

# ANNUAL REVIEW



# 2014



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## Table of contents

The IB in 2014 – A pivotal year .....	1
Authorization of the 5,000th IB programme.....	2
Engagement with education policy makers worldwide .....	4
Innovation across all IB programmes .....	6
The impact of an IB education validated through research .....	8
Quality professional development.....	12
Key indicators.....	14
Our supporters .....	16



## The IB in 2014 - A pivotal year

In January 2014, Dr Siva Kumari became the seventh Director General of the IB. Remembering the reasons for the IB's existence combined with the desire to embrace a new digitized world, the IB entered the year filled with renewed energy and enthusiasm, dedicated to the students and educators which it serves.

As the year progressed, so too did the development of the IB's new strategic plan. Staff and members of the community came together as a united IB focused on the future. Refocusing on the mission, fully supporting the global IB community and creating an organization that delivers excellent service consistently will all form a part of the IB's new strategy from 2015 onwards.

In 2014, progress was made across a number of significant areas to ensure that plans for the future remain entirely focused on the educational community. These areas include sharing best practice, strengthening the unique ecosystem in which we operate and informing the development of IB programmes to ensure they provide high quality and relevant education to all students.

### In 2014 the IB

- Authorized its 5,000th IB programme
- Engaged with worldwide education policy makers
- Delivered innovation across all programmes
- Validated the impact of an IB education through research
- Improved recognition for IB programmes
- Supported excellence in teaching through professional development

# Authorization of the 5,000th IB programme

With a firm commitment to ensure IB programmes are accessible to as many students as possible, 2014 saw the IB mark a significant milestone in the growth of IB World Schools, with 5,000 programmes creating educational opportunities for 1.3 million students worldwide. Acknowledging the different needs and contexts of our diverse community of schools, and providing more flexible ways of accessing and implementing IB programmes has become a key strategic goal. This will help schools achieve their best while preserving the IB's standards for quality and impact.



*We are delighted that we are now officially a part of the much respected IB world community. We believe this recognition will help us reach out to a larger resource base for the benefit of our school community.*

*Prabha Dixit, PYP  
Coordinator, Akshar Árbol  
International School,  
Chennai, India*



*St Thomas the Apostle Catholic School has proudly embraced two IB programmes, which emphasize intellectual challenge with an interdisciplinary approach to learning. Students are able to think globally and display acts of compassion through service.*

*Lisa Figueredo, Principal, St Thomas the Apostle Catholic School, Miami, Florida, USA*



*We are enthusiastic and proud to have started a new academic year as an official IB World School, the first and only one in Albania. Our school community is a group of learners who truly believe that we can make a difference through IB education."*

*Gladiola Dona, Executive Director, World Academy of Tirana, Albania*



“ Through our collaboration with the IB, this initiative aims to gradually transform education in Saudi Arabia and the Arabic-speaking world to be amongst the best in class.

*Prince Bandar bin Saud bin Khalid, Secretary General of the King Faisal Foundation*



# Engagement with education policy makers worldwide

In 2014, the IB made significant progress in enabling access to more students through a clear and determined effort to work closely with influential bodies around the world.

The signing of a three-year protocol agreement with the Abu Dhabi Education Council (ADEC) aims to widen the educational options offered across the United Arab Emirates (UAE) and meet the different needs of students. In the protocol agreement, both parties agreed that schools implementing an IB programme must implement components of the UAE curriculums in addition to the IB programme's requirements.

The creation of a partnership project between the King Faisal Foundation (KFF) and the IB aims to bring holistic IB educational programmes to almost 40 primary and secondary schools in the Kingdom of Saudi Arabia. As two organizations who share a belief in education as a means of providing young people with the foundation for greater understanding, awareness and knowledge, this initiative will ensure greater access to IB programmes which will all be delivered in Arabic.

