



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

2025

IMPACT REPORT



Letter from the Director General

Dear students, parents, educators, school leaders and the entire IB family,

The International Baccalaureate has always been guided by a belief that education can help young people build better futures for themselves, their communities and the world around them. As we approach our 60th anniversary in 2028, we feel an increasing responsibility to make this vision reality for more young people, in more places, in ways that best prepare them for the rapidly changing world they will enter.

The IB has set a clear ambition: to enrich the education of 5 million young people each year from more globally representative communities, in ways that enable human and planetary flourishing. Our aim is to reach that goal by 2032, but the purpose is what matters most: increasing the reach, relevance and impact of an IB education.

To deliver on that ambition, our work is organised around three connected priorities: strengthening education for flourishing; bridging educational gaps worldwide; and becoming a role-model organization that delivers its mission effectively, responsibly and sustainably.

The first priority begins with the learning experience itself. We continue to evolve our programmes so that an IB education helps young people develop knowledge, skills, curiosity, purpose, ethical judgement, resilience and care for others. This work is about ensuring that our programmes remain rigorous, relevant and capable of helping young people flourish in a changing world.

We believe that co-creation helps us achieve that. The future of the IB must be shaped with the students, educators and schools who live our mission. Four pilot schools have worked with us to test and develop Systems Transformation, a new double, standard-level Diploma Programme course that helps students move beyond isolated subjects to understand complex systems, connect knowledge across disciplines and turn learning into action. The course expands to 20 schools in 2028, with a planned global rollout in 2030.

Our second priority is to bridge educational gaps worldwide. This means extending the reach of an IB education to more diverse communities, including in Africa, Asia, the Middle East, and South America. Expanding access means adding more schools, supporting different pathways, and working thoughtfully with systems and governments so that the IB is globally connected and locally responsive.

Our third priority is to ensure that the IB itself becomes a role-model education organisation. If we want to support flourishing in schools, we must also build an organization where people can flourish. This is one reason we have reorganised ourselves to collaborate more effectively with schools and respond more closely to local needs.

At every level, this work depends on relationships. It begins with the relationship between teacher and learner, but it extends across schools, communities, governments, universities, employers, partners and the wider IB ecosystem. When those relationships are strong and full of trust, education becomes a community-wide effort.

To our educators, school leaders, parents and families: thank you for the care, professionalism, trust and support you bring to this work. You help turn principles into practice and programmes into vibrant examples of learning.

And to our students: please remember that an IB education is not only about what you know. It is about what you can and are motivated to do with what you know. It is about learning to think clearly, act ethically, work with others and imagine possibilities beyond the world as it is.

Our task is to hold fast to what is essential in education. That means human connection, curiosity, rigour, care and purpose, while continuing to adapt to the needs of a changing world. The IB's future will be shaped together.

