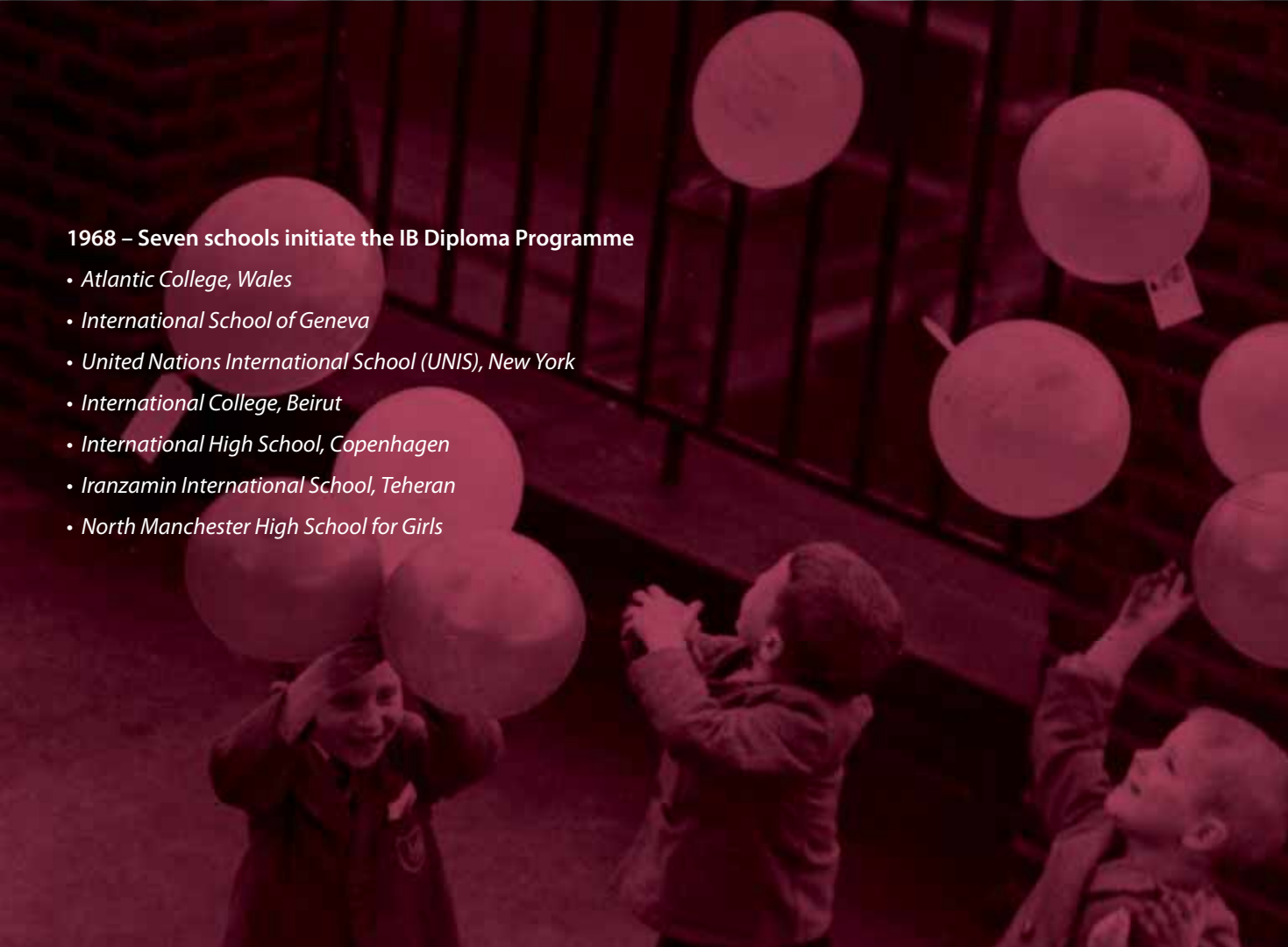


1968 – Seven schools initiate the IB Diploma Programme

- *Atlantic College, Wales*
 - *International School of Geneva*
 - *United Nations International School (UNIS), New York*
 - *International College, Beirut*
 - *International High School, Copenhagen*
 - *Iranzamin International School, Teheran*
 - *North Manchester High School for Girls*
- 



In recognition of the IB's 40th anniversary, this annual review highlights and celebrates what the IB world looked like forty years ago when the IB Diploma Programme was first created.

