

education
for a better
world

How the IB Works

The cost of giving your child the advantages of an IB education

What you will pay out of pocket for your child's IB education varies depending on your school and the particular IB programme it offers. School budgets and state requirements also play a role. For current fee schedules, please contact the IB coordinator at your child's school.

What schools pay for an IB programme

The International Baccalaureate (IB) is a non-profit organization and neither owns nor operates any school. We fund our international education operations by charging schools IB authorization fees as well as fees for each particular programme they offer (schools that offer several programmes typically receive a discount). The money we charge schools is reinvested back into operations and ongoing IB programme development. For more information, please visit the IB Services for Schools webpage (<http://www.ibo.org/programmes/services/>).

IB AUTHORIZATION FEES for the Academic Year 2009-2010	
Primary Years Programme	\$17,000
Middle Years Programme	\$17,000
Diploma Programme	\$17,000

ANNUAL SCHOOL PROGRAMME FEES for the Academic Year 2009-2010	
Primary Years Programme	\$7,000 per school
Middle Years Programme	\$8,000 per school
Diploma Programme	\$9,600 per school

The IB may also charge your child's school for exams and assessment services and such professional development services as teacher and administrator training, conferences, workshops, publications, and other optional services.

How IB World Schools differ from other schools

IB World Schools offer your child a high-quality education spanning the years from pre-kindergarten through university preparation. An IB education encourages international-mindedness and the cultivation of a rigorous, inquiring intellect.

International and local

As an IB student, your child will learn a second language—a requisite for success in an increasingly-globalized 21st century economy. However, at the IB we believe that international-mindedness begins with a thorough understanding of your child’s language, culture, and national identity, which are key subjects in the IB curriculum.

Critical thinking skills and real-world experience

Your child will be encouraged to ask the tough questions, to reflect critically, and to develop formidable research skills—to learn how to learn. And IB programmes encourage community service—so that the lessons of the classroom can be tested in the world at large.

A commitment to education for all

There is no such thing as a typical IB World School. Public, private, magnet, charter, parochial, national, international—any school can become an IB World School so long as the institution meets our rigorous authorization standards.

How a school gains authorization to offer IB programmes

The IB authorization process can take up to three years. Candidate schools must share the IB’s commitment to the highest quality international education and to the ongoing professional development for teachers.

The IB authorization process begins with a feasibility study, a process through which the interested school acquaints itself with the IB programme and submits *Application form part A*. Once the first part of the application has been submitted and accepted by the IB, the interested school becomes a candidate school. Staff training can occur at any time during the application process. The candidate school then starts an implementation that lasts at least one academic year. As professional development efforts ramp up, the candidate school designates an IB coordinator, and, if all previous stages are completed successfully, the candidate school submits the second part of the application, *Application form part B*. After submission of *Part B*, an official IB team will visit the school to finalize authorization.

“An authorized IB World School is a well-oiled machine in terms of knowing what the programme requirements and deadlines are and making sure kids have adequate time and the resources to prepare. A collaborative environment is developed where students help each other learn and grow together.”

— Maria Hersey
IB programme specialist
Jupiter, Florida

To maintain the highest quality assurance, we evaluate each IB World School every three to five years to assess the programme and to ensure that it meets the IB's standards and provides an education that is intellectually stimulating, emotionally rewarding, and that serves to prepare students for life in the 21st century and beyond.

“The IB programme has revitalized me as an educator and I’ve also seen it revitalize others. The IB is like nothing else. I remember someone saying: ‘There are best practices everywhere. But what this does is create best practices in a whole school.’ Once you start seeing the impact on kids and how it really does make a difference, it’s amazing.”

— Jean Ramseyer
Primary and Middle Years Programme coordinator
Lone Pine Elementary and West Hills Middle Schools,
Bloomfield, Michigan

Keeping up with the rigors of the IB Diploma Programme

While the IB Diploma Programme is demanding, we make every effort to give each child sufficient preparation time for exams and for requirements like extended essays. The *IB coordinator handbook* sets the schedule of exams a year in advance. This lets coordinators and teachers know what is expected so they can coordinate deadlines across disciplines to ensure students never get hit with everything at once.

There is no question however, that your child must develop solid time-management skills and independent study habits to succeed—these skills will serve your child throughout university and beyond.

Concurrency of Learning

Collaboration is central to teaching an IB curriculum. IB coordinators, teachers, and guidance counselors are dedicated to the concurrency of learning—a balanced curriculum in which different subjects are studied simultaneously. As students mature and further develop their thinking skills, they explore the disciplines in increasing depth and realize how they are linked to each other and to local and global issues.

The concurrency of learning concept takes center-stage in the IB Diploma Programme’s theory of knowledge class, where the emphasis is on cross-disciplinary problem solving. The collaborative nature of the IB programme means IB educators and staff continuously work together to teach across disciplines and meet the requirements of the schedule specified in the *IB coordinator handbook*.

Ongoing Professional Development

Be it local or global, no community can invest in the education of its children without first investing in teachers. Before a school can even receive an IB authorization, its teachers and administrators must complete comprehensive professional development courses. Each year, the IB conducts approximately 790 training sessions in the United States and Canada, serving nearly 18,299 educators.

The pre-authorization training is only the beginning. We encourage the ongoing professional development of our teachers and administrative staff through courses and workshops that challenge and enrich even our most experienced educators.

IB teachers are analytical, curious, collaborative, and innovative. They meet frequently, always with the goal of optimizing the IB programme and your child's particular IB experience. But teachers are only part of the story. Principals, heads of schools, and administrators also attend professional development workshops as part of both institutional and personal commitments to the success of the IB.

We're all in this together

Teachers and staff at IB World Schools often partner—regardless of distance—with other IB World Schools and sometimes even non-IB schools. In the wake of the 2004 tsunami, the IB created the “Schools to Schools” partnership. The Schools to Schools project partnered 300 IB World Schools with tsunami-compromised schools in Indonesia, India, Sri Lanka, and Thailand. With the help of other international non-governmental organizations like The Red Cross, this partnership helped train teachers, placed textbooks into students' hands, and helped rebuild ravaged communities from educational facilities to damaged water pumps.