With appreciation,



Olli-Pekka Heinonen
Director General
International Baccalaureate

6,123

IB World Schools
by the end of 2025

622

newly authorized programmes,
raising the global total to
8,844

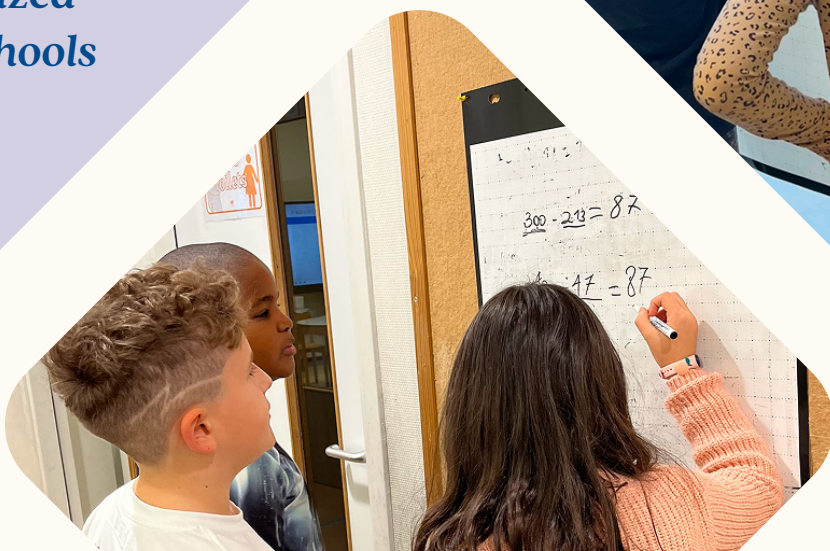
98.3%

programme retention
rate globally, as of Q4 2025



169

newly authorized
public/state schools





380+

IBWS in Canada serve an estimated 331,000 students

Building Bridges to Connect Humanity

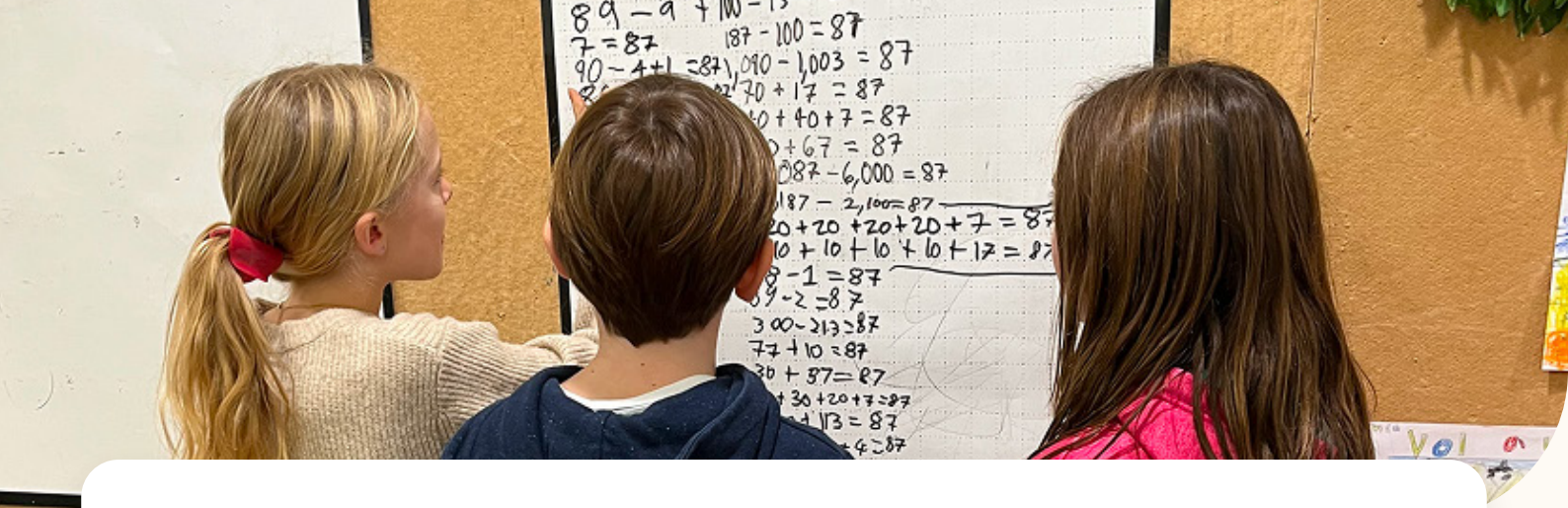
01

The world is changing at startling speed. As the IB nears its 60th year, its response to global turbulence has evolved and endured, with one key value at its core: bringing people together. In 2025, the IB deepened its commitment to partnership—with governments, universities, educators, and communities—to ensure that robust, human-centred education reaches more learners than ever before.

The theme of this year's Global Conferences—*Our Humanity, Connected*—captured something the IB has long believed: that education works best when it is rooted in our shared humanity. In Singapore, New Orleans, and The Hague, thousands of educators gathered to explore how connection to ourselves, each other, and the world can transform learning. In an age of rapid change and far-reaching uncertainty, these gatherings reminded us that the qualities which make us human—self-awareness, empathy, and the capacity for innovation—have become essential skills in the modern landscape.

