



International Baccalaureate®
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THE INTERNATIONAL BACCALAUREATE IN CANADA

Growth, access and outcomes

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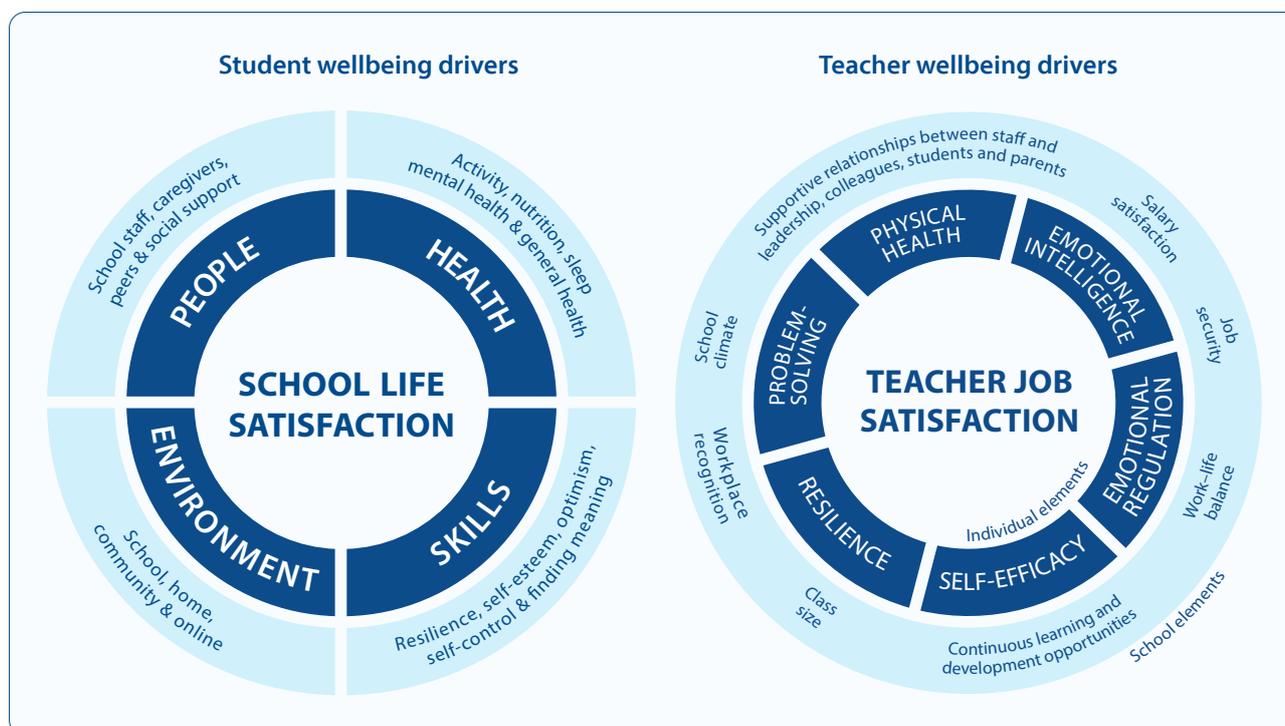
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The value of the IB

The mission of the International Baccalaureate (IB) is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

Transformational education. Recognized by the Brookings Institution, the IB was identified as one of seven educational systems globally that provides transformational education,¹ setting high expectations for both academic learning and holistic student development.

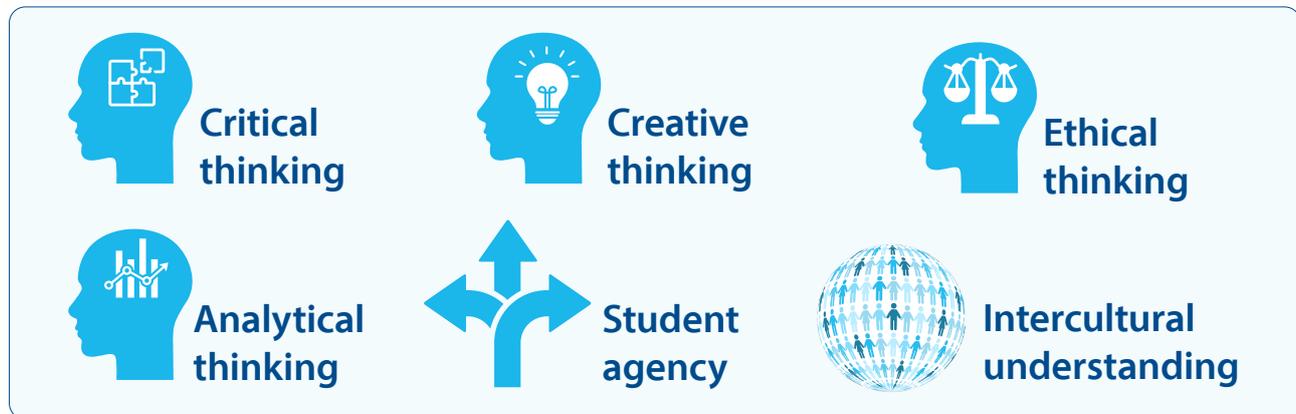
Wellbeing. The IB is committed to the wellbeing of its students, teachers and schools.² Through a grant from the Jacobs Foundation, the IB and partner organizations are working to extend the evidence to improve levels of wellbeing globally, with foundational research and repositories of effective interventions. The IB is also developing professional learning opportunities, as this is an area of critical need for schools.



¹ <https://www.brookings.edu/articles/transforming-education-for-holistic-student-development/>

² <https://www.ibo.org/research/wellbeing-research/>

Competencies of the future. The future of education requires a focus on key competencies that students will need to flourish, developing their uniquely human qualities that are unlikely to be replaced by technology. The IB is exploring the science behind many key competencies and is dedicated to ensuring that our teachers build the capabilities needed to help students thrive.³



International-mindedness. The IB is committed to developing students who are effective global citizens—individuals who are capable of taking multiple perspectives and being socially responsible. Research in six countries has demonstrated that **Diploma Programme (DP) and Career-related Programme (CP) students showed higher levels of global mindedness than young adults⁴ in the benchmark groups.**

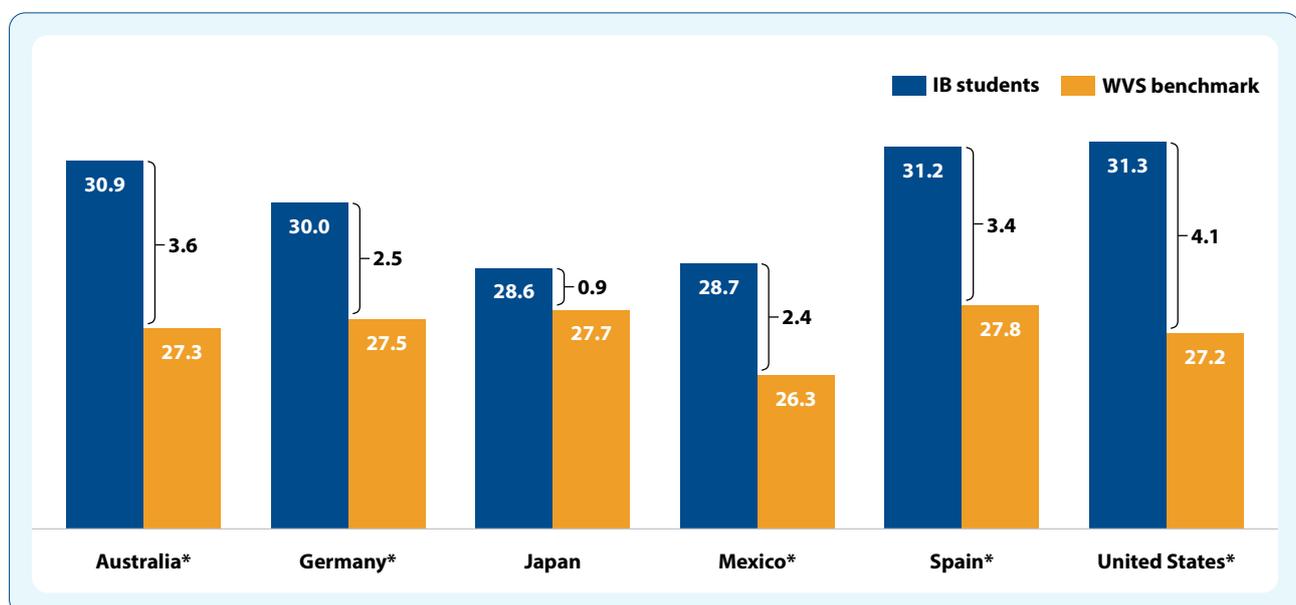


Figure 1. Levels of global mindedness of IB students compared to World Values Survey (WVS) benchmarks, an international survey conducted in nearly 100 countries, which contains almost 90 percent of the world's population^{5,6}