The IB signed a Memorandum of Understanding (MoU) with the European Association of Institutions in Higher Education (EURASHE). Members of EURASHE offer professionally-oriented programmes and are engaged in applied and profession-related research. The association currently reaches out to more than 1,100 higher education institutions in 40 countries inside and outside the European Higher Education Area (EHEA). The main purpose of this MoU is to raise awareness of the IB programmes, in particular the Career-related Programme (CP), among the professional higher education institutions as well as raising awareness about the diversity of higher education in Europe.

Finally, people from across Ecuador joined the country's President Correa at Colegio Nacional Experimental María Angélica Idrobo in Quito on 17 September 2014 to celebrate the authorization of another 56 IB World Schools. The total number of schools in Ecuador is now 120. By 2017, a further 418 public sector Ecuadorian schools will be on track to become authorized.

Many other countries worked with the IB on similar initiatives, including Japan, Malaysia, Germany, Spain, state governments in the USA, Armenia and Macedonia.



*We're honoured that Ecuador holds the IB's programmes in such high regard and that President Correa, the Minister of Education and others have selected the IB as a significant education reform measure to improve the quality of education for all Ecuadorians.*

*Drew Deutsch, Regional Director, IB Americas*



*These programmes encourage students to become active thinkers, compassionate and lifelong learners, with high respect for other cultures and traditions. We are proud to partner with the IB in this important milestone and are certain that this agreement will benefit hundreds if not thousands of students across the Emirate.*

*H.E. Dr Mugheer Al Khaili, Director General, ADEC*



# Innovation across all IB programmes

The IB aims to create an education that inspires and enables exemplary teaching and learning in line with our mission and values. As part of this work, we continue to refine and advance IB programmes. In 2014, we developed the programmes in a number of important areas.

## Approaches to teaching and learning

In 2014, approaches to teaching and learning were implemented in the Diploma Programme (DP) with new guidance provided in January 2015. This creates an exciting opportunity for DP coordinators and teachers. Approaches to teaching and learning are a curriculum of skills for effective learning. These are the skills that students need in order to be successful at school, at university and in the world of work, business and enterprise. For success in the 21st century all students need to learn to be effective, self-regulated learners, learners who can learn in any situation, at any time, in any place, from any person using any media or technology – without the support of teachers. Reaching this level of skill proficiency takes time but through the new focus on approaches to teaching and learning skills throughout the IB, students will have the opportunity both to learn and practise the skills they need to reach the level of proficiency required of the self-regulated learner. By the time they finish the IB Diploma Programme students will have all the skills they need so that they can cope with and take advantage of any situation they find themselves in after they leave school.

These skills are important for teachers because students with good learning skills learn better, quicker and more thoroughly than students without these skills, and they retain what they have learned for longer. The result of the thorough implementation of approaches to teaching and learning in any school will be an increase in the efficiency and effectiveness of learning by students which means that teachers will be able to reduce the amount of re-teaching they do, therefore making their job easier.



*We're very excited about offering the CP to all schools. It provides flexibility that enables schools to tailor the programme to suit their particular needs and context, and specialize in career-related pathways—whether it's higher education, internships, apprenticeships or the world of work.*

*Dominic Robeau, Acting Head of CP Development*

## Extending the Career-related Programme

Since its launch in 2012, the IB Career-related Programme (CP) has received huge interest and is taught in over 14 countries. In 2014, the CP moved to the next phase of its evolution and became a standalone offering for schools all over the world. This means that schools not currently offering the Diploma Programme are able to apply for candidacy. As a result, more students will benefit from an internationally-recognized education, while gaining the experience and skills necessary to specialize in a career path of their choice.



*We felt empowered to implement the approaches to teaching and learning in the best way for our students, in each subject.*

*Karen Ercolino, IB and CAS coordinator, International School of Prague (ISP), Czech Republic*





“ “ *Our learners hardly use pen and paper anymore. We have to move forward with the times and MYP eAssessment does that.*

*Jeff Shaw, MYP Coordinator, Guangdong Country Garden School, China*

### **MYP eAssessment**

The Middle Years Programme (MYP) is pioneering an innovative assessment model for year 5 students that goes beyond traditional examinations. In an era of rapid change and an ever-increasing flow of information, students are increasingly digitally aware and engaged with technology, and need to demonstrate their ability to organize knowledge and use it critically and creatively.