A spirit of connection extended far beyond the conference halls. Throughout 2025, the IB signed a series of significant new partnerships and memoranda of understanding to shape education for hundreds of thousands of students in the years ahead.

In Türkiye, a landmark partnership with İSTEK Schools and Yeditepe University will see at least 26 new IB programmes introduced across İSTEK's school network, alongside expanded pathways for teacher development through the IB Educator Certificate (IBEC). In Indonesia, a partnership with Yayasan Pendidikan Kader Bangsa Indonesia will bring the Diploma Programme (DP) to 65 new full-boarding high schools by 2030, extending IB education beyond private institutions and into public and religious schools for the first time. In Greece, 15 public schools have entered the candidacy phase for DP implementation, supported by dedicated professional development workshops in Athens that brought together school leaders, coordinators, and government representatives. Taken together, these agreements represent a conscious effort to move the IB into the places and communities it has not yet reached.



Many strategic partnerships also took form, in support of growing the IB's global presence. At the Education World Forum in London, the world's largest annual gathering of education ministers, the IB made the case for stability as a foundation for lasting change. In Latin America, IB representatives joined UNESCO in Bogotá for a symposium reimagining academic assessment as a tool for equity, working alongside education authorities from Colombia and Peru to build shared approaches that serve the region's most underserved students. And in Argentina and Uruguay, Director General Olli-Pekka Heinonen met with government leaders and students to explore what an IB education could mean for local public schools.

Inside classrooms, bridges are being built lesson by lesson. In Madrid, Karen Correia noticed that some of her students, though curious and capable, needed a different path to understanding. By weaving the hands-on, step-by-step sequencing of Montessori together with the Primary Years Programme (PYP)'s inquiry framework and global citizenship ethos, she created something neither approach could offer alone. A both/and, as she describes it, rather than an

either/or. In Breda, The Netherlands, a team of PYP teachers decided to rethink mathematics from the ground up by putting students in randomized collaborative groups, rotating roles, and trusting them to proactively problem solve together. Students began discovering concepts independently: one group worked out how to use inversion to check their answers before it had been taught; another introduced negative numbers after spotting an error. When educators build the conditions for curiosity, the innate capabilities of our shared humanity shine brighter.

This is what partnership looks like at every level: governments and institutions agreeing to open doors, educators finding new ways to meet every learner, and students discovering that the best ideas emerge when they work together. In 2025, the IB built more bridges for students than ever before.

2,169,288

*students in IB programmes,
per SIS data estimates*

Meeting the Needs of the Future

02

Though no one knows precisely what the future holds, the IB has a clear view of what students will need to face it: intellectual curiosity, adaptability, the ability to collaborate across difference, and the confidence to act even when the answers aren't obvious. In 2025, across every programme and every age group, the IB demonstrated that preparing students for an uncertain world begins on the first day of school.

Future-ready competency building is at the core of the IB's work. In the Primary Years Programme (PYP), a Grade 2 teacher in Mumbai builds entire lessons around the questions her students ask—because the habit of inquiry, cultivated early, becomes a lifelong tool. The Middle Years Programme (MYP) challenges students to connect classroom learning to the world outside, developing the civic awareness and self-direction that advanced study demands. And the Diploma Programme (DP)—meaningful, credible, internationally respected, and trusted by universities around the world—produces graduates who know how to think, research, and adapt. Jeenal Agrawal, an IB alumna at Global Indian International School (GIIS), Singapore, now studying Medicine at

Monash University, put it simply: "The IB taught me how to make decisions. I've carried that skill into university and beyond."

Finally, the Career-related Programme (CP) is where future-ready competencies find their most direct and immediate expression. Founded on the idea that the best preparation for the working world is genuine engagement, the CP continues to grow and deliver. At Westwood High School in Arizona, USA, students who began the CP at the height of the COVID-19 pandemic celebrated their largest graduating cohort and highest certification success rate. At Prem Tinsulanonda International School in Chiang Mai, Thailand, CP students manage their own coursework, collaborate with peers across time zones, and engage with university providers on their own terms, developing the independence and digital fluency employers increasingly expect from day one. At Scottish High International School in Gurugram, India, a parent described the moment she realised her CP student could hold a sophisticated conversation about business strategy: "I really couldn't imagine having an in-depth chat with a 16-year-old about these complicated things."