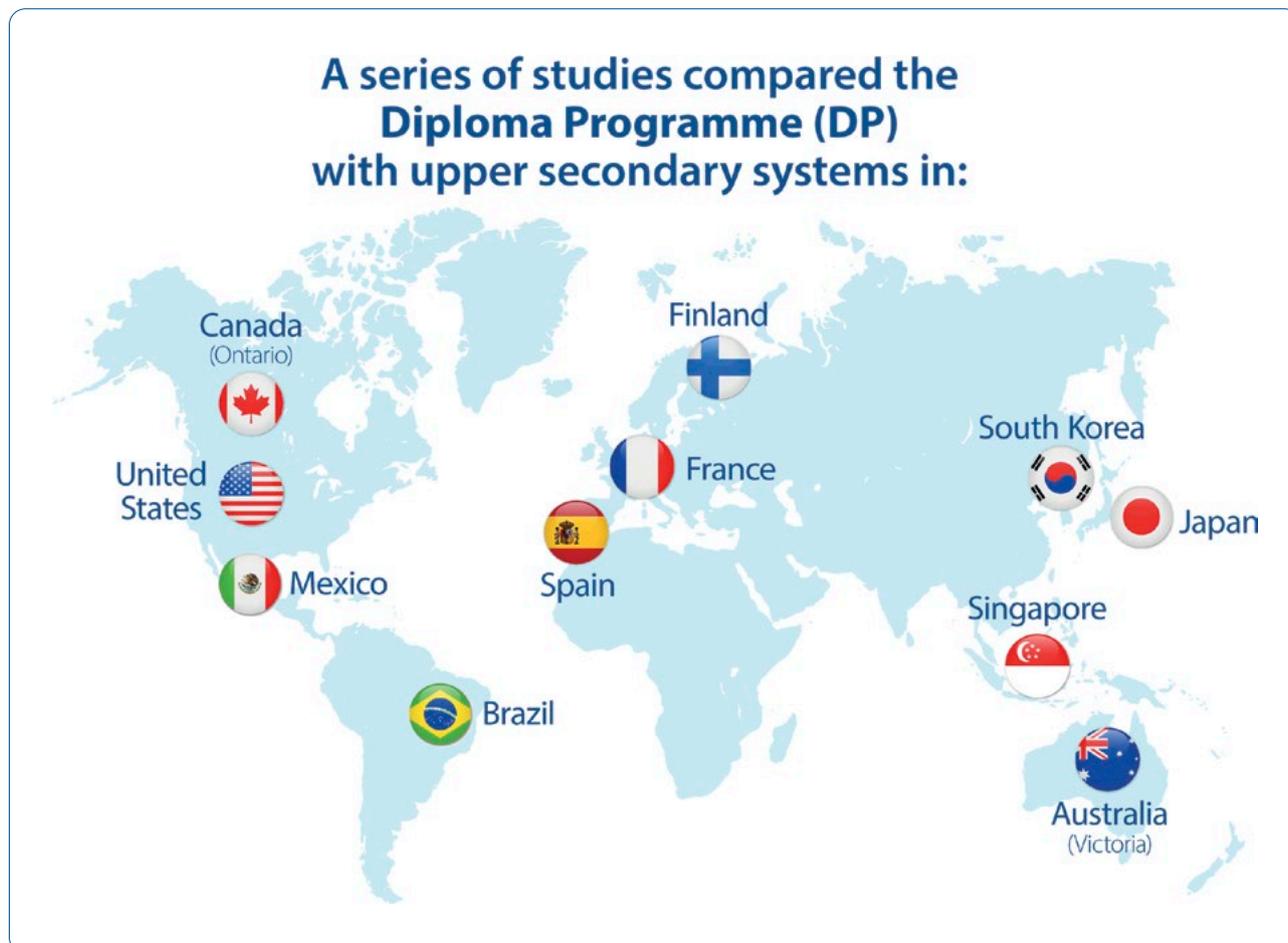
³ <https://www.ibo.org/research/curriculum-research/cross-programme/competencies-of-the-future/>

⁴ Young adults in the benchmark groups were between the ages of 18 and 29.

⁵ An asterisk (*) indicates a statistically significant difference between groups at a .05% level.

⁶ <https://www.ibo.org/research/outcomes-research/diploma-studies/global-mindedness-in-ib-schools-2021/>

Rigorous academic learning. A series of research studies⁷ found that the DP offers world-class courses that meet or exceed international standards and support significant depth and breadth of learning.



Strong postsecondary outcomes globally. The DP is recognized by countries around the world for providing strong preparation for university. **DP students enrol, persist and graduate at higher rates than national averages based on research in the United States, United Kingdom, Australia and Canada.**

University outcomes of DP students⁸

At university, DP graduates outperform French Immersion (FI) and local-curricula peers.

In 2022, researchers at the University of Toronto (UofT) and the University of British Columbia (UBC) collaborated on a study to compare outcomes of DP graduates against those of their non-DP peers at the same institutions. In the UofT portion of the study, the researchers examined five entrance cohorts (matriculating in 2008–2012), comparing students who took the

⁷ <https://www.ibo.org/research/curriculum-research/dp-studies/dp-country-alignment-studies-2023/>

⁸ <https://ibo.org/research/outcomes-research/diploma-studies/comparing-university-outcomes-of-dp-graduates-to-their-peers-in-toronto-and-vancouver-canada-2022/>

DP in Toronto to both students who took French Immersion (FI) in Toronto or Ontario's typical curriculum, the Ontario Secondary School Diploma (OSSD). In the UBC portion, the researchers examined six entrance cohorts (matriculating in 2012–2017), comparing students who took the DP in Vancouver to both FI students in Vancouver and students who took Vancouver's typical curriculum, the Dogwood Diploma (DW).

More DP graduates pursue science or engineering

At both universities, DP graduates enrolled in science and engineering programmes more frequently than graduates of FI or those with traditional high school diplomas (see tables 1 and 2). Based on data from the Postsecondary Student Information System, 22% of Canadian university students in 2018 enrolled in science, technology, engineering and mathematics (STEM) fields,⁹ far less than the DP student rates at UBC and UofT.

Degree programme on entry (%)	High school programme		
	OSSD	FI	DP
Arts	48.0	62.0	29.8
Commerce	11.7	4.3	8.4
Engineering	8.2	8.1	11.7
Science	32.1	25.5	50.1

Table 1. More DP graduates entered STEM degree programmes at UofT than other graduates

Degree programme on entry (%)	High school programme		
	DW	FI	DP
Arts	36.9	39.6	25.5
Business/Commerce	8.3	8.3	9.4
Engineering	10.2	13.6	14.6
Forestry	5.1	0.0	0.0
Human kinetics	4.8	4.7	1.9
Land and food systems	11.0	2.6	2.7
Science	22.9	30.6	45.1

Table 2. More DP graduates entered STEM degree programmes at UBC than other graduates

⁹ Canadian Ministers of Education Council. (2018). Trends in STEM and BHASE graduates from public postsecondary institutions across Canadian provinces and territories 2010 to 2018. CMEC. https://www.cmec.ca/Publications/Lists/Publications/Attachments/420/STEM_BHASE_graduates_report_Final_EN.pdf



Higher university grades for DP graduates

At both universities, DP graduates produced higher grades than FI graduates or those with traditional high school diplomas. After a year at UofT, DP graduates attained cumulative grade point averages (2.76) that were 0.05 higher than those of FI graduates and 0.26 higher than those of OSSD graduates. That DP advantage grew over time: by graduation, cumulative grade point averages favoured DP graduates by 0.12 over those of FI graduates and 0.32 over those of OSSD graduates. Examining UBC students after their first 30 credits, the study revealed a similar initial grading advantage for DP graduates (76.9%) compared to FI (74.2%) or DW (73.2%) graduates.¹⁰ DP graduates' grading advantage over FI and DW peers held through 120 credits taken and overall, but unlike at UofT, the advantage did not grow over time.

Lower university dropout rates for DP graduates

At both universities, DP graduates dropped out less frequently than FI graduates or those with traditional high school diplomas. DP graduates at UofT dropped out at a rate of 12.9%, compared to 14.2% among FI graduates and 19.6% among OSSD graduates. At UBC, DP graduates left early (i.e., did not attain at least 30 credits) at a rate of 4.0%, compared to 4.9% among FI graduates and 7.6% among DW graduates.

Better university graduation rates for DP graduates

At both universities, DP graduates in nearly every cohort graduated in a timelier manner than FI graduates or those with traditional high school diplomas (all except the 2012 FI cohort; see tables 3 and 4).

¹⁰ UofT and UBC do not share a common scale for calculating student grades.

University outcome		High school programme		
		OSSD	FI	DP
Graduated within 4 years (%)	2008	62.8	55.6	74.4
	2009	64.5	75.0	76.2
	2010	64.4	65.3	78.3
	2011	62.3	64.3	78.2
	2012	61.6	74.4	71.2
Graduated within 6 years (%)	2008	76.5	79.5	82.0
	2009	78.0	84.5	85.3
	2010	77.5	79.5	86.3
	2011	76.4	78.3	85.2
	2012	75.0	84.3	81.6

Table 3. Four- and six-year graduation rates at UofT by high school programme

University outcome		High school programme		
		DW	FI	DP
Graduated within 4 years (%)	2013	65.7	62.5	71.6
	2014	65.1	63.6	72.0
Graduated within 6 years (%)	2013	83.0	85.9	87.8

Table 4. Four- and six-year graduation rates at UBC by high school programme

The four-year and six-year graduation rates reported in this study greatly exceeded Canadian benchmarks (Statistics Canada, 2018).¹¹ Overall, 40% of Canadian undergraduates completed their bachelor's degrees within four years. The corresponding rates for DP graduates at UofT and UBC ranged from 71% to 78%. Overall, 74% of Canadian undergraduates completed their bachelor's degrees within 6 years. The corresponding rates for DP graduates at UofT and UBC ranged from 82% to 88%. On both graduation indicators, DP graduates at UofT and UBC notably outperformed other Canadian university students.