In 2014, final preparations were made to ensure the smooth delivery of the first on-screen assessment of the MYP. Supporting schools as they familiarized students and coordinators with the new software as well as helping them to understand the process for the pilot was a huge undertaking, involving collaboration and partnership with 60 schools around the world.

Assessment for MYP year 5 students is optional for those IB World Schools that wish to award MYP certification and course results from 2016. The pilot will give the IB a greater understanding of how students perform on the assessment before its live launch in 2016.

### **PYP review**

Launched in 1997, the Primary Years Programme (PYP) is currently implemented in more than 100 countries. In 2012, the IB embarked on the first comprehensive review of the

PYP to examine every aspect of the programme, from its founding principles to implementation in the classroom, to ensure that it is relevant to learners of today and tomorrow.

This review offers an ideal opportunity for the IB to examine, enhance and strengthen the PYP curriculum framework at a time of fast-paced change, when international-mindedness and access to a high quality education are more important than ever before.

Research data gathered over the last three years confirms that while the underpinning educational and philosophical concepts of the PYP remain sound and relevant, the programme needs to evolve in ways that respond to advances in the educational thinking and practice that have taken place since its launch in 1997. Emerging challenges for schools included a lack of clarity in the explanation of the programme and support for implementation of the framework. The IB will explore both areas further during the period of review.

Schools will be able to keep up to date with the latest information and timeline on the OCC ([occ.ibo.org](http://occ.ibo.org)) and on the *SharingPYP* blog ([blogs.ibo.org/sharingpyp](http://blogs.ibo.org/sharingpyp)).

# The impact of an IB education validated through research

The IB is committed to implementing a portfolio of research initiatives over a number of years to inform the development of IB programmes and evaluate their impact on students, teachers and school communities. In 2014, IB Global Research continued to conduct and deliver practical research that meets critical internal and external stakeholder needs.

Research is conducted using a number of methods to deliver a well-rounded understanding of the IB's performance, as outlined below.

## Programme development research

To ensure that evidence-based improvements are made to the IB programmes, we conduct a wealth of programme development research. These studies support the review of curriculums across the IB's programmes, improve the effectiveness of teaching and learning, and explore initiatives, strategies and challenges encountered by schools, students and teachers. The studies discuss a range of topics, including international-mindedness, student well-being, transdisciplinarity and language policies.

## Programme impact studies

Programme impact studies investigate the impact of IB programmes on teachers, schools and students with the aim of improving education. By examining the qualities and characteristics of schools, students and teachers, programme impact research helps both the IB and external organizations understand better the value of an IB education. In 2014, the IB conducted 15 programme impact studies.

An example of one such study was the impact of the implementation of the IB Primary Years Programme (PYP) on student outcomes, pedagogical practice and school culture in the 13 Victorian Government primary schools in Australia that have been authorized to offer the PYP. The principals and teachers in participating schools believed that the PYP has contributed to student learning, particularly academic achievement, student development of learner profile attributes and student motivation. Students were also positive about their learning opportunities, teacher impact and school environment.

## Quality assurance

As part of our commitment to providing high quality educational services to the community, quality assurance frameworks for professional development and school services are designed, implemented and maintained.

Workshop session observations are conducted using experienced, current or former IB World School heads, coordinators and teachers trained by our Global Professional Development and IB Research departments. These individuals attend several different, randomly selected workshop sessions during the course of a workshop event and complete an observer protocol instrument, which is designed to take a "snapshot" of a workshop. The goal of the session observer protocol is to evaluate workshop delivery rather than programme-specific information.