It also examines some of the important developments that have taken place in 2007, which will help us to prepare for the challenges and opportunities of the next 40 years.

The IB mission statement

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.

1970 - The first 29 students used IB examinations for university entrance

1971 - The British Schools, Montevideo, Uruguay became first school in southern hemisphere to offer the IB Diploma Programme

At a glance

Three programmes

The IB Primary Years Programme
(ages 3 to 12)

The IB Middle Years Programme
(ages 11 to 16)

The IB Diploma Programme
(ages 16 to 19)

Three strategic goals

- Enhance the quality of our programmes
- Broaden access for a more diverse range of students
- Build our infrastructure to provide excellent school service.

380 staff

12 offices/representatives worldwide

2,200 IB World Schools

- In 126 countries
- State and privately funded, national and international, large and small
- On average growing at a rate of 17% each year since 1971

5,000 examiners

- Located in 121 countries
- Playing a critical role in maintaining the quality of assessment

50,000 teachers, coordinators and administrators

- Sharing our mission to provide an international education through programmes that have been developed using best-practice teaching and educational experiences from across the world
- Contributing to the development of our curriculum, authorizing schools and becoming IB trainers and examiners

All working for 500,000 students and their families



Letter from the chair and the director general



As chair of the International Baccalaureate (IB) Board of Governors and director general of the IB, we are in the fortunate position of meeting on a daily basis with students, educators and IB advocates from around the world. It is often humbling, and always inspiring, to hear these members of the IB community speak about the ways in which IB programmes have enabled them to overcome obstacles, whether personal or social, to attain the satisfaction of completing difficult tasks and to enter new domains of knowledge, understanding and discovery.

The IB continues to benefit from the skills and integrity of members of its community. For example, we have had the honour of having several IB graduates on our IB Board of Governors. Tammy Wan is a director of the Corporate Finance and Advisory Group for North-East Asia at Standard Chartered Bank (Hong Kong) Limited. Tammy received a full scholarship award from the United World College Hong Kong National Committee and graduated from Atlantic College, Cardiff, UK in 1983.

Another Board member, Izzamar Álvarez, is the executive director and CEO of the Simón Bolívar United World College of Agriculture Foundation (FUNDACEA) in Venezuela. Izzamar is an IB graduate with a scholarship award from the Venezuelan Educational Foundation (FUNDAYACUCHO). She earned the IB diploma at Atlantic College, Cardiff, UK, and then completed her studies at the Central University of Venezuela in 1984 with the award of a degree in anthropology. She participated in the Kellogg International Leadership Program from 1990 to 1994. Working with these committed, enthusiastic Board members, and their colleagues, is a constant inspiration to us.

Current IB students often demonstrate the qualities we aspire to through the IB learner profile. At the IB Asia-Pacific regional conference in October, a presentation was given by two Diploma Programme students from the United World College of South East Asia on the conference's theme of environmental sustainability. Both students spoke with

such confidence, forthrightness and coherence on the subject that the 400 participants were left quite overwhelmed by their conviction.

IB educators also inspire us, for their role in motivating and shaping the hearts and minds of young people around the world. As the United Nations International School in New York celebrated its 60th anniversary in 2007, IB graduates paid tribute to the wonderful education they received that emphasizes academic excellence and fosters global understanding within a caring community. One such graduate was Stéphane Dujarric de la Rivière, Deputy Communications Director at the Executive Office of the UN Secretary-General and member of the class of 1983.