¹¹ Statistics Canada. (2018). Student pathways through postsecondary education in Canada, 2010 to 2015. Statistics Canada. <https://www150.statcan.gc.ca/n1/daily-quotidien/191018/dq191018a-eng.htm>

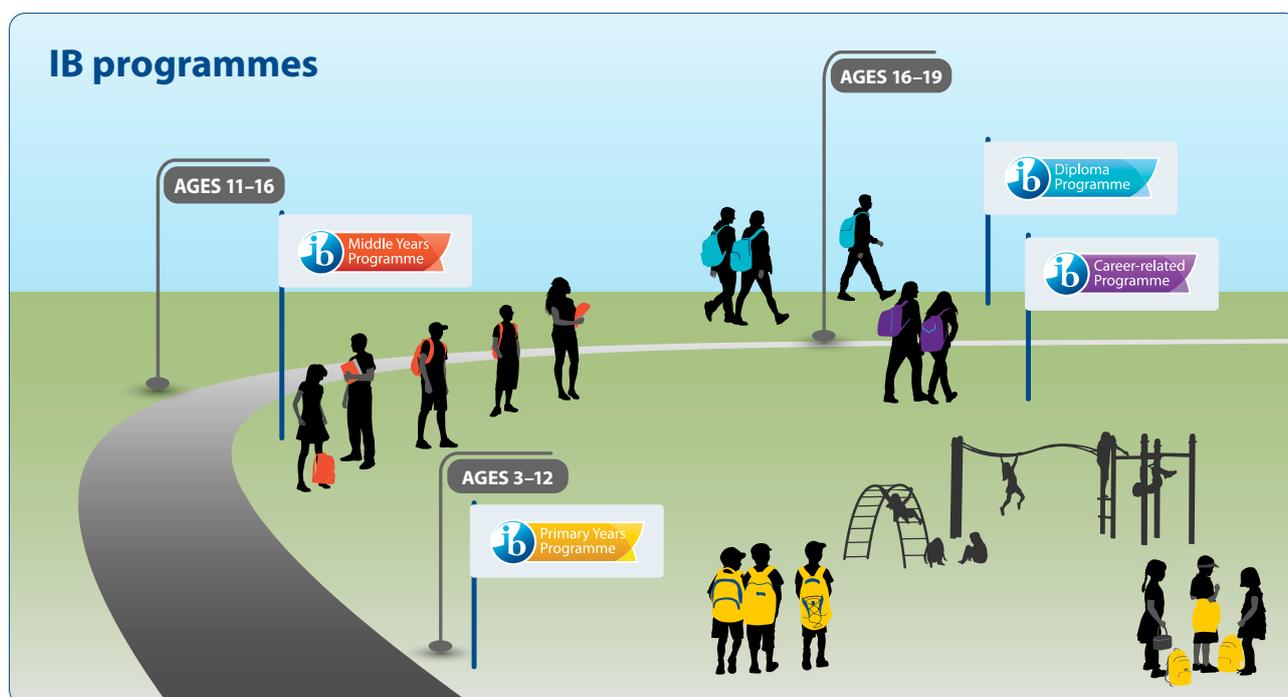
More merit awards for DP graduates

At UofT, DP graduates more frequently earned merit awards (43.1%) than FI graduates did (39.3%) and considerably more frequently than OSSD graduates did (29.0%). At UBC, corresponding data were not available.

More cooperative education experiences for DP graduates

UBC students can enrol in cooperative education programmes where they can gain professional workplace experience by alternating between academic terms and paid, full-time work placements. **At UBC, DP graduates more frequently participated in cooperative education programmes (37.3%) than did FI graduates (28.4%) or DW graduates (23.5%).** At UofT, corresponding data were not available.





Our offer

Programmes. The IB delivers a powerful continuum of student-centric learning for students aged 3–19 years, which is designed to develop well-rounded individuals who can respond to today’s challenges with optimism and an open mind. The IB’s four programmes provide a solid, consistent framework and the flexibility to tailor students’ education according to their culture and context. IB programmes enable teachers to develop resilient, self-motivated young people who have the knowledge, skills and sense of purpose they need to thrive throughout their lives and contribute to making the world a better place.

Professional learning. IB professional development workshops are designed to engage educators and leaders in rich learning experiences and challenging ideas about the IB’s mission. They also serve as powerful tools to ensure schools meet professional learning requirements.

Conferences. The IB gathers educational leaders, decision-makers and practitioners from schools, universities and governments to focus on international education. IB conferences identify best practices for the ways to educate students, giving practitioners the opportunity to exchange valuable ideas on international education.

Educational systems support. The IB has expertise across all elements of the world-class learning system framework,¹² including quality curriculum, informative assessments, effective teaching, comprehensive school supports, leadership, and learning ecosystems.

¹² <https://ncee.org/book-report/building-a-world-class-learning-system/>

The IB around the world

IB programmes are currently offered in 163 countries globally in more than 6,000 schools.

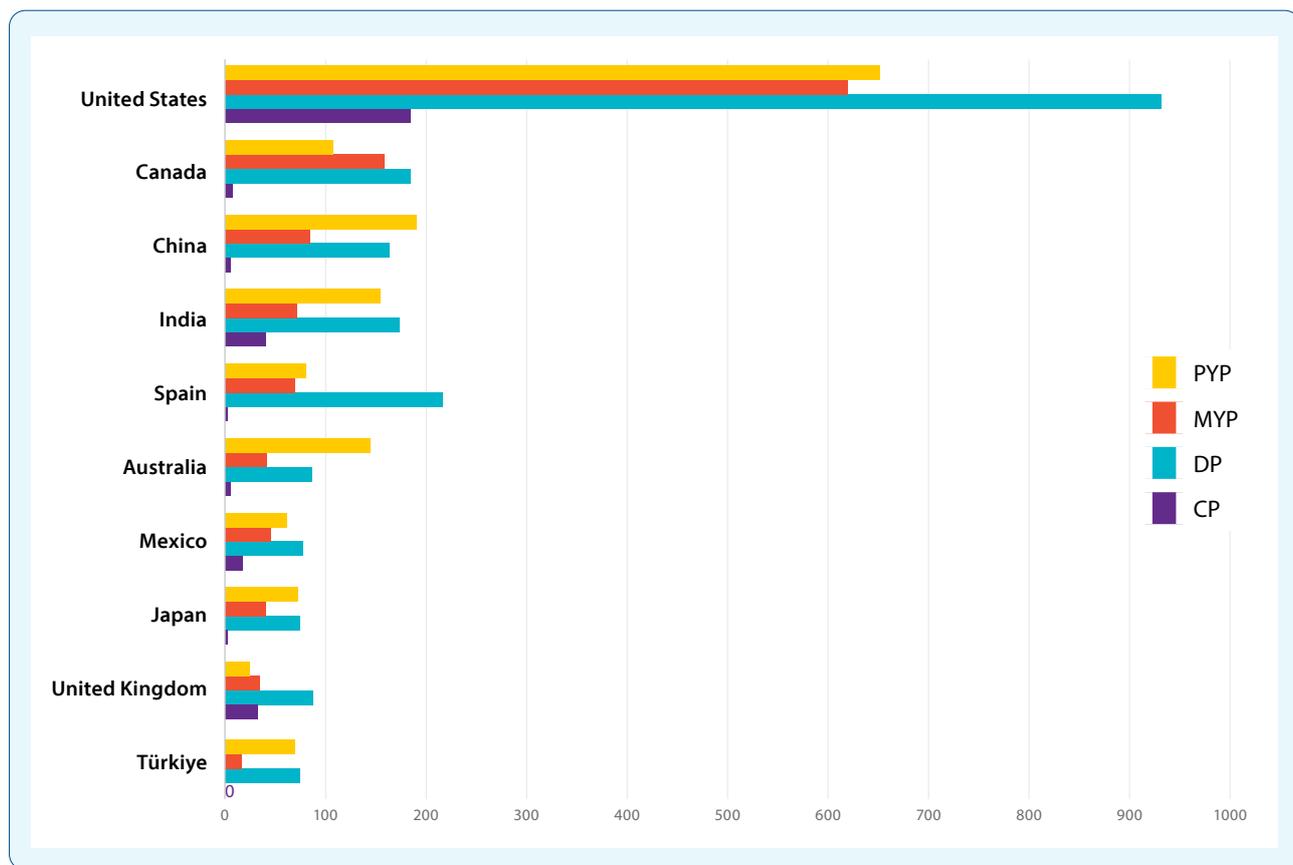


Figure 2. Top 10 countries offering IB programmes

The IB in Canada

In Canada, education is a provincial and territorial responsibility, meaning there is no federal department of education. Instead, each of the 10 provinces and 3 territories independently administers its own education system, tailoring policies and curricula to reflect local needs, cultures and priorities. This decentralized structure results in 13 distinct education systems across the country.¹³

IB programmes are currently¹⁴ offered in 383 schools across Canada, with a total enrolment of roughly 331,530 students at IB World Schools nationwide.



¹³ <https://www150.statcan.gc.ca/n1/pub/81-582-g/2024001/app-ann/app-ann1-eng.htm>

¹⁴ All counts of IB World Schools in this report are based on authorized schools for the 2024–2025 school year, as of 30 April 2025, unless otherwise noted.

IB World Schools make up 2.5% of schools in Canada, though representation varies by province. Quebec (4.6%), Nova Scotia (4.0%), British Columbia (3.3%) and Prince Edward Island (2.9%) all exceed the national average, showing stronger IB presence in these provinces.

When considering the actual number of IB World Schools, Quebec (35.2%), Ontario (32.1%) and British Columbia (15.7%) account for the largest share, together comprising 83% of all IB World Schools in Canada.

The majority of IB World Schools in Canada are public (78%) while 22% are private.

Preserving access to French or English language education is a basic principle throughout the provinces and territories of Canada and plays a significant role in the country's educational systems. Canada recognizes both English and French as official languages. All provinces and territories support this principle by maintaining publicly funded school boards that serve both Anglophone and Francophone communities. This dual-language framework ensures that access to education in either official language is preserved and promoted across the country, reinforcing Canada's commitment to linguistic diversity and inclusion.

IB World Schools in Canada are more likely to use French as the primary language of instruction compared to the national average.

- 41% of IB World Schools primarily use French, compared to 22% of schools nationally.
- 14% of IB World Schools are bilingual, matching the national average of 14%.
- 45% of IB World Schools primarily use English, compared to 64% nationally.