Data collected over the past four years awarded high marks for IB professional development overall from these unbiased observers, and will be used to guide further improvements to the professional development experience for stakeholders. The data comprises a total of 982 session observations across all programmes, regions and categories over a four-year period. Highlights include:

- 90.3% of observers stated that the amount of material covered in the workshop session is "about right".
- 85.9% of observers stated that the pace of workshop is "about right".
- 96.4% agreed or strongly agreed that the resources used in the session enhance delivery.
- 98.3% agreed or strongly agreed that the workshop leaders are responsive to questions and comments.

## Jeff Thompson Award

This annual award provides incentive funding for employees of IB World Schools to conduct research projects at their schools. This is the only source of funding available for external research projects on the IB. The award is competitive and applications are reviewed twice a year. In 2014 there were nine Jeff Thompson Awards granted to winners all over the world.



*I have found that the children have a greater understanding of the world and the PYP has enabled them to become global citizens. The connections between the classroom and the world are greater and I have found that there are a lot of authentic links and inquiries that are student driven.*

*PYP teacher*





# Improved recognition for IB programmes

Our efforts to increase recognition of IB programmes around the world never cease. In 2014, significant strides were undertaken to ensure that understanding and knowledge of IB programmes spreads quickly and easily. Highlights include:

- A more prominent section on the new IB website about university admissions – this makes it easier for higher education institutions to find resources to assist them in understanding IB programmes and drafting comprehensive recognition policies, as well as assisting schools and students in finding important information on the status of recognition around the world.
- The launch of the IB’s first regular biannual newsletter designed specifically to keep colleges and universities informed of developments in IB programmes – this is part of a continued enhancement of services and communication to the higher education sector.
- A gathering of 155 delegates from 20 countries at the University of Hong Kong at the second annual IB Higher Education Symposium – at the two-day event IB World Schools joined higher education institutions to take part in a series of robust sessions covering pertinent issues including the provision of pathways for IB students into tertiary studies. Sessions were designed to engage and enlighten as well as provide opportunities for knowledge sharing and networking.
- The introduction of several new resources to help explain IB programmes – these include a comprehensive guide to the DP, an enhanced suite of subject briefs explaining each DP course, briefs explaining assessment and curriculum in the DP, new student testimonials and more.

Furthermore, due to the widely varying nature of educational contexts around the world, in 2014 the IB made the decision to move away from trying to measure recognition using simple indicators of whether or not a university has a published policy. This is due in part to the complexities of comparing recognition across systems, the existence of national or regional policies, and the difficulty of keeping updated records. As a result, the IB has initiated the development of a new IB Student Registry, which will incentivize universities to keep their individual profiles up to date as a way to attract IB students. Recognition information will be stored in discrete fields allowing schools and students to search universities using a range of criteria. The new registry is set to launch in the third quarter of 2015.



# Quality professional development

During 2014, 78,413 IB teachers were trained. The number of teachers choosing to undertake their IB professional development online has been growing rapidly over the last few years. Online professional development participant numbers rose by 30% to 10,000 in 2014. Furthermore, the range and frequency of online workshops offered has expanded significantly, with new titles added to all programmes in English, French and Spanish.

New products have continued to be developed, including over 40 programme-specific webinars and a brand new, flexible, portable and convenient learning resource called IB DP Advantage. Designed for DP educators, this tool helps teachers build on their strong foundation of professional development with hours of informal professional development for a school's entire DP staff. The theory of knowledge (TOK) e-learning module is a free e-learning resource and was developed especially for parents to introduce them to ways of knowing and other elements of TOK. Coordinators will find this useful for IB World Schools offering the MYP and the DP. The *IB Workshops and Resources Catalogue* outlines more than 1,000 workshop products and it continues to be a terrific resource for stakeholders.