The CP adapts to its students, and in doing so asks its students to adapt to the world. That flexibility is a deliberate response to an emerging reality: that there is no single path to a successful future.

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The IB taught me how to make decisions.

Jeenal Agrawal,
IB alumna
Studying Medicine at Monash University

This reality is increasingly recognized beyond the IB community. In March 2025, the New York Times examined a growing national movement in the United States questioning the long-held assumption that a four-year college degree is the only route to success—and cited the CP as a case in point. At Bronx Early College Academy in New York City, principal Yvette Rivera described embracing the CP as an option for students, enabling genuine conversations about skills, ambitions, and the full range of paths available to young people.

The IB is also thinking carefully about the technologies reshaping that future. In 2025, the IB published its Digital Blueprint and designed its AI Principles with the IB community, setting out a considered, values-led approach to artificial intelligence in education. This approach, which will evolve at pace with technology, neither dismisses technology nor surrenders to it, but asks what it means to learn, think, and create responsibly in an age of intelligent machines.

That same spirit of purposeful innovation drives Systems Transformation, an impactful new addition to the Diploma Programme (DP) piloted at four schools across the UK, Singapore, and Canada. Unlike traditional DP subjects, it is transdisciplinary by design: students study climate change, inequality, and the effects of technology not as separate problems belonging to separate disciplines, but as interconnected systems. Students then design and carry out real interventions within the systems they observe. The Systems Transformation pilot will expand to approximately 20 schools by 2028, and is slated to be offered worldwide by 2030.

The future will be complex, and in urgent need of people who can think across geographic and conceptual boundaries to act with purpose. This year, the IB showed how students will be ready to meet it.

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The IB career program introduces students to real-world careers... Students take on big ethical questions, a hallmark of the IB approach, but also focus on professional writing, public speaking and disagreeing respectfully.

Dana Goldstein,
The New York Times



327,438

candidates registered for IB exams
in 2025, including 117,106
full DP candidates

17,172

new IB educators registered,
bringing the global total to
262,217





400+

*scholarships awarded through the
IB-UoPeople M.Ed. programme
since 2018*

Real Investment in Youth Opportunity

03

The IB has always believed that actions matter most—the decisions made, the resources committed, the structures built to ensure young people don't just feel heard but are empowered to act.

In 2025, the IB made significant investments in youth opportunity. The most visible of these was the acquisition of Generation Global, a global citizenship education programme previously operated by the Tony Blair Institute. Built around dialogue, intercultural understanding, and the conviction that young people can bridge divides which adults struggle to cross, Generation Global gives students a platform to connect with peers across countries and cultures, to engage with the issues that matter most to them. Generation Global now has even more room to grow, offering millions of young people within and beyond the IB's network of 6,000 schools opportunities to develop the communication skills, critical thinking, and global awareness that define an IB education.

In 2025, the IB also launched its inaugural Youth Advisory Council—perhaps the clearest signal yet of how student voice is an organizational priority. More than 1,400 students across 92 countries applied for one of 12 places on the council, with members selected through a rigorous process reviewed by the IB's senior leadership. The 12 inaugural members—representing all three IB regions and the full breadth of the global student community—gathered for the first time at the IB Global Conference in The Hague in October. The Youth Council will work directly alongside the Director General and IB leadership to shape programme development, deepen partnerships, and ensure decisions made at the top of the organization reflect the realities of the 2 million students it serves.

1,096

*applications received for the Global Youth Action Fund
from 103 countries in 2025*

The Global Youth Action Fund (GYAF), now in its third year, continues to demonstrate what is possible when young people are trusted with real resources and real responsibility. A worldwide grant program providing financial and capability building support to young changemakers, GYAF 2025 saw 1,096 applications arrive from 103 countries. Of those, 110 projects were funded across 44 countries—15 of them participating for the very first time. The work of 314 awardees reached over 102,000 community members, supported by more than 1,300 volunteers and 1,400 teachers, with 3.2 million media impressions. From a portable breast ultrasound device built by a student in Kazakhstan to a coral restoration robot designed and deployed in Indonesian waters, the 2025 cohort demonstrated that the instincts to solve hard problems are in young people everywhere, waiting to be amplified.