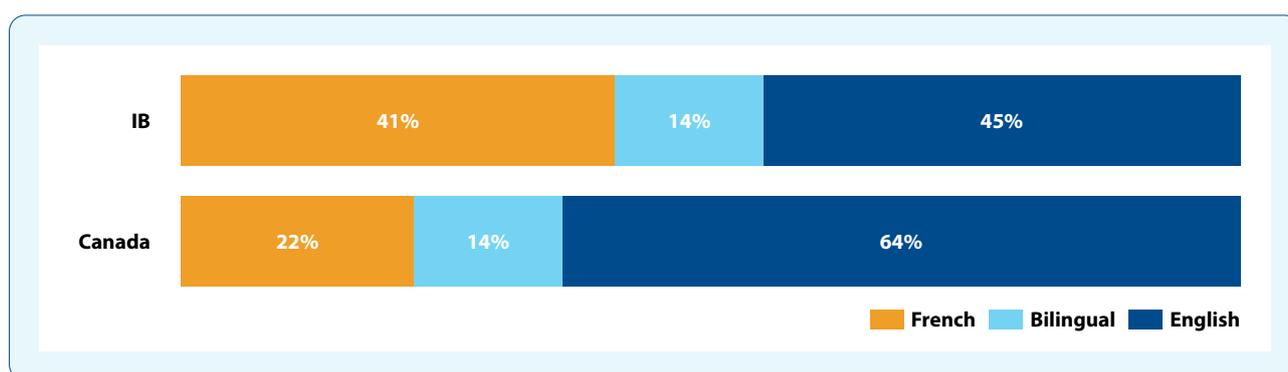


Figure 3. Primary language of instruction of IB World Schools compared to Canadian schools nationally (2024–2025)

The primary language of instruction at IB World Schools varies by province, with Quebec and Ontario most likely to use French.

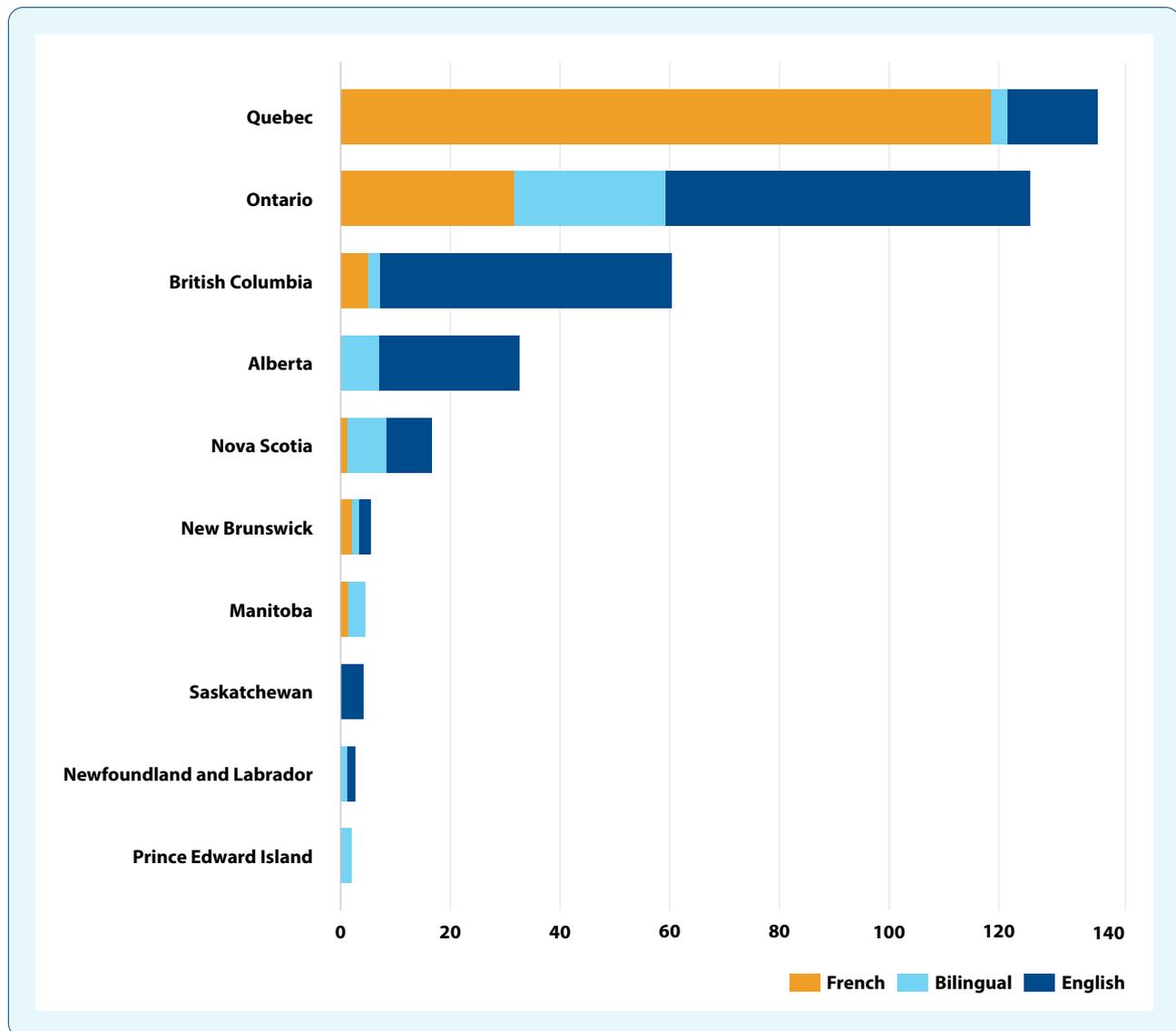


Figure 4. Primary language of instruction at IB World Schools (2024–2025)

10% of IB World Schools offer French Immersion programmes (37 schools), a figure that is roughly comparable to the national rate of 12%. Ontario (14) has the highest number of French Immersion programmes, followed by Alberta (7) and Nova Scotia (7).¹⁵

¹⁵ In Quebec (where 35% of IB schools in Canada are located), few French Immersion programmes are offered (less than 1% of schools). Excluding Quebec, the percentage of IB World Schools with French Immersion programmes (15%) equals the national percentage (15%).

Perspectives on the value of multilingualism

“As a bilingual, I was brought up speaking English and French, and that opened so many doors for travelling the whole world. It not only opens up an ability to communicate with others, but also to immerse yourself in a different culture and a different way of thinking. I know that I can share my experiences of French-speaking culture with my students, as well as ways of thinking and seeing the world that are totally different from that of the English-speaking world. They discover it’s not just a different way of communicating, but really a different way of seeing the world.”

Bénédicte Wiggert, IB Educator
Citadel High School, Nova Scotia

“We know the IB is also very keen to deliver courses designed to respect young people’s first languages, so that they can learn more about the heritage of their language and study or take courses in their first language, whatever language that is. I think that the IB is very open to respecting the linguistic and cultural diversity of its students [...]”

Daniel Bourgeois, DP Coordinator
École Mathieu-Martin, New Brunswick

“If we’re going to have a global community, the best highway to understanding another culture is to study their language. So I think it’s a truly beneficial part of IB and it fits with the Canadian experience most definitely.”

Mary MacDonald, IB/AP Lead
Department of Education and Early Childhood Development, Nova Scotia

Of the IB World Schools in Canada, 46 offer a Roman Catholic curriculum, a percentage of schools that is similar to the national rate (12% compared to 14% respectively). Most of the IB World Schools that offer a Roman Catholic curriculum are located in Ontario and Alberta.

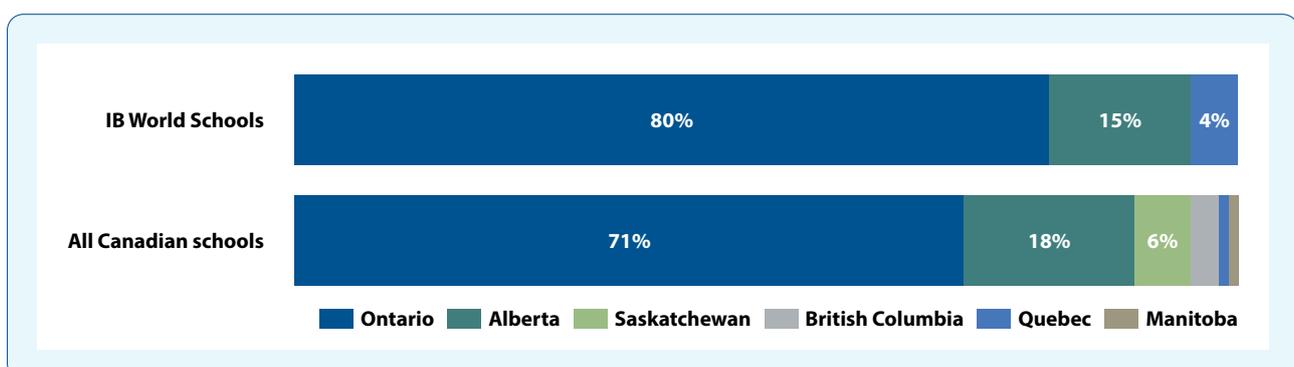


Figure 5. Distribution of schools with Roman Catholic curriculum in Canada: IB World Schools and all Canadian schools (2024–2025)



“Enrolling in International Baccalaureate (IB) classes within Edmonton Catholic Schools (ECSD) offers students a rigorous academic challenge that pushes them to achieve their highest potential. Beyond academic excellence, IB programmes nurture a global perspective by exposing students to diverse cultures and international issues, fostering an understanding and appreciation of the world around them. Critical thinking is at the core of the IB curriculum, encouraging students to question, analyze, and reflect on their learning experiences. Additionally, the programmes instil a commitment to lifelong learning, equipping students with the skills and mindset needed to adapt and thrive in an ever-changing global landscape. By taking IB classes in ECSD, students are not only preparing for academic success but also for a future where they can make meaningful contributions to an interconnected world.”

