About the International Baccalaureate®

The International Baccalaureate® (IB) is a non-profit educational foundation, motivated by its mission, focused on the student.

Our four programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world.

Founded in 1968, we currently work with 3,482 schools in 144 countries to develop and offer four challenging programmes to over 1,056,000 students aged 3 to 19 years.

Our four programmes for students aged 3 to 19 help develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. There are more than 1,056,000 IB students at 3,482 schools in 144 countries.

Our three programmes span the years from kindergarten to pre-university. The programmes can be offered individually or as a continuum.

**The Primary Years Programme** for students aged 3 to 12 focuses on the development of the whole child in the classroom and in the world outside.

**The Middle Years Programme** for students aged 11 to 16 provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects.
The Diploma Programme for students aged 16 to 19 is a demanding two-year curriculum leading to final examinations and a qualification that is welcomed by leading universities around the world.

Each programme includes a curriculum and pedagogy, student assessment appropriate to the age range, professional development for teachers and a process of school authorization and evaluation. The programmes are available through 3,482 IB World Schools in 144 countries.

We offer a continuum of education, consisting of three individual programmes. We span the years from kindergarten to a pre-university diploma. While we are traditionally known for the Diploma Programme, IB World Schools increasingly offer all three programmes.

We are proud of our reputation for high quality education sustained for over 35 years. Our curriculum represents the best from many different countries rather than the exported national system of any one. Our challenging Diploma Programme assessment is recognized by the world's leading universities. We maintain our high standards by actively training and supporting teachers, and by authorizing and evaluating IB World Schools.

We encourage international-mindedness in IB students. To do this, we believe that students must first develop an understanding of their own cultural and national identity. All IB students learn a second language and the skills to live and work with others internationally—essential for life in the 21st century.

We encourage a positive attitude to learning by encouraging students to ask challenging questions, to reflect critically, to develop research skills, and to learn how to learn. We encourage community service because we believe that there is more to learning than academic studies alone.

We ensure that our programmes are accessible to students in a wide variety of schools—national, international, public and private—in 144 countries.

These IB World Schools form a worldwide community in which there is no such thing as a “typical” school (more than 50% of IB students are in state-funded schools). IB World Schools cooperate in curriculum development, student assessment and the governance of the IB, making this a unique international collaboration.

The IB governance is composed of:
- an IB Board of Governors
- six committees (access and advancement, audit, compensation, education, finance and governance).

The Board can comprise between 15 and 25 members. Members are elected by the Board on the recommendation of the governance committee, and from nominations presented from the Heads Council, Regional Councils and the Board. To encourage diversity of gender, culture and geography there are only three *ex officio* positions taken by the director general (non-voting), the chair of the Examining Board and the chair of the Heads Council.

The Board, which appoints the director general, sets the strategic direction of the organization, adopts a mission statement, makes policy, oversees the IB’s financial management, and ensures the autonomy and integrity of the IB Diploma Programme examinations and other student assessment.

The Board has *six permanent committees* and establishes task force groups as required. Three of the committees represent best governance practice—audit, compensation and governance—and two deal with policy—education and finance. The sixth committee, the advancement committee, is in the process of being created.

Schools that have been authorized by us to offer one or more of our programmes are known as "IB World Schools".

**These schools:**

- share the mission and commitment of the IB to quality international education
- play an active and supporting role in the worldwide community of IB schools
- share their knowledge and experience in the development of the IB programmes are committed to the professional development of teachers.

Authorization to become an IB World School is an intensive process that typically takes two or more years and includes site visits by an IB team.

A regular process of evaluation is undertaken by schools that have been authorized.
Budget

The main sources of IB income (USD 65.1m in 2006) are:

- authorization and evaluation fees (5%)
- workshops and conferences (15%)
- publications (3%)
- annual school fee (22%)
- examination fees (51%)
- other (4%).

Compound annual growth rates for the three programmes demonstrate strong year-on-year growth. The IB is currently estimated to reach over 1,056,000 students.

Managing this rapid growth while maintaining our reputation for high quality is central to the challenge of our strategic plan.

The director general is based at the headquarters in Geneva, Switzerland.

Our largest office is the curriculum and assessment centre in Cardiff, UK where we also house our departments for finance, human resources, information technology (IT) and strategic planning.