The IB also launched the *Understanding leadership* workshop for aspiring IB leaders within the teaching community and are continuing to expand leadership offerings in 2015 with the following titles:

- Leading through an understanding of culture and context
- Leading with a clear vision and strategy
- Leading an effective professional learning community
- Leading for effective teaching and learning

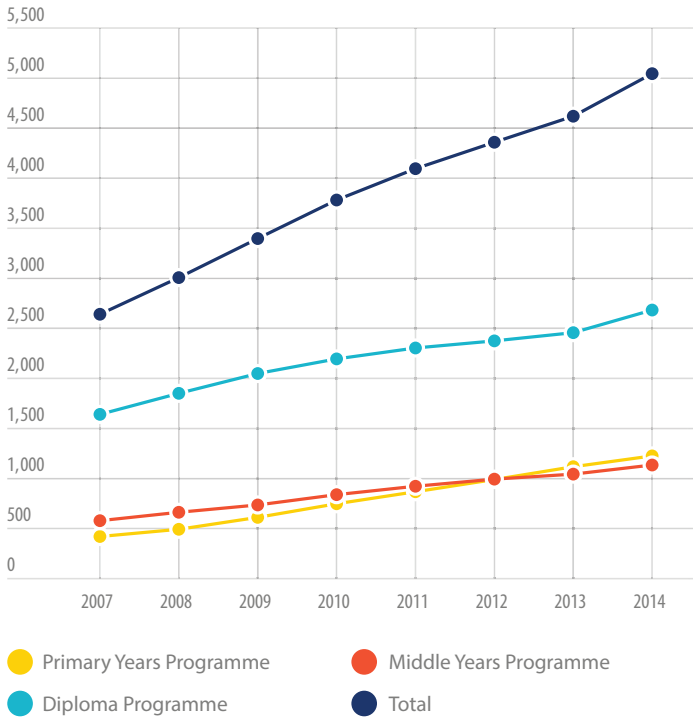
Finally, the growth of the IB educator certificates is steady; currently, there are 30 universities that offer the IB educator and/or leadership certificates.