John Fiacco, Superintendent of Educational Planning
Edmonton Catholic School Division, Alberta

There are 506 Indigenous schools in Canada, comprising 3% of schools nationally. In 2018, Senpaq’cin School became the first on-reserve First Nations school in the Americas to become authorized to offer the Primary Years Programme (PYP).

IB programmes in Canada

96% of IB programmes are located in five provinces: Ontario (36.2%), Quebec (29.5%), British Columbia (18.3%), Alberta (8.7%), and Nova Scotia (3.5%). The distribution and concentration of IB programmes varies by province.

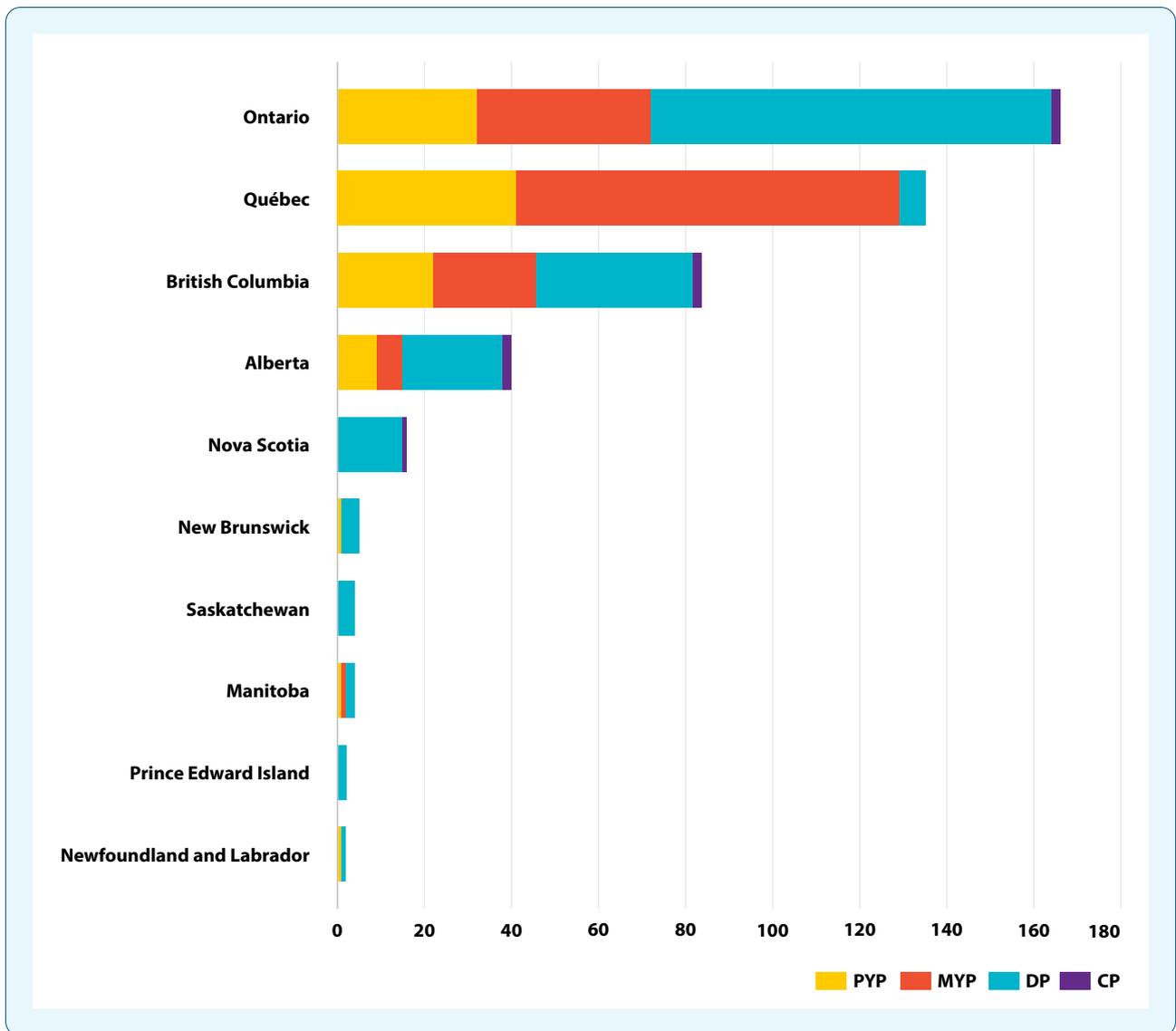
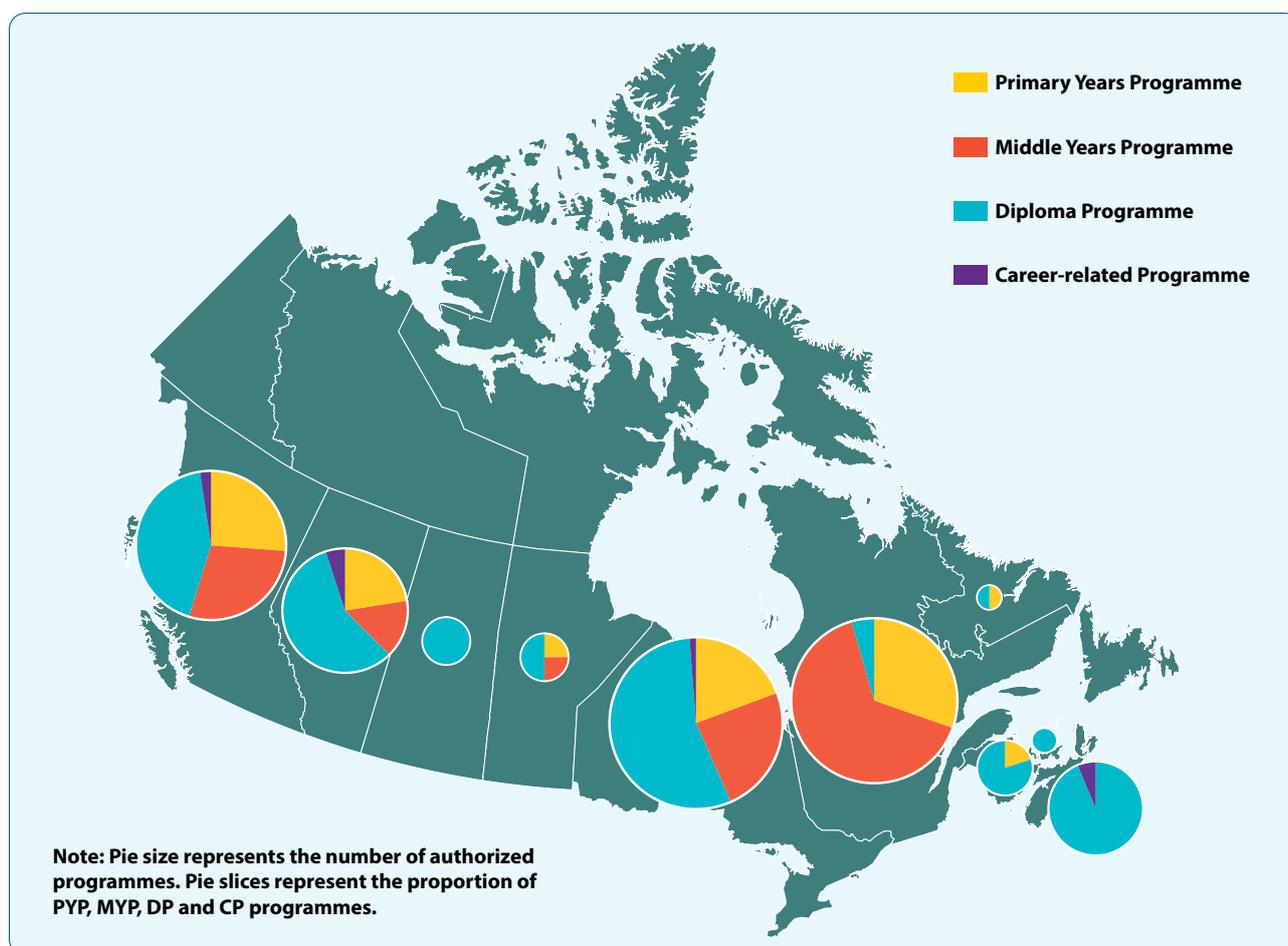


Figure 6. Distribution of IB programmes by province (2024–2025)









Quebec stands out as the national leader in Middle Years Programme (MYP) adoption.

Approximately 1 in 8 grade-eligible schools in the province offer the MYP (12.9%). The popularity of the MYP in Quebec is the result of its unique educational structure which consists of five years of secondary education (Secondary I to V)—with most students finishing at age 17—followed by two years of pre-university or technical education at a *cégep* (*collège d’enseignement général et professionnel*). Additionally, students doing the MYP eAssessment in Quebec receive a special provincial diploma called “le Diplôme d’éducation secondaire internationale”, created in collaboration with Société des écoles du monde du BI du Québec et de la francophonie.

Additionally, Nova Scotia demonstrates substantial DP engagement, with 11.5% of its grade-eligible schools offering the DP, the highest proportion in Canada for that programme.

“The MYP enables our students to take an interest in the issues that affect them locally and globally. They feel like they are agents of change and develop their awareness as citizens. Because they take active roles in their learning, it is more meaningful. The tools they acquire while studying the MYP at McMasterville École d’éducation internationale make them lifelong learners.”