As the IB prepares to celebrate the 40th anniversary of the IB Diploma Programme in 2008, we consider the wonderful endeavours of past IB graduates, revealing academic ability, sporting prowess, social commitment or simply demonstrating on a daily basis the understanding that "other people, with their differences, can also be right".

We continue to take forward the burning hope and optimism of the IB founders who believed that, through high-quality education, we can create a better world. Our IB community theme—sharing our humanity—launched in 2007, hopes to challenge the entire IB community to find solutions to serious global issues. IB programmes are already showing the way to a better future, by helping young people to first be global citizens and equip them with an understanding of the interdependencies of our planet and engage them in resolving these issues.

With your help we can continue to inspire current and future IB students to meet the challenges and opportunities of the 21st century. To all those who have supported this important work during 2007, we extend our deepest gratitude.

Monique Seefried and Jeffrey Beard





G rard Renaud - former director general of the IB

"In those days the IB examination timetable was worked out by writing down on little pieces of differently coloured cardboard the subject examination for which students were registered."



David Wilkinson - principal of the Mahindra United World College

“Just one photocopier provided the papers with the staff working flat out through weekends to prepare and dispatch the papers on time. The contrast with the present large-scale high-tech production could not be greater.”

A vision for 2020

The founders of the IB could never have imagined that the programme they created for a small number of schools in 1968 would grow to become an increasingly popular continuum of international education that can change the lives of students, educators and their wider communities.

If our growth trends continue we can expect to have 10,000 schools and 2.5 million students enrolled in IB programmes by the year 2020. In 2007, the IB initiated important work that will enable us to support our growing community and ensure the consistent level of quality that IB World Schools have come to expect of us.

Bringing the IB community together

The IB today consists of over half a million students, 2,200 schools and a growing community of parents, examiners, workshop leaders, IB staff, governance members, universities and governments, partner organizations, donors, volunteers and alumni.

Our aim and challenge is to find ways of bringing this community together; a community united by and committed to the mission of the IB. In 2007, we launched the new IB visual identity. Today our identity reflects our mission and values and is used consistently by everyone involved in the IB.

An infrastructure that delivers service

In 2007, the IB made giant strides towards adapting our infrastructure to meet anticipated growth, allowing capacity to achieve our strategic aims; and becoming a more service-oriented organization that listens and responds to the needs of an ever-increasing number of stakeholders.

As a consequence, the IB launched its 2020 vision project. The project aims to build an organizational infrastructure that will be able to deliver high-quality IB programmes and services to schools, so that more students can experience and benefit from IB education, regardless of personal circumstances.

1978 - Four IB representatives appointed in Asia-Pacific, France and Uruguay

1978 - Robert Blackburn joins the IB as deputy director general

1968

1970

1975

1980

1985

1990

1995

2000

2005

2010

2015

Here are some of the key changes brought about in 2007.

- Simplified legal and tax structures, to reduce both cost and complexity.
- The creation of new Regional Councils and a Heads Council that will play more of an advisory role to both regional managers (Regional Councils) and the director general (Heads Council).
- A new governance structure, led by the IB Board of Governors (to replace the Council of Foundation), that will enable us to recruit and select the “best and brightest” to fill future board roles, thus strengthening the organization’s governance over time. The new structure is aimed at encouraging a diversity of gender, culture and geography,

including IB graduates, heads and people with a variety of business and academic experience.

- A commitment to fund-raising through the creation of a sixth governance committee for this purpose, with membership initially being drawn from the current IB Board of Trustees.
- A new ombudsman role to reflect the IB’s commitment to being a service-oriented organization. The ombudsman will aim to solve problems either within the organization itself (that is the IB staff) or concerning the relationships the organization has with the IB community (for example, the IB World Schools, IB volunteers and associations of IB World Schools).