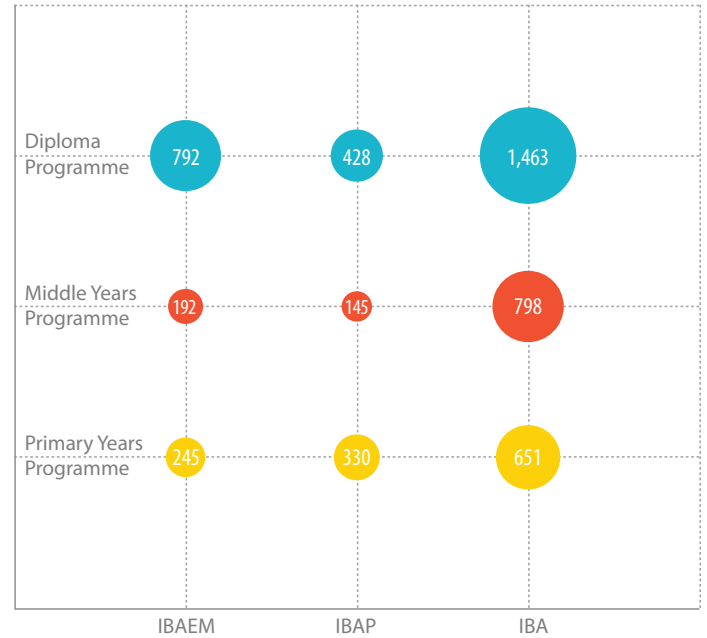


# Key indicators 2014

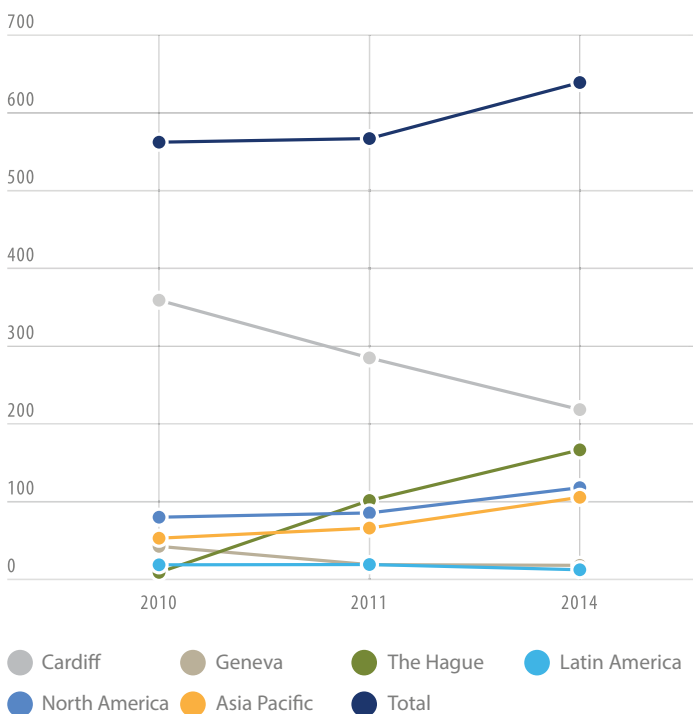
Number of authorized programmes, worldwide\*



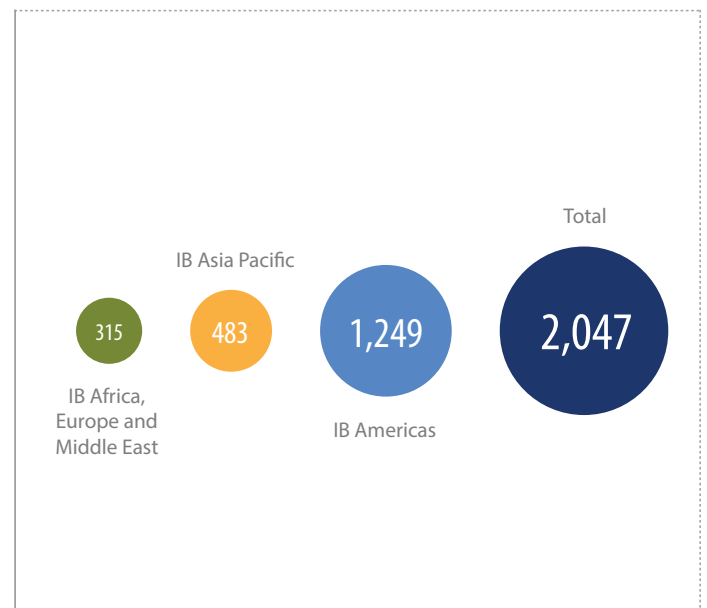
Number of authorized programmes, by region



Number of IB staff (full-time equivalents), 2014\*



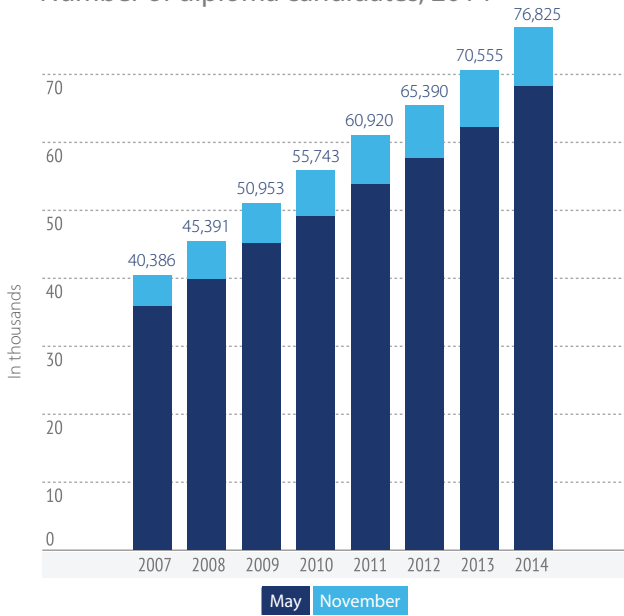
Universities that recognize the IB with published policy statement



