views. They are fully engaged, ever curious learners for life.

At the heart of all our programmes is the IB Learner Profile, a long-term, holistic vision of education that underpins the IB continuum of education and puts the student at the centre of everything we do. The Learner Profile is the IB mission statement in action and provides a set of learning behaviours which aims to inspire, motivate and focus students, teachers and the entire IB School community, uniting them in a common purpose.



# INTERNATIONALLY MINDED LEARNERS

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:

## **Inquirers**

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.

## **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.

## **Thinkers**

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

## **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.

## **Principled**

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.

## **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.

## **Caring**

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.

## **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.

## **Balanced**

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.

## **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.

*The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help people become responsible members of local, national and global communities.*



IB programmes share a powerful vision that is informed by the values described in the learner profile.

An IB education:

- **focuses on learners**  
the IB's student-centred programmes promote healthy relationships, ethical responsibility and personal challenge,
- **develops effective approaches to teaching and learning**  
IB programmes help students to develop the attitudes and skills they need for both academic and personal success,
- **works within global contexts**  
IB programmes increase understanding of languages and cultures, and explore globally significant ideas and issues,
- **explores significant content**  
IB programmes offer a curriculum that is broad and balanced, conceptual and connected.



# FOUR CHALLENGING PROGRAMMES





# The evolution of IB programmes has happened at a significant pace over the past 45 years.

The IB Diploma Programme (DP) was introduced in 1968 with an original purpose of facilitating the international mobility of students, by providing students with a curriculum and qualification recognized by universities around the world. Since that time, we have developed a continuum of education for students aged 3 to 19.

Every IB World School is unique. Our programmes are offered in both state and private, national and international, large and small schools. They can be offered individually, but a growing number of schools offer them as a continuum of education.

**The IB Primary Years Programme (PYP),** for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The PYP is transdisciplinary and flexible enough to accommodate the demands of most national or local curriculums and provides the best preparation for students to engage in the IB Middle Years Programme.

**The IB Middle Years Programme (MYP),** for students aged 11 to 16 provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the PYP and prepares students to meet the academic challenges of the IB Diploma Programme and the IB Career-related Programme.

**The IB Diploma Programme (DP),** for students aged 16 to 19, is a balanced and academically challenging programme of education with rigorous assessment. The DP prepares students for success in higher education and encourages them to become active participants in an increasingly global society. The programme has gained recognition and respect from the world's leading universities.

**The IB Career-related Programme (CP),** for students aged 16 to 19, incorporates the educational principles, vision and learner profile of the IB into a unique programme that specifically addresses the needs of students who wish to engage in career-related education.

This programme allows students to benefit from elements of an IB education and enables schools to widen participation to an IB education.

## All IB programmes:

- have a strong international dimension
- draw on content from educational cultures around the world
- require study across a broad range of subjects
- include both individual subjects and transdisciplinary/interdisciplinary areas
- give special emphasis to learning languages
- focus on developing the skills of learning
- provide opportunities for individual and collaborative planning and research
- encourage students to become responsible, active members of their community

## They all include:

- a written curriculum or curriculum framework
- student assessment appropriate to the age range
- professional development and networking opportunities for teachers
- support, authorization and programme evaluation for the school

# WHAT MAKES IB PROGRAMMES UNIQUE?

## International

Our commitment to international education starts with a belief that the only way to appreciate someone else's culture is first to be confident in your own.

The international-mindedness that permeates our programmes is about more than simply learning a second language. For example, in biology, students might learn about the typhoid bacteria but also its impact on life expectancy in a developing country. Students learning about the history of their town or region might look at the broader context, of history and the effects of certain global events, and how these impact on their local environment.

## Independent

The IB and its programmes are unique in many ways. We are a not-for-profit organization, which means that there are no shareholders and any surplus income is reinvested in our work. We are independent of political and commercial interests. We operate in 143 countries, frequently working alongside national educational systems. Most schools, for example, offer the DP alongside other courses whereas the PYP and MYP are flexible enough to incorporate national curriculum requirements.

## Research-based

Like the world it seeks to improve through education, the IB never stands still. Our programmes and curricula evolve and undergo regular review to ensure we are delivering the best possible education for IB students. Our vision is constantly sharpened by research, both our own and that of other respected academic bodies.