In 2008, the IB will focus on the long-term management infrastructure and lay the necessary foundations to ensure the new governance structure and the emerging management structure can work cohesively, providing strong guidance and strategic direction for the benefit of the entire IB community.





Ian Hill - deputy director general

"So, as it was being formed in the 1960s, IB international education wanted students to recognize that people share a common heritage, to adopt positive attitudes about other cultures, to respect all human beings, to understand that nations are interdependent, to know about history and the



present on a world scale, to be able to commit themselves to a society where one could hold opinions freely and to engage in critical thinking, physical exercise and community service."

A commitment to broadening access

Much of the IB's work in 2007 focused on improving capacity planning and simplifying structures so that we can work more nimbly, responding to the needs of school communities. At the same time the IB is committed to a defined access strategy, or to "enabling more students to experience and benefit from an IB education regardless of personal circumstances".

Although the nature of this work means that quantifiable results take years to realize, the IB is proud to report important achievements in 2007 in this area.

University recognition increasing access

The IB is committed to making university entrance more accessible for IB graduates. In 2007, a remarkable 322 universities listed new recognition policies on the IB website at <http://www.ibo.org>. The IB also printed a new, high-quality 14-page guide to the Diploma Programme for universities and published an online guide to the Diploma Programme.

This year also saw a breakthrough in recognition by the government of Spain who have stated that IB diploma holders are now able to enter universities without passing the national exam "selectividad".

Our strongest growth is in state-funded education

Today, 56.5% of all IB World School programmes are state funded. The nature of state-funded education is more likely to ensure "access regardless of personal circumstances" and on average, state schools have larger student cohorts.

In the United States ongoing work has had a significant impact on the proportion

of IB World Schools with students from low-income families. More than 50% of the state-funded IB World Schools offering the IB Primary Years Programme receive Title 1 assistance and the proportion of Title 1 schools is increasing for all three programmes. Schools are eligible for Title 1 (financial) assistance if 40% or more of their students qualify for the Federal Free or Reduced Lunch Program.

The IB has entered into a partnership with the Aga Khan Development Network, which is establishing an integrated network of schools, called Aga Khan Academies, throughout Africa, South and Central Asia and the Middle East, all of which plan to teach all three IB programmes. The Aga Khan Academies "select students of promise, good character and serious intent, regardless of a family's ability to pay" and aim to "select a diverse student body as part of its mission to educate future leaders with a pluralistic sensibility". The first academy is now open and the foundation stone has been laid for the second academy in Hyderabad, India. In talking about the

1978 - Regional office created to represent Africa, Europe and Middle East

1982 - Regional offices created in Buenos Aires and Singapore

1968

1970

1975

1980

1985

1990

1995

2000

2005

2010

2015

academies and their IB programmes, His Highness the Aga Khan said "There is no better investment that individuals, parents and the nation can make than an investment in education of the highest possible quality".

In Ecuador, with the support of the Minister of Education, Raúl Vallejo, a project is under way with the long-term goal of authorizing a state school in each of the 22 provinces of the country. Initial training of the schools is taking place and there has been significant media coverage within the country, which is increasing interest in IB programmes from private schools.

In Costa Rica an informal partnership involving the Ministry of Education, business leaders, IB World Schools and members of the Regional Council is allowing the first state schools to work towards authorization to offer the Diploma Programme. The Ministry has recognized the IB diploma as being fully equivalent to the national system and a private donation of US\$22k recently supported teacher-training.

As part of a strategy to establish Queensland, Australia as the "smart state" the state government is investing A\$140m in academies that will offer the IB Diploma Programme as their curriculum. These academies are open to all students in the state on the basis of academic merit. Each academy has its own focus (creative industries, health sciences, science, maths and technology) and is linked with a major university. Peter Beattie, Queensland Premier said, "By undertaking the IB Diploma Programme, students will have a senior schooling qualification recognized around the world".