Valérie Gosselin, MYP coordinator
École d’éducation internationale, Quebec

Assessment registrations and results (2014–2024)¹⁶

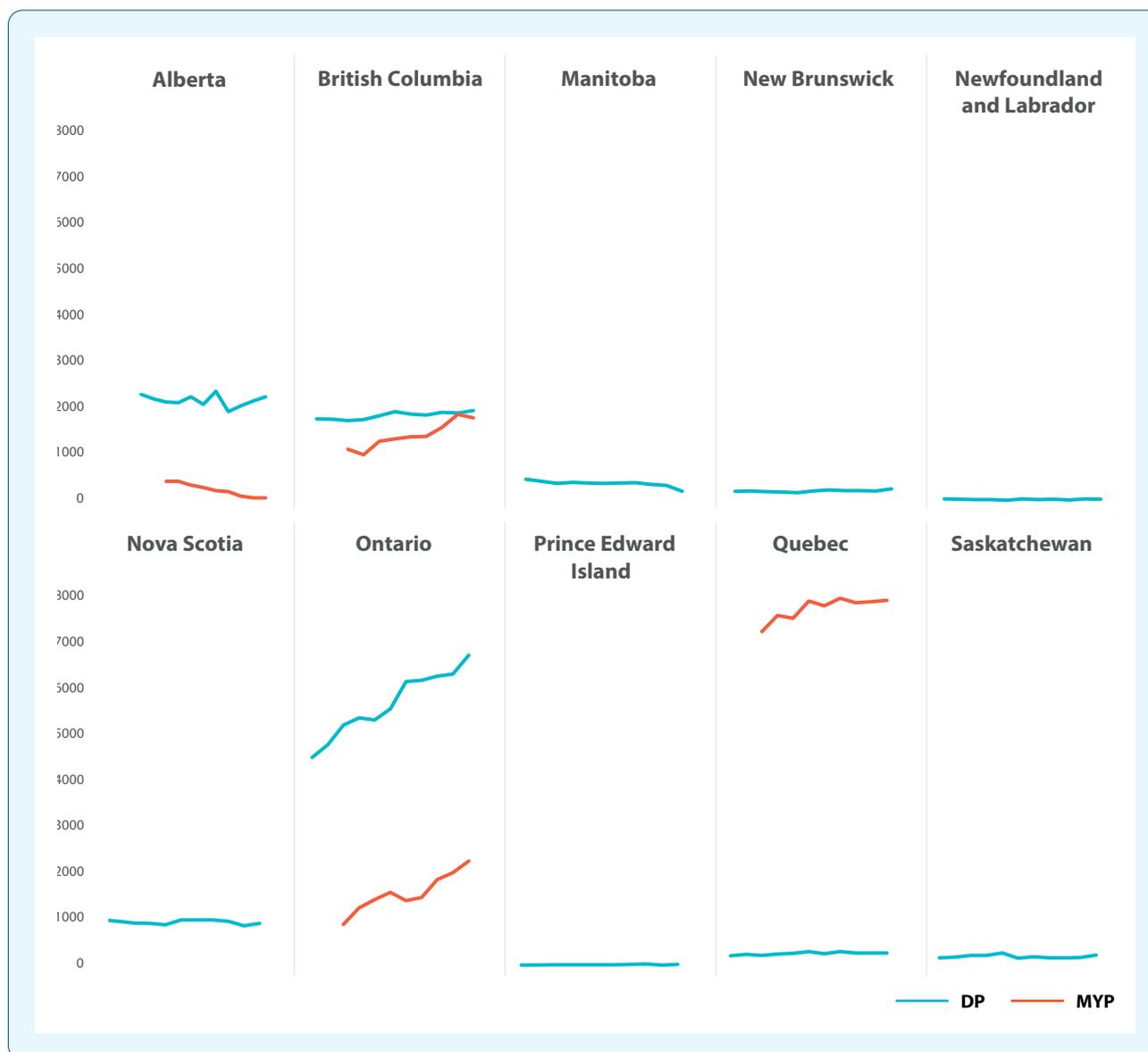


Figure 7. MYP (2016–2024) and DP (2014–2024) assessment registration growth by province

Over the past 10 years, there has been significant MYP and DP growth in several provinces.

- In **British Columbia**, the number of MYP students¹⁷ registered for the personal project or eAssessment has increased by **60%** since 2016.
- In **Ontario**, the number of MYP students registered for the personal project or eAssessment has increased by more than **152%** since 2016.
- In **Ontario**, the number of students pursuing the **DP diploma** has increased by **44%** since 2014.
- In **Quebec**, the number of MYP students registered for the personal project or eAssessment has increased by **9%** since 2016.

¹⁶ Since the MYP eAssessment was introduced in 2016, the MYP registrations shown apply from 2016 to 2024. DP assessment registrations are presented for the period of 2014 to 2024.

¹⁷ “MYP students” in this section refers to students who have registered either for the personal project or the eAssessment, typically during their final year of the Middle Years Programme (grade 10).



The overwhelming majority of MYP students¹⁸ in Canada are from Quebec (66%), Ontario (19%) and British Columbia (15%). Notably, nearly 3 out of 10 MYP students in Quebec pursue the MYP certificate. The MYP certificate is available to students who complete the IB's broad and balanced course of study, and it represents meaningful, IB-validated recognition of students' achievement in the MYP and their preparation for future study. **Nearly 2,000 Canadian students were awarded the MYP certificate in 2024. Additionally, Canada has the most students taking the MYP eAssessment globally and has the second-largest number of MYP students worldwide.**

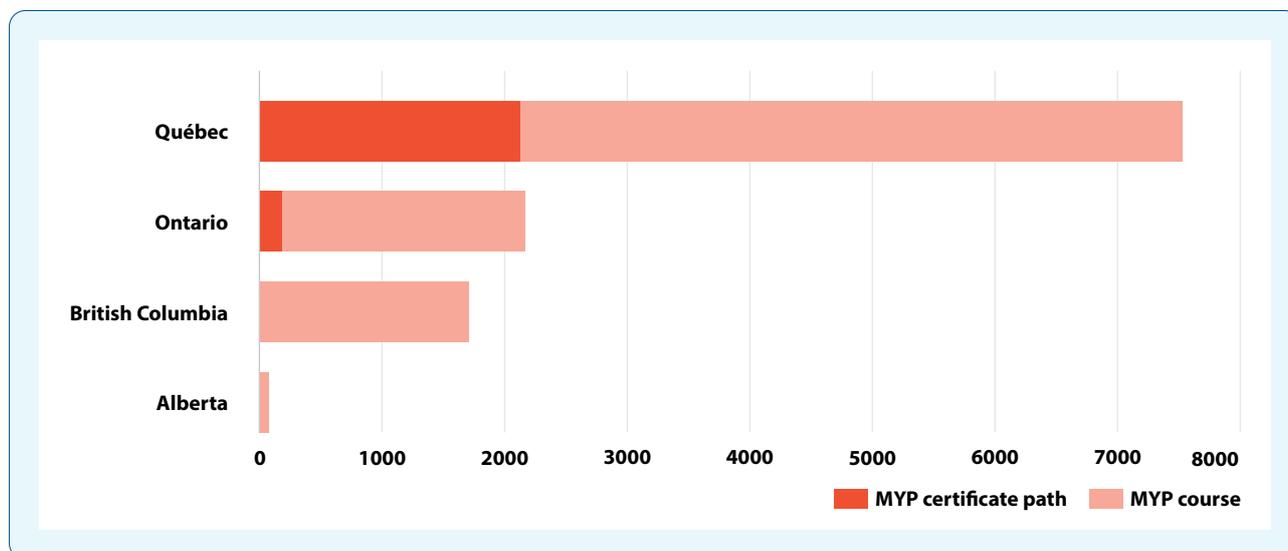


Figure 8. 2024 MYP session registrations (MYP certificate and course)

Ontario has the highest number of DP students, with the vast majority pursuing the IB diploma. While the pursuit of the IB diploma varies by province, **overall, more than 4,200 Canadian students were awarded the IB diploma in 2024.** The CP remains an emerging pathway in Canada, with examination takers in 2024 coming from two schools in both British Columbia and Ontario and one school in Alberta.

¹⁸ "MYP students" in this section refers to students who have registered either for the personal project or the eAssessment, typically during their final year of the Middle Years Programme (grade 10).

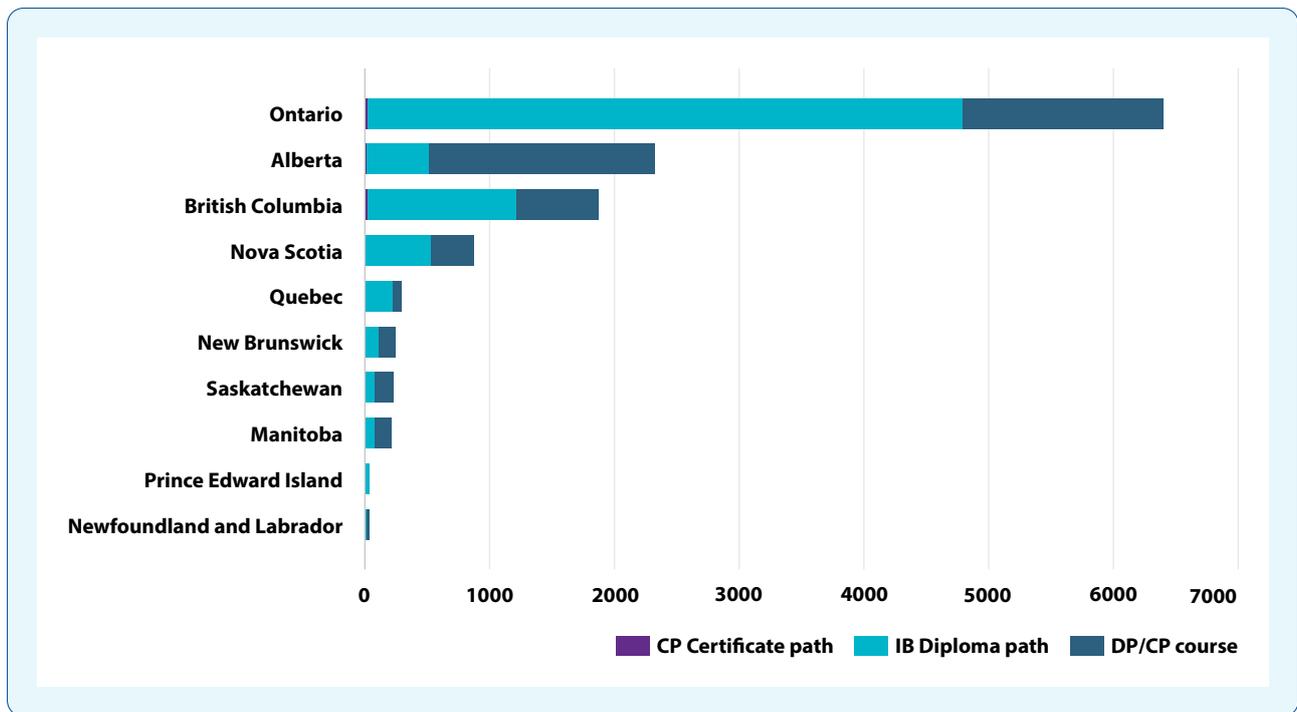


Figure 9. 2024 DP and CP session registrations (CP certificate, IB diploma and DP/CP course)



“So all students will benefit from the IB programme, even if they do not take exams or they do not gain their diploma or coursework. They will benefit from being in that environment, honing those skills, working on those sorts of capabilities, validating who they are and allowing them to start thinking about who they want to become. And I firmly believe that an IB education is for all students.”