These GYAF initiatives share a common conviction: that the IB's responsibility to young people does not end at the school gates. It extends into the communities they live in, the global challenges they will inherit, and the question of whether every young person—regardless of background, nationality, or learning profile—has a genuine opportunity to thrive. The Cavendish School in Cambridgeshire, UK, one of the world's first IB-authorized special schools for autistic learners, is one answer to that question. The Systems Transformation pilot, which saw 100 students sit formal assessment for the first time in May 2025, further develops the IB's offering to best serve students facing an unknown future.

The IB has always believed young people don't need to wait to change the world. In 2025, it made sure they didn't have to.

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Generation Global has provided a safe space for young people to come together, reaching across communities, cultures and countries to embrace difference, think critically and engage with peers around the world. The International Baccalaureate, the centre of educational excellence, will be a perfect home to ensure that this important work will continue to thrive and reach its full potential.

Tony Blair,
Executive Chairman, Tony Blair Institute

New Horizons of Purpose and Fulfilment

04

Flourishing means more than just succeeding. Passing exams, earning credentials, and securing a place at a good university are important achievements, but the full measure of a successful education also includes living with genuine purpose, acting with care for others, and finding meaning in learning itself. In 2025, the IB found inspiring examples of true flourishing, in places and people around the globe.

This year saw the authorization of the first IB school in Sierra Leone, following similar milestones in Benin, Congo, and Liberia in 2024. These accomplishments mark the continued, deliberate expansion of an IB education into parts of the world where access to internationally recognized holistic learning has historically been out of reach. That expansion is happening at scale elsewhere too. For example, India—passing 250 IB World Schools and counting, up from 183 in 2019—is one of the organization's fastest-growing markets, with steady growth spreading beyond major cities into Tier-2 and Tier-3 communities.

In Canada, a landmark report confirmed that over 380 IB World Schools serve an estimated

331,000 students nationwide, the majority (78%) in public schools and 41% offering instruction primarily in French. Canadian DP students are outperforming peers, whether in STEM enrolment, graduation rates, or academic achievement. And in South Korea, the IB's system-level partnerships with education offices continue to deepen, representing a long-term national commitment already reshaping how a generation of students learn.

New horizons also opened in the classroom. Japan's Nagano Nihon University Schools made history as the first school in the country to offer the Career-related Programme (CP)—a meaningful departure in a system long defined by university entrance exam preparation. By partnering with Nihon University's 16 faculties and 86 departments, students can gain hands-on exposure to specialized fields, connecting classroom learning to real professional environments before they graduate. In Spain, meanwhile, La Otra FP in Madrid became the country's first standalone CP vocational training centre. These successes demonstrate how the CP's flexible, career-focused model is finding itself at home in schools worldwide, with relevance far beyond traditional pedagogy.



Purpose and fulfilment are not only found in new schools and programmes. They are found in the daily work of students and educators who have chosen to use their learning as a force for good. In Mumbai, Radha Malhotra noticed that her school's lost property section was full of forgotten supplies, while children at a partner school were starting the year with torn bags and broken pencils. Her CAS project, Lost Property Found, became a lesson in systems thinking, community trust, and the ethics of giving, shaped by Economics, Environmental Systems, and Theory of Knowledge alike.

In Ibadan, Nigeria, a PYP student named Joshua turned his curiosity about food security into a school garden, a fundraising campaign, and a donation of seeds and farming tools to families in his local government area. In Jakarta, Indonesia, Grade 4 students presenting their learning journeys chose their own formats—podcasts, visual art, roleplay – and demonstrated something no standardized test could measure: genuine ownership of their own education. And in Missouri, USA, art teacher Heidi Stagner brought fractions to life by asking her students to paint pizzas. In doing so, she knew joy and rigour are not opposed, and that a child who loves learning will keep learning long after the lesson ends.

