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TITLE: THE INTERNATIONAL BACCALAUREATE: PIONEER IN SUPRANATIONAL EDUCATIONAL

Globalization is influencing curriculum developers and therefore influencing those in the process of curriculum decision-making choices. To cope with the changing educational environment schools are looking further afield than their national or state curriculum frameworks (Wylie, 2008). In addition, Toprak in Harkins & Nobes (2008) stresses that within the internationalization of programmes, cross-border programmes, multicultural, multi-linguistic models that adopt educational materials according to local cultures and demands, serve as good means of meeting educational needs globally and Olson (2005) indicates that cross-border programmes 'translate local expertise globally' and promote economic partnerships, labour market exchange and technological progress preparing students to negotiate effective participation within the realm of global diversity.

Valle (2013) explains a series of phenomena that have brought the appearance of Supranational Education. The first phenomenon is globalization. The advent of information technologies and communications, the internet, and the evolution of means of transportation have turned the planet into the "global village". In a global context, the second phenomenon is mobility from all walks of life, particularly students, teachers and professionals and the third one and more decisive in the development of Supranational Education Policy as an academic and scientific discipline, is the proliferation of international organizations since the mid-20th century.

In 1968, the International Baccalaureate (IB) was established to provide a challenging and comprehensive education that would enable students to understand and manage the complexities of our world and provide them with skills and attitudes for taking responsible actions for the future. Such an education was rooted in the belief that people who are equipped to make a more just and peaceful world need an education that crosses disciplinary, cultural, national and geographical boundaries, (IBO, 2013).

The programme in the early days consisted of a common pre-university curriculum and a common set of external examinations for students in international schools seeking for a curriculum which allow them to transfer between educational systems around the world. Those students were the children of civil servants working at supranational organizations such as the United Nations or the World Trade Organization.

The development of programmes that have international recognition and were offered in many different schools around the world enabled those with transient, globally-mobile employment to move as a family without to worry about disruption to their children's education through frequent moves between educational systems. And not only has the development of the IB programmes been influential for those who adopt a globally-mobile lifestyle. The increasing awareness within national educational systems of the need to prepare young citizens for a future where the lives of those who remain within the national boundaries will be influenced by factors from beyond these boundaries has come about to some extent because of ideas raised through the IB, as a demand within national schools has increased not only for more internationalized education systems but also for the IB programmes themselves, (Hayden in Hill, 2010).

The increasing awareness of the IB has gone beyond the boundaries of their target population, students enrolled at international schools, to become a recognized option of curriculum in coexistence with those offered by national education systems or by other organizations. Although the first IB schools were predominantly private international schools, they included a very small number of private national institutions and schools belonging to state education departments. This has changed over the years and today over half of all IB World Schools (authorized to offer one or more of the IB programmes) are state schools. Hill, 2005 in Bunnell 2014, stated that the IBO started as niche player in the late 1960s serving a very selected group of international schools and their constituents, but has now moved towards serving a much broader and inclusive body of children and has thus become a "global player".

What makes a school international does not longer refer to a school that has an international body of students, teaches one or more 'foreign' languages or displays flags of different countries. What makes a school truly international is to offer a supranational education that will encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. As Alec Peterson, one of the architects of the International Baccalaureate, puts in: "We sought not to produce a generation of rootless 'world citizens' but one Americans, English, French, Germans, Mexicans, Russians and others, who understood each other better, sought to co-operate with each other, and had friends across frontiers", Peterson (2003).

This monograph aims to contribute to develop a deeper understanding of the International Baccalaureate programmes and its impact around the world.

Possible topics of submitted papers:

- Implementation of IB programmes in diverse school contexts.
- Impact of the IB pedagogy in cultivating international-mindedness.
- IB programmes and competences acquisition.
- IB assessment practices.
- Alignment of IB programmes with national systems.
- Teacher training at IB programmes.

Submission Information: All manuscripts should be submitted electronically through the JOSPOE website and follow the Journal's submission guidelines: <https://revistas.uam.es/index.php/jospoe/about/submissions#authorGuidelines>
We will not consider manuscripts submitted for publication or published elsewhere.

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