Innovative and creative educators from many different cultures play a critical role in the development of each programme. The programmes represent good practice from around the world, and the curriculum review process involves practising teachers, examiners and education experts.

We are flexible enough to be able to respond to new research and pedagogical studies and engage with expert analysis where appropriate. For example, the IB Career-related Programme, our newest qualification, is designed to provide a flexible learning framework to meet the needs of students and the local community as well as the world beyond.

## Widely recognized

Our programmes are challenging. Universities and future employers recognize the depth and breadth of the rigorous work undertaken by IB students. As a result there are many literate scientists, numerate artists, and sociologists able to communicate in more than one language among IB graduates. In spite of this breadth, the depth of subject study is not sacrificed. Universities also welcome the creativity, activity and service (CAS) requirement, alongside the 4,000 word extended essay component in the DP that demands research, analysis and in-depth study to prepare students for work at university level.

Research by and with universities in Australia, Canada, the United Kingdom and the United States has demonstrated that IB students are well prepared for university. Almost 2,000 of the best universities around the world list their IB admission policies on our web site at [http:// www.ibo.org](http://www.ibo.org).

Of course results are important, and we are proud of our programmes and of our students, but the IB experience is much more than that: it's not just a way to learn, it's a way of life.



Innovative and creative educators from many different cultures play a critical role in the development of each IB programme.



# OVER 4,200 IB WORLD SCHOOLS

The IB does not own or manage any schools. Instead, the community is made up of like-minded state and private schools – called IB World Schools. There is no such thing as a “typical” IB World School. You will find them everywhere from Australia to Zambia—and in 147 other countries in between. Over half of these schools are state funded.

## **All IB World Schools:**

- share the mission and commitment of the IB to high quality, international education
- have been authorized to offer one or more of our programmes
- play an active and supporting role in the worldwide community of IB World Schools
- Contribute their knowledge and experience to the development of IB programmes
- are committed to the professional development of teachers.

It takes a great deal of commitment and professionalism to become an IB World School, authorized to deliver an IB programme. It takes commitment to, and an

understanding of, IB values, the IB mission and the long-term implications of belonging to an IB community that actively involves schools in the development of IB programmes.

It also takes time for the training of teachers in the fundamentals of the programme and pedagogical approaches, assessing the school’s preparedness prior to authorization, and thereafter conducting continuous professional development.

Our values are at the heart of everything we do, and as such act as the foundations on which we build our organization. Our mission guides us, and provides a clear focus on what we need to achieve - to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To be successful we work with and involve as many educators as possible from around the world and our high quality curricula reflect this. We seek to foster positive attitudes and a love of learning in both teachers and students.





# MORE THAN 75,000 TEACHERS



Teachers respond enthusiastically to our high standards. They regularly attend IB workshops and conferences and participate in online discussions. Teachers also participate in IB curriculum reviews, join the teams responsible for authorizing and evaluating schools and may become IB workshop leaders or examiners. The IB brings out the highest professional standards in teachers, providing an ethos and approach that both involves and motivates the best in teaching.

## Why?

IB teachers share our mission to provide an international education through programmes that have been developed using experiences and expertise from across the world. Teacher contribution has always been central to our development, and we value our teachers' input highly.

We are fully committed to ensuring teachers are a central part of our community and provide the best possible opportunities for

them to continue their own learning. IB teachers appreciate this strong emphasis on their continued professional development as they, alongside their students, are continually challenged.

The IB runs workshops around the world, bringing teachers together to learn and share their experience, training more than 75,000 teachers a year. We are also harnessing the global village power of the Internet to provide online teacher conferences, networking and teacher training.

Teachers respond eagerly to the fact that all four programmes involve a high element of teacher trust, rather than using the more formulaic teaching materials that they may have been used to. We want IB teachers to be innovative and creative.

No wonder IB teachers are so enthused.