The Festival of Hope (FoH) continued to make an impact across borders in 2025. At the International School of Bologna, Italy, young people from across Italy gathered for the country's first-ever FoH, exploring sustainability through student-led discussion and action projects. In Jakarta, over 200 students came together for a two-day celebration themed Igniting Hope, Creating Impact, where students facilitated their own workshops on environmental justice, mental health, and entrepreneurship. From Kazakhstan to Argentina, the FoH demonstrates what the IB has always believed: that when young people are driven by purpose and trusted to lead, they do not disappoint.

The IB's growing body of research and thought leadership, including its contribution to the Organisation for Economic Cooperation and Development (OECD)'s work on education for human flourishing, gives shape to what these stories already represent. Purpose is cultivated every day in classrooms where questions are welcomed, in communities where learning reaches outward, and in organizations that measure success not only in schools authorized and diplomas awarded, but in the quality of the lives its students go on to live.

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Service became more than a one-time act; it was about designing projects that could continue and grow, even after I stepped away.

Radha Malhotra,
IB student
Aditya Birla World Academy, Mumbai

Recognising and Elevating Excellence

05

An organization that asks students to act with compassion and strive to make the world a better place must hold itself to the same standard. In 2025, the IB turned that expectation inward—investing in its people, restructuring to serve its mission more effectively, and finding new ways to celebrate the extraordinary individuals who bring its values to life every day.

The launch of the IB Community Inspiration Award was the first formal recognition in the organization's history to honour individual excellence within the IB community. Open to students, alumni, parents, educators, and administrators, the award celebrates those who use their voice, demonstrate sustained impact, drive innovation, and embody the qualities of shared humanity that sit at the heart of the IB's mission. The response was immediate and overwhelming: nominations poured in from across the IB community within weeks of launch, signalling the many people doing remarkable things and ready to be seen.

Alongside this new recognition, the IB undertook significant internal reorganisation, known as Inspiring Better. The restructuring—which took effect in October 2025—unified offices into six clearly defined functions, with a shared commitment to growing the IB with intention and reaching 5 million young people per year by 2032. It is, at its core, the IB doing what it asks of its students: reflecting honestly, identifying what needs to change, and acting with purpose.

Nowhere is that systemic change more visible than in South Korea, where six universities have gained IBEC recognition since 2020, supporting more than 800 teachers through the programme. Six years ago, South Korea had no public IB World Schools. Today it has more than 70, with projections suggesting that number could reach 200 public schools within two years. Such growth is the result of deliberate collaboration between universities, local education offices, and IB World Schools, with IBEC providing the connective tissue.

The IB Educator Network (IBEN) continued its essential work in 2025, connecting educators across borders, supporting professional development, and bridging IB philosophy within diverse local contexts. For educators like Dr Justin Zhang in South Korea, IBEN has been a career transformation, moving from local practice to a genuinely global perspective on what good teaching looks like. These educators are further supported by the redesigned, intuitive IB Exchange, an online professional learning community where they can develop their practice, network and career with access to 15,000 ready-to-use teaching materials.

The IB's University of the People scholarship programme, now in its seventh year, extends graduate level education to teachers who would otherwise be unable to access it. More than 400 scholarships have been awarded since 2018, with the majority of recipients in Africa, Asia, and South America. This year, 75 scholarships were offered to IB teachers, non-IB teachers, and undergraduates pursuing a Master of Education at the University of the People, a tuition-free, fully online American university. For Jenifer Ambrozini in Brazil, the scholarship was a reminder that education has the power to change lives. For Chandrani Banerjee in India, it unlocked opportunities she had not thought possible.

This year has yielded more stories of IB excellence, finally given the platform they deserve. A Grade 4 class in Busan, South Korea raised funds for clean water access in South Sudan after reading about a young girl who walked eight kilometres each day to find it. A middle school maths teacher in Maryland, USA left a banking career to help struggling learners believe they could succeed—and years later, former students still write to tell him they do.

The IB exists to create conditions in which moments like these become possible. In 2025, the IB committed itself more fully than ever to recognizing, supporting, and celebrating the people who make them happen—because excellence, when unacknowledged, is an opportunity lost.





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