\* Correct as of 31 December 2014

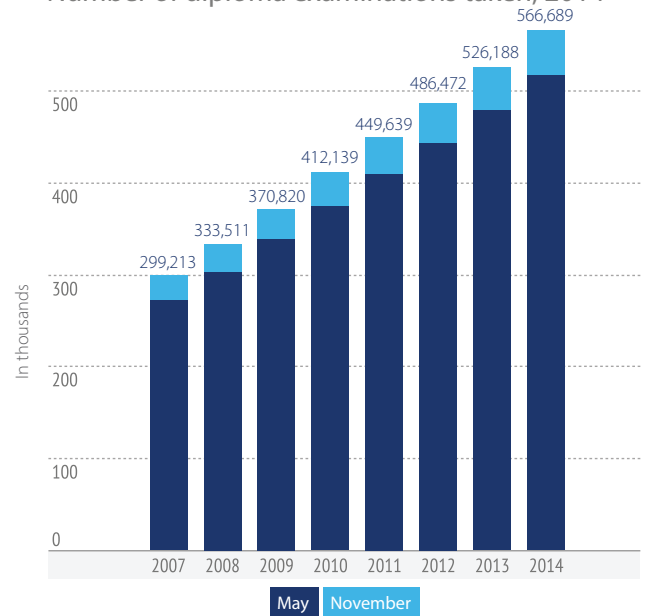


Number of diploma candidates, 2014\*



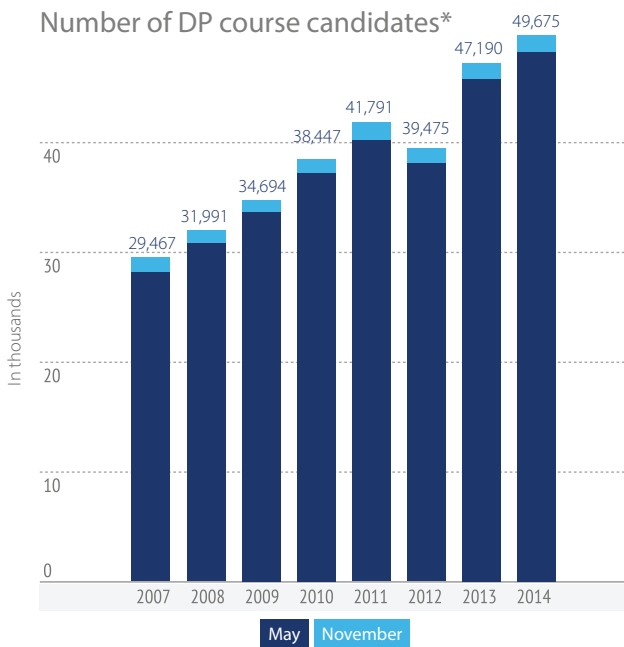
\* Includes retake and withdrawn candidates

Number of diploma examinations taken, 2014\*



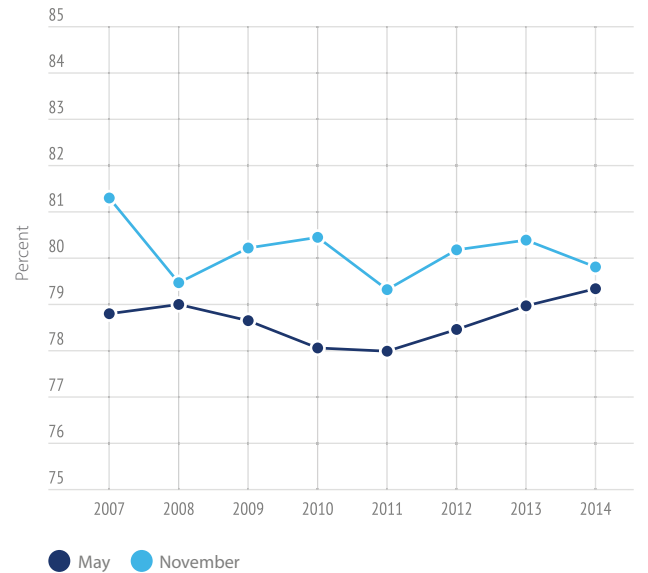
\* Includes withdrawn candidates, HL & SL only