Melissa Shaw, IB Educator
Citadel High School, Nova Scotia

“It truly is a programme for everyone. Often people feel that you need to have a certain academic level in order to participate in the programme, but IB really does accommodate for all students.”

Tammy Earle, Assistant Head of School and DP Coordinator
Rothesay Netherwood School, New Brunswick

Examination-taking trends of DP and CP students

Students choose DP courses across six subject groups: studies in language and literature, language acquisition, individuals and societies, sciences, mathematics and arts. Courses are offered at either a higher level (HL) or a standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors. **Mathematics: analysis and approaches, chemistry, biology and French B are among the most popular examinations taken by Canadian students.**

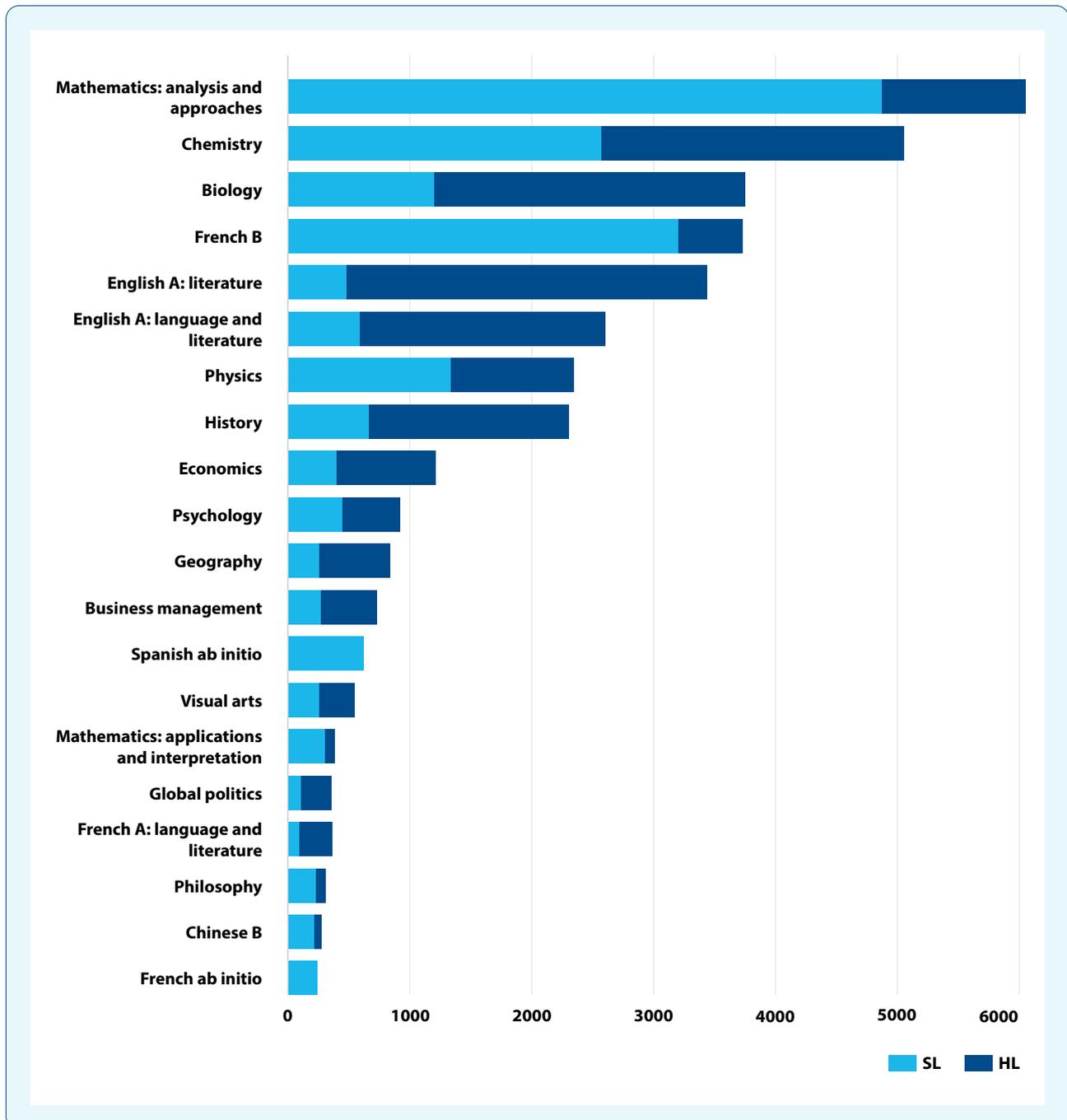


Figure 10. Top 20 DP and CP examination registrations for the 2023–2024 academic year

Examination-taking trends by province

The most popular DP subjects sometimes varied by province. For the studies in the language and literature group, the most common subjects across provinces were either English A: literature or English A: language and literature. In the language acquisition group, English B was most popular in Quebec, whereas French B was favoured in other provinces. Within the individuals and societies group, history was the most popular subject overall, followed by economics in Ontario and philosophy in Quebec. In the sciences, chemistry and biology were the most commonly chosen subjects. Mathematics: analysis and approaches and visual arts were the most popular subjects in their respective groups.

Province	Studies in Language and Literature	Language acquisition	Individuals and societies	Sciences	Mathematics	The arts
Alberta	English A: literature	French B	History	Chemistry	Mathematics: analysis and approaches	Visual arts
British Columbia	English A: literature	French B	History	Chemistry	Mathematics: analysis and approaches	Visual arts
Manitoba	English A: literature	*	*	Biology	Mathematics: analysis and approaches	*
New Brunswick	English A: literature	*	History	Chemistry	Mathematics: analysis and approaches	*
New Foundland and Labrador	*	*	*	*	*	*
Nova Scotia	English A: literature	French B	History	Chemistry	Mathematics: analysis and approaches	*
Ontario	English A: language and literature	French B	Economics	Chemistry	Mathematics: analysis and approaches	Visual arts
Prince Edward Island	*	*	*	*	*	*
Quebec	English A: language and literature	English B	Philosophy	Chemistry	Mathematics: analysis and approaches	*
Saskatchewan	*	*	*	Biology	*	*

Table 5. Most popular DP subjects by province and subject group (2023–2024 school year)

Note: *Suppressed when the number of students within a subject group is less than 100

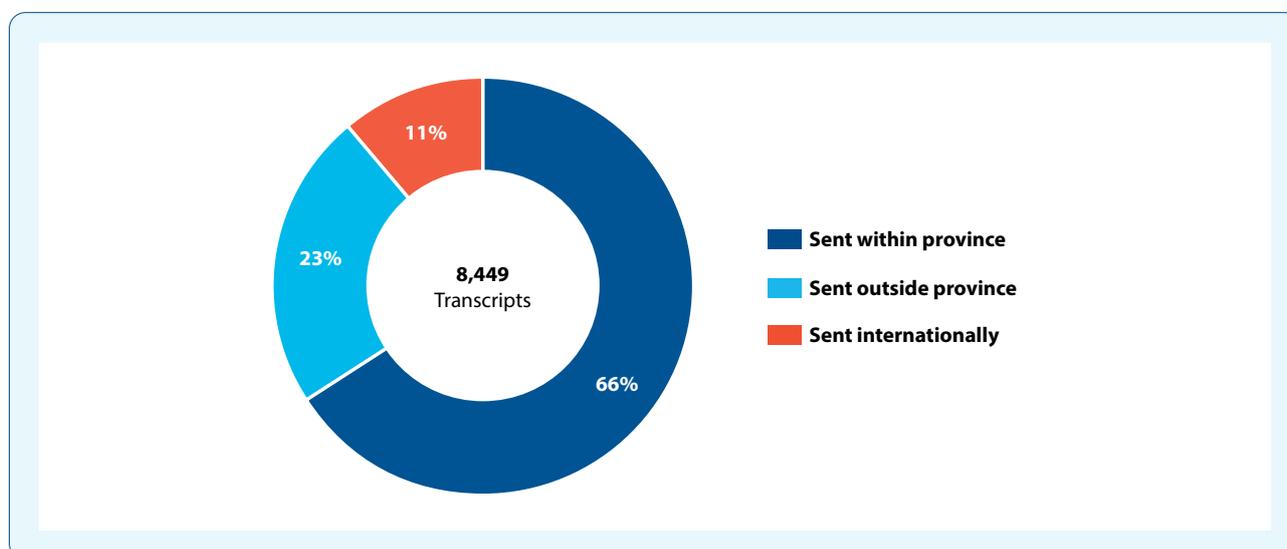
Primary language of instruction	Studies in Language and Literature	Language acquisition	Individuals and societies	Sciences	Mathematics	The arts
Anglophone schools	English A: literature	French B	History	Chemistry	Mathematics: analysis and approaches	Visual arts
Francophone schools	English A: language and literature	English B	History	Chemistry	Mathematics: analysis and approaches	*

Table 6. Most popular DP subjects by school language of instruction and subject group (2023–2024 school year)
 Note: *Suppressed when the number of students within a subject group is less than 100



Transcript destinations

Based on data from the 2023–2024 school year, IB students in Canada sent 8,449 transcripts to 440 different higher education institutions. The majority of these transcripts were sent to universities in Ontario and British Columbia, with the University of Toronto and the University of British Columbia emerging as the top destinations. Overall, 66% of IB students in Canada chose to send transcripts to institutions within their own province.