In Nova Scotia, Canada, the province is working to establish at least one IB Diploma Programme school in each of its school districts as part of its Learning For Life II plan. More than 400 students were to begin the IB Diploma Programme at 12 public schools throughout the province in 2007 with an additional 10 schools to be added in 2008. Provincial Education Minister Jamie Muir said, "the Diploma Programme will be a huge benefit to students who do well in school and are looking for a challenge".

A new policy on languages

The IB is committed through its access agenda to reaching students from a variety of cultural, linguistic and social backgrounds. In 2007 the Board approved a new language policy that will help us provide support in more languages.

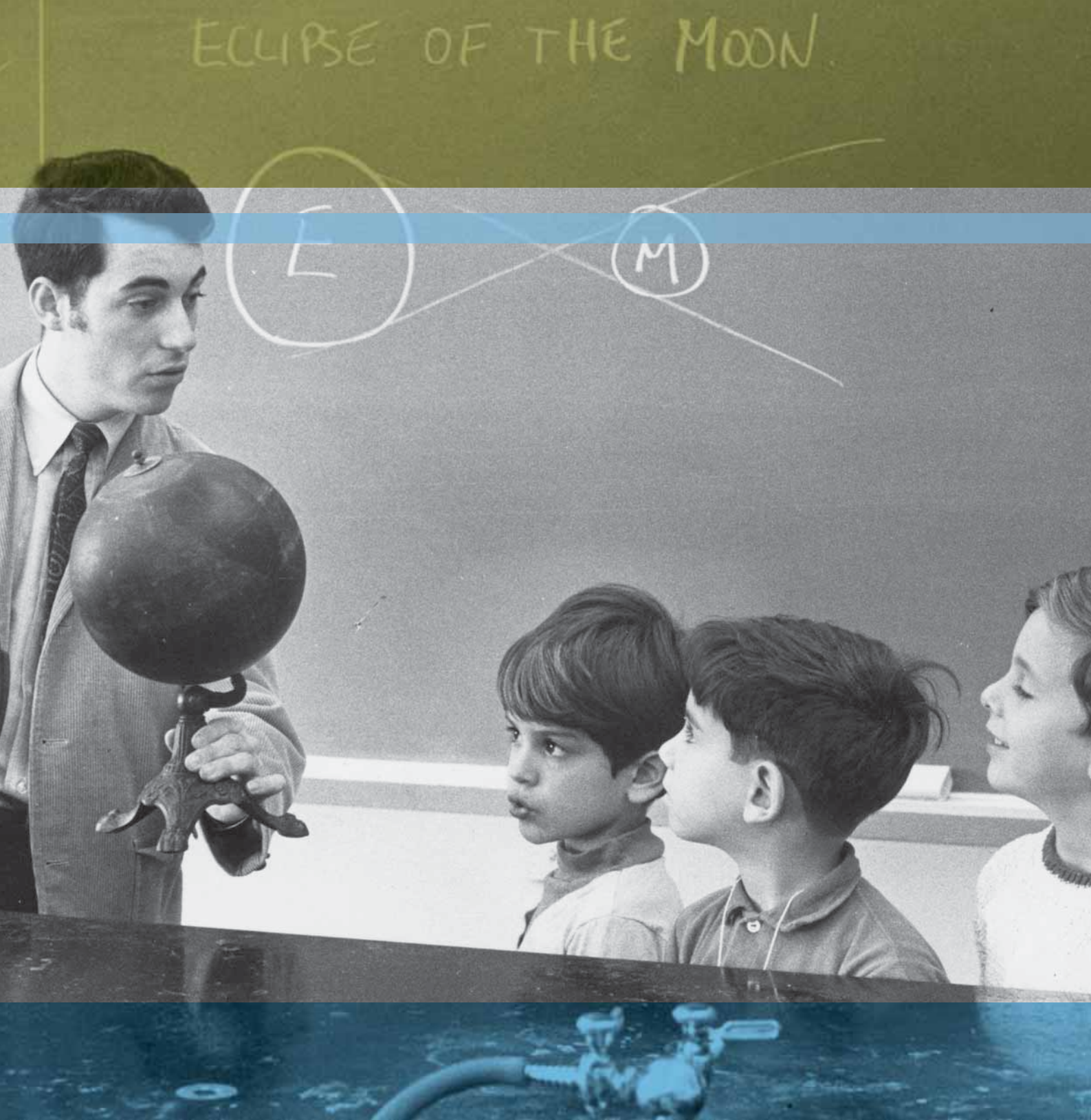
The new model includes two categories of languages: working languages and access languages. It allows greater flexibility to provide services in languages that had not previously been supported by predefining levels of service, which can be different from programme to programme. It also provides a criterion-based decision-making process for introducing or changing the status of supported languages. The model also ensures that the organization's values and aims are reflected in its activities.