Number of DP course candidates\*

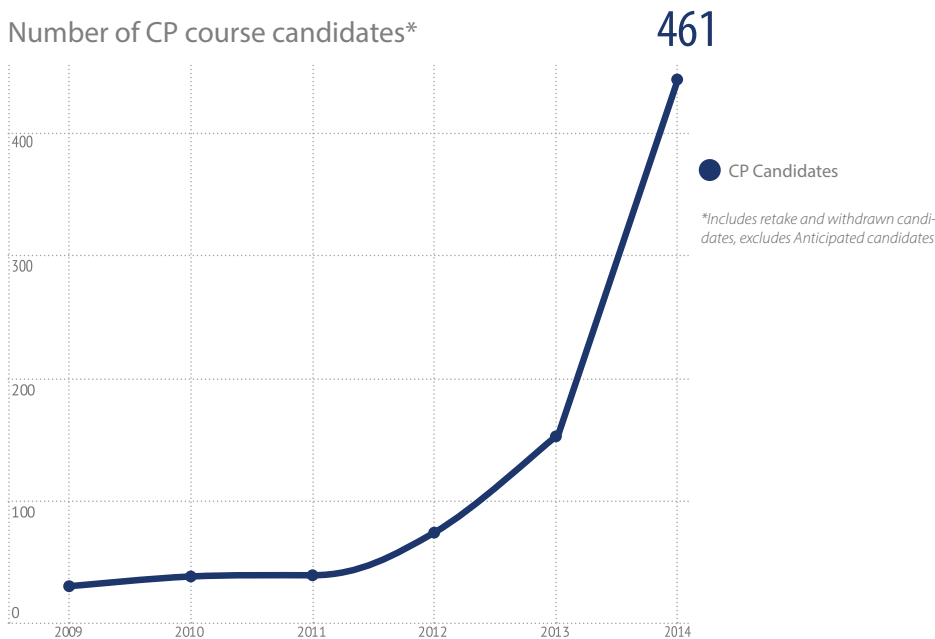


\*Please note anticipated candidates are allowed to change their category to course, which can affect these figures

Overall pass rate of diploma candidates (%)



Number of CP course candidates\*



\*Includes retake and withdrawn candidates, excludes Anticipated candidates

# Our supporters

We at the IB extend our deepest gratitude to the individuals, organizations and governments who support our mission to create a better, more peaceful world through education. You generously demonstrate your commitment by volunteering your time, sharing your 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, 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

### Associations

- IB Schools and Colleges Association of the UK and Ireland (IBSCA)
- 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)
- Northwest Association of IB World Schools

### Corporations, foundations and other entities

- Agensi Inovasi Malaysia (AIM), Government of Malaysia
- Bundesverwaltungsamt, Zentralstelle für das Auslandsschulwesen, (Federal Office of Administration, Central Agency for Schools Abroad)
- Government of Germany
- Ministry of Education, Culture, Sports, Science and Technology (MEXT), Government of Japan
- King Faisal Foundation
- ArcelorMittal Foundation
- Michael & Susan Dell Foundation
- European Council of International Schools
- The Martha Holden Jennings Foundation
- The Presto Foundation, Eau Claire, Wisconsin, USA
- Vanguard Charitable Foundation
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- Cambridge University Press
- Education First

- Kadoorie Charitable Foundation
- ManageBac
- North Growth Foundation
- Pamoja Education
- University of Melbourne
- McGill University
- Envision EMI

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- Government of Norway
- Government of Japan
- Government of Malaysia

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- Ms Indah Wijaya
- Mr and Mrs Ferdinand and Monique Seefried
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- Dr Siva Kumari
- Mr Jose Francisco Uribe Gaudry
- Ms Mardi Boin
- Ms Alexandre Lopez
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- Ms Jane Hessin
- Mr Jeffrey Beard
- Ms Tsou Tsung-Hwa
- Ms Anne Fowles
- Mr David Walker
- Mr Ken Vedra



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