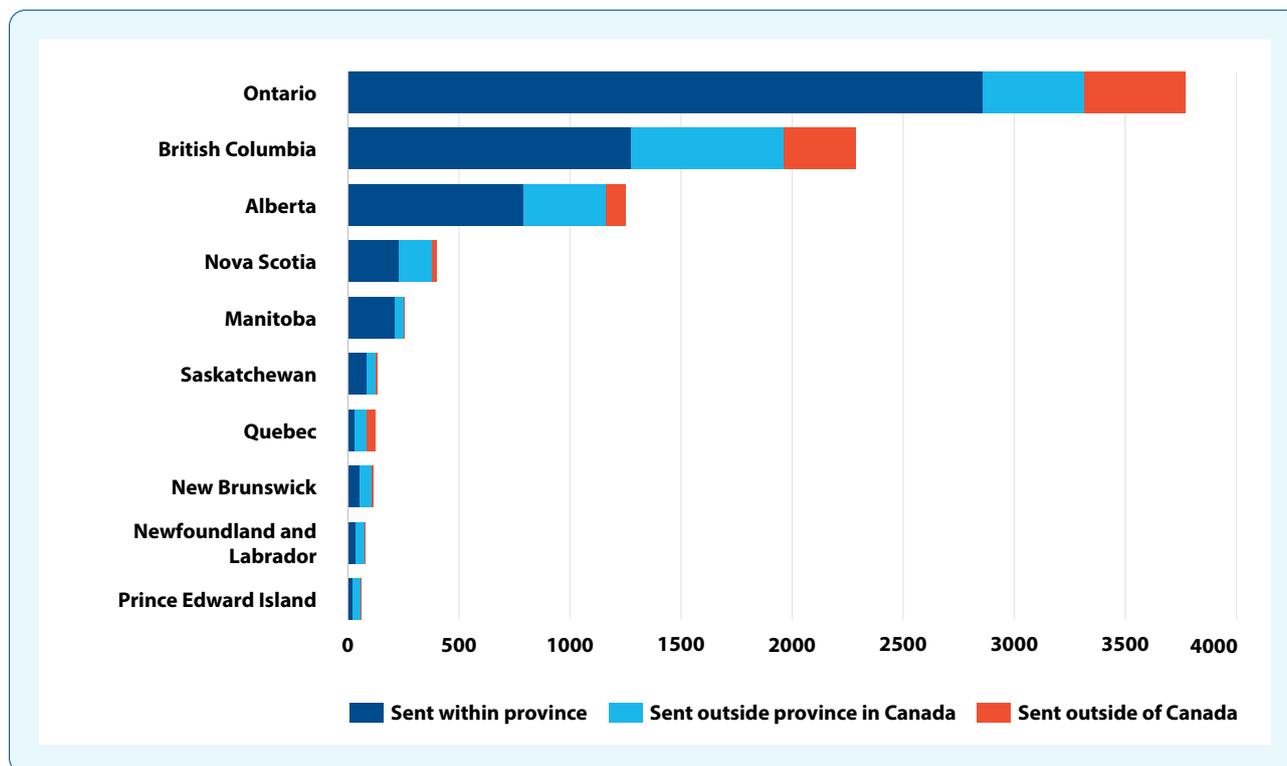


Figure 11. Transcripts sent by Canadian IB students (2023–2024)

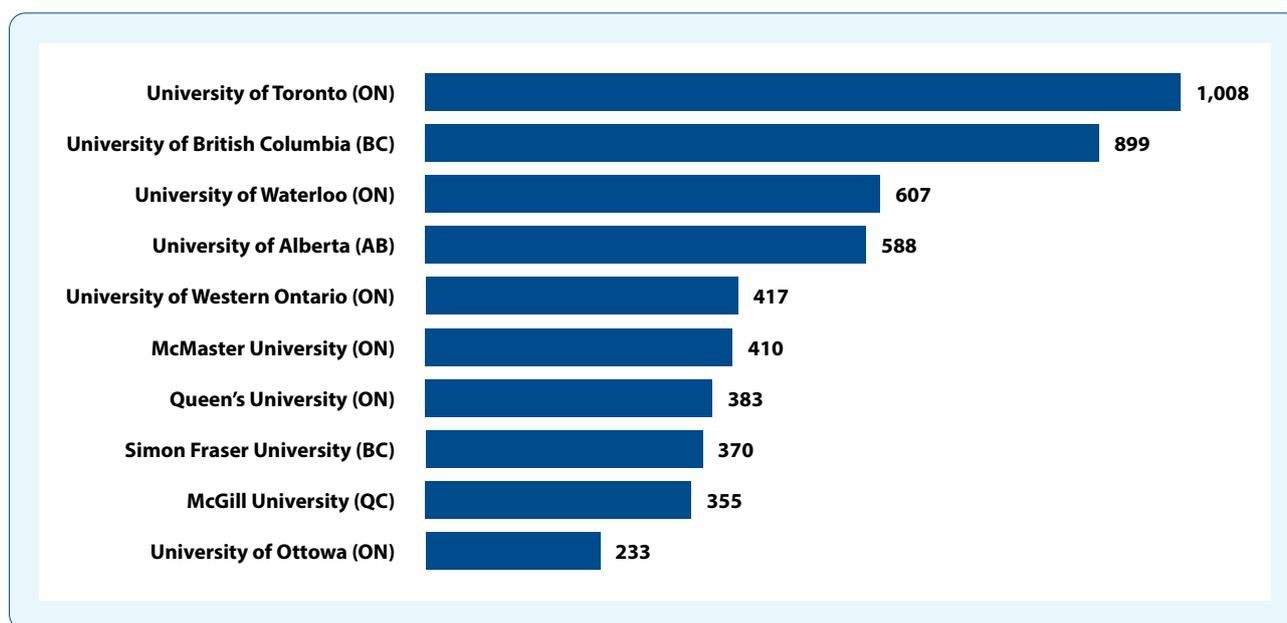


Figure 12. Top ten institutions where Canadian IB students sent transcripts (2023–2024)

IB students around the world also show strong interest in Canadian universities. **In 2023–2024, IB students from 131 countries sent 7,143 transcripts to Canadian institutions, accounting for 49% of all IB transcripts sent to Canadian universities.**

University recognition

Largely due to the strong postsecondary performance of IB students, Canadian universities widely recognize the IB diploma and, increasingly, the CP for admission consideration. **Nearly all major**

Canadian universities have established recognition policies that grant advanced standing or course credit for DP courses.¹⁹ This strong recognition reflects the value Canadian institutions place on the academic rigour, global perspective and key skills fostered by IB programmes.

Recognition database

The IB offers a database²⁰ of recognition statements for countries and territories—as well as US states and Canadian provinces—along with universities around the world. It highlights countries, states and provinces that recognize the IB and are popular destinations for IB students. Currently, the database includes more than 140 countries and over 1,800 universities. Among these, Canadian universities are particularly well represented.

¹⁹ <https://recognition.ibo.org/en-US/?flag=country&countryID=5a436145-efa1-ed11-aad1-000d3a85c377&country=Canada&stateID=&state=>

²⁰ https://recognition.ibo.org/en-US/?utm_source=ib+public+website&utm_medium=web&utm_campaign=recognition+statements+referral

“So over my 24-year career in higher education, I’ve worked at five different universities and each one of the universities recognises IB in a different way, but equally recognises that IB is important and that the students have put a lot of work and effort into their studies, which universities want to recognise as well. At Saint Mary’s University, I’m very proud to say that we are going one step further and we’re actually recognising not only the IB diploma, but we’re recognizing the IB Career-related Programme as well. We are recognising the IB diploma, and providing 42 advanced credits which is the equivalent of almost a year and a half of advanced credits for students. So these students will be able to complete their university degree in about two and a half years, which is exciting for us, but also very exciting for the students as well because it further recognises all that hard work and effort that they put both inside and outside the classroom.”

Dan Seneker, AVP Enrolment Manager and Registrar
Saint Mary’s University, Nova Scotia

“With our secondary partners, whether it be universities, colleges, apprenticeships, or whatever it may be, IB is held in high regard. We are told over and over and over by university officials, ‘Keep doing what you’re doing. Students are succeeding and we want to see these students here. And how do we tell students, how do we communicate to students that you have done something great and this is going to be very beneficial for you moving forward? We recognise IB.”

Mary MacDonald, IB/AP Lead
Department of Education and Early Childhood Development, Nova Scotia



Data notes

All data in this report pertaining to authorized IB World Schools are based on the 2024–2025 school year as of 30 April 2025. Comparisons to national data were made possible thanks to data provided by the Canadian Database Directories as of February 2025. Transcripts and assessment data in this report are from the most recent academic year of examination data that are available at the time of publication (2023–2024 school year).

This report is available at: www.ibo.org/en/research/

For more information on this report or other IB research, please email research@ibo.org.

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