*"As a school that has offered the Diploma Programme for over 30 years, it is a joy to now run a school that offers three IB programmes, the PYP, MYP and DP in one fluid continuum. Our students move from one programme to the next fully prepared for what is to come. Our students are competent problem solvers, rarely fazed by the unexpected and often inspired by the content of the curriculum"*

**Glyn Jones** Assistant Principal

International School Hilversum , The Netherlands



# MORE THAN 1,250,000 STUDENTS

IB students are internationally aware, with open minds and open hearts. All IB students learn a second language, together with the skills to live and work with others both locally and internationally. But becoming a global citizen with a truly international perspective is not gained at the expense of their own language or culture. Indeed, we believe that the only way to appreciate another language or culture is to be confident first with your own.

Our programmes are not exam driven: results are important of course, but the best results are attained by allowing students to develop their learning and to engage in the curriculum.

IB students are at the centre of our programmes. Students are taught to think for themselves and to drive the learning process. Teachers like that; students thrive on it.

Most of all, we see education as a way of life and living. The IB is about creating a community of learners and improving professionalism within that community. We want the IB culture to spread throughout the school, encouraging the caring, nurturing, altruistic qualities found in the learner profile.

Energized students and parents are eager ambassadors, too, with many endorsing the IB in the most telling way possible by ensuring that their own children become IB students.



Students are taught to think for themselves and to drive the learning process.  
Teachers like that; students thrive on it.



# A LOCAL AND GLOBAL COMMUNITY





The IB experience is not just a way to learn, it's a way of life and, for more than 1,250,000 students each year, the way to a better, more peaceful world.



IB students take an active part in, and contribute to, their school, their local community and their global community. It becomes a way of life for IB students to feel loyal to their immediate surroundings but to also think beyond them.

Many IB World Schools offer their students the opportunity to participate in exchange programmes so that they can learn from their experiences. For example, students in the Canadian International School in Bangalore, India, travelled to Chiang Mai, Thailand, where they worked on a construction project at a government primary school.

In Lebanon, the Wellspring Learning Community actively engages in Global Youth Service Day, as do other IB World Schools. And many IB World Schools take action based on the annually-themed Global Lessons available on the IB website.

We practise what we teach, too. We are committed to making good education accessible to everybody. Geography, finance and resources can make this difficult but, ever since the IB was founded, we have worked tirelessly to overcome these barriers to create a better and more peaceful world through education.

That is why, today, more than half of IB World Schools are state funded and why the organization has a bursary fund to promote access. Short-term grants are available for schools that are experiencing temporary financial challenges or that are demonstrably increasing access to IB programmes.

In recognition of how the IB can contribute to developing future generations, the governments of Australia, Ecuador, Japan, Malaysia, Spain, Canada and the United States are supporting the IB Diploma Programme in many more state schools. It is an important part of government policy to raise educational standards where possible.

**Do you want to join a growing worldwide community of people sharing a common mission and vision?**

We welcome you to—

- Become an IB student
- Find a school that offers an IB programme for your children
- Teach at an IB World School
- Volunteer or work for the IB
- Support our mission and join the IB community

Contact [ibid@ibo.org](mailto:ibid@ibo.org) or visit [www.ibo.org](http://www.ibo.org) for more information

*"The recognition of Seneca Academy as an IB World School delivering the Primary Years Programme, makes me extremely proud of our teachers, staff and parents who have dedicated themselves to helping our students become lifelong learners. By creating an environment where students make connections between what they are learning in the classroom and the world around them, we are creating global citizens who will be well prepared to take leading roles in the world."*

Head of School, Dr. Brooke Carroll, Seneca Academy, USA

*"At King Edward's School we made the decision to move to a solely IB Diploma curriculum because we believed that it would provide a really challenging education and would be the best preparation for university study".*

John Claughton, Chief Master, King Edward's School, Birmingham, UK.

*"The Career-related Programme enables a school to open up the IB experience to a wider range of students"*

David Barrs, Head Teacher, The Anglo-European School, Essex, UK

*"One of my favourite aspects of the Career-related Programme is that it meets not one of the needs, but all the needs of the student"*

Robert Gazda, Director of Curriculum, New York Binghamton school district, USA



## IB CONTINUUM CONTINUUM DE L'IB CONTINUO DEL IB

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Support our mission and join the IB community at [www.ibo.org](http://www.ibo.org) or contact your IB regional office:

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

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