Peter Stoye - former head of the British Schools,
Montevideo, Uruguay

Susie Stoye - former Diploma Programme manager
for IB Latin America



"IB took the plunge and started up the IB Latin America regional office in 1982, which for the first 12 years operated from our home on the beautiful campus of St George's College, Buenos Aires."

A giving community

From the inception of the IB Diploma Programme at the International School of Geneva in 1962, the IB could not be the organization it is today without the valuable support from donors around the world. Here we profile some of the gifts received that have helped us reach a point where we can celebrate 40 years of IB history.

Designing an international curriculum

In 1962 financial help was sought from the Twentieth Century Fund for the creation of a series of international examinations starting with contemporary history. Research was to evaluate work on standardized curriculums, investigate the possibility of an international syllabus and assess reaction in various countries to an international examination and its acceptance for university entrance.

In 1964 the Twentieth Century Fund agreed to grant US\$75,000 for the project over three years—1965 to 1968. The grant covered administration costs, travel, conferences and workshops. In 1968 a further US\$75,000 was granted and allowed the IB to extend the curriculum studies and employ permanent staff.

A passport to the world's colleges and universities

In 1966, recognizing the potential for an international examination, the Ford Foundation made a grant of US\$300,000

for such an exam to be designed; a student passing the exam would be entitled to enter many of the world's colleges and universities.

Funds were also used to improve examinations through consultation with national experts, work with universities on recognition and also on establishing global grading standards. Today nearly 80,000 students sit the Diploma Programme examinations and have access to more than 2,200 universities around the world that recognize the IB Diploma Programme.

Invaluable support

German-educated Blouke Carus had a passion for education from the early days of running his family's chemical company. An early advocate for US education reform, Blouke learned of the IB in the *International Herald Tribune* and had a strong commitment to lifting academic standards in US schools. The formation of the IB in North America owes much to Blouke Carus who was instrumental in its creation.

Blouke helped to organize, with Alec Peterson, the meeting at the United Nations International School in 1973 to present the IB to North American educators. The conclusion of that meeting was to form a board to raise money and promote the IB.

Blouke then negotiated and secured the first grant from Hegeler Institute and later became chair of the IB North America board in 1977 and remained until 1989. Today, Blouke is still involved with the IB and supports the strengthening of the curriculum and infrastructure.

A connected community

Monique Seefried has worked in education for more than 30 years and each of her three children are IB graduates from the Atlanta International School, USA. Monique became founder of CASIE, and began service on the IB Board of Governors in 2003.

Her family have contributed to the IB in multiple ways: through their service; through the education of their children and through donations for scholarships for students in Latin America and Bosnia.

Monique is a passionate advocate for increasing the sense of philanthropy and community within the IB and serves on the Board of Trustees for fundraising. In 2007 the IB also received a gift that will help the organization launch an IB network that aims to connect the IB community on a global level.

1994 - The IB initiates the IB Middle Years Programme

1997 - The IB Primary Years Programme enables the IB to offer a continuum of education for students aged 3 to 19

Thank you to our donors

Individuals

Steven Aronson
Jeffrey and Cecily Beard
Kristina Becker
Marie Claudel
D Joseph and Hilary Clinch
Jeff and Marcia Fettig
Jack and Claudette Gerard
Joe Kennedy
Diana Kincannon and Kelly Kincannon
Andrea and Malcolm Lucard
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Robert L and Sharon G Ryan
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Gregory L and Patricia P Shaw
Shani Sneidze-Gregory
Stephen and Constance Spahn
Doyle Vogler
John Whitehead

Schools

Canadian International School, Singapore
Chatsworth International East, Singapore
Eton House International School, Singapore
Haut Lac Bilingual International School, Switzerland
Iduma Elementary School, USA
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Kathy Derrick and Women's Hockey Team, Singapore

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The Seattle Foundation, USA
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Victoria Charitable Foundation, Hong Kong



Director General's Circle

Special mention to the following individuals and organizations who are founding members of the Director General's Circle and contribute US\$10,000 annually

Joe Kennedy
Schering-Plough Corporation, USA
Ferdinand and Monique Seefried
Stephan and Constance Spahn
Texas IB Schools
Doyle Vogler
John Whitehead

Corporations

Evonik Degussa Corporation, USA
Schering-Plough Corporation, USA
Troika Dialog, Russia

Other

IB Staff 1% Fund Contributors



Key indicators 2007

Number of authorized programmes, worldwide

	2003	2004	2005	2006	2007
Primary Years Programme	134	193	247	315	422
Middle Years Programme	257	305	336	374	445
Diploma Programme	1,121	1,228	1,346	1,487	1,646
Total	1,512	1,726	1,929	2,176	2,513

Number of authorized programmes, by region

	IB Africa, Europe, Middle East	IB Asia-Pacific	IB Latin America	IB North America & the Caribbean	Total
Primary Years Programme	96	108	54	164	422
Middle Years Programme	104	80	39	222	445
Diploma Programme	538	216	194	698	1,646
Total	738	404	287	1,084	2,513

Number of IB staff (Full-time equivalents) 2007

Headquarters (Geneva/Cardiff)	104.5
Curriculum and assessment	152.9
Publications	19.4
Africa/Europe/Middle East	27.4
Asia-Pacific	22
North America	39
Latin America	16.8
Total	382

Universities which recognize the IB with published policy statement

IB Africa Europe & Middle East	240
IB Asia-Pacific	313
IB Latin America	101
IB North America	1567
Total	2221

2006 - Half a million students engaged in IB programmes

2007 - 2,200 IB World Schools teaching IB programmes

2008 - Celebrate 40 years of the IB.

Number of diploma candidates*	May	November	Total
2007	35,903	4,483	40,386
2006	32,126	4,186	36,312
2005	27,971	3,735	31,706
2004	25,111	3,208	28,319
2003	22,662	3,183	25,845

*Includes retake candidates

Number of examinations taken*	May	November	Total
2007	273,019	26,194	299,213
2006	245,030	24,221	269,251
2005	215,313	22,241	237,554
2004	190,978	19,685	210,663
2003	173,469	19,739	193,208

*Includes withdrawn candidates

Number of certificate candidates	May	November	Total
2007*	23,539	1,305	24,834
2006	25,269	1,092	26,361
2005	22,597	1,178	23,775
2004	20,386	1,086	21,472
2003	19,958	1,216	21,174

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

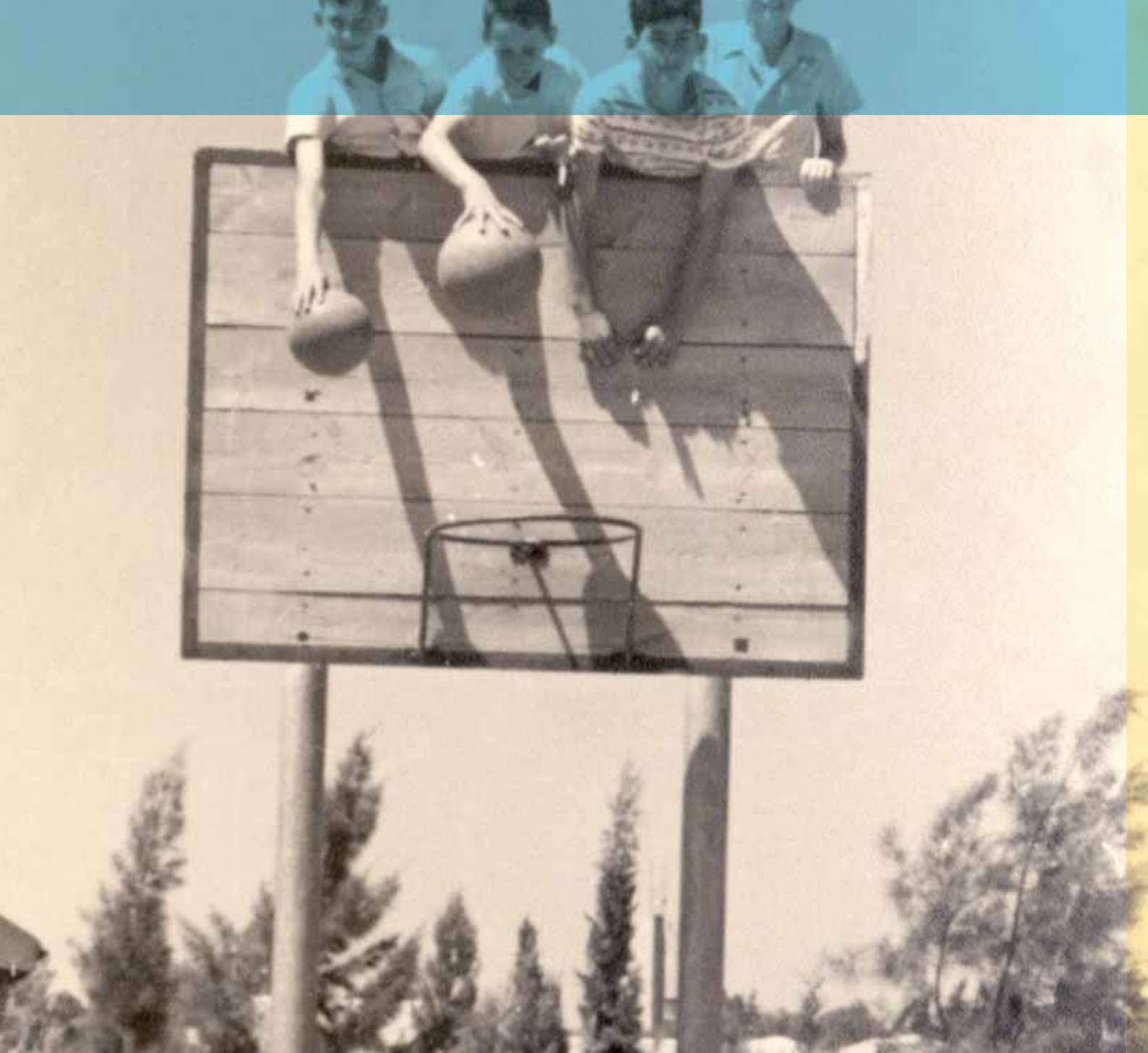
Overall pass rate of diploma candidates (%)	May	November
2007	78.8	81.3
2006	80.4	81.4
2005	81.4	81.0
2004	83.1	80.8
2003	82.0	80.4





**Desmond Cole-Baker -
a pioneer of the IB Diploma Programme**

“Forget everything you have learned; think of the children in the year 2000 and bring me your ideas”.



IB director generals

1968-77 Alec Peterson

1977-83 Gérard Renaud

1983-98 Roger Peel

1998-99 Derek Blackman

1999-05 George Walker

2006- Jeffrey Beard

-
- 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:

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the Caribbean

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