

# BORDÓN

## Revista de Pedagogía

NÚMERO MONOGRÁFICO / *SPECIAL ISSUE*

Educación supranacional / *Supranational Education*

Javier Valle

(editor invitado / *guest editor*)



Volumen 67

Número, 1

2015

**SOCIEDAD ESPAÑOLA DE PEDAGOGÍA**

# INTERNATIONAL BACCALAUREATE: A SUPRANATIONAL CURRICULUM FOR GLOBAL CITIZENS

## *Bachillerato Internacional: un currículo supranacional para ciudadanos globales*

MARIPÉ MENÉNDEZ

Regional Manager Spain International Baccalaureate  
(The Netherlands)

DOI: 10.13042/Bordon.2015.67112

Fecha de recepción: 30/05/2014 • Fecha de aceptación: 05/10/2014

Autor de contacto / Corresponding Author: Maripé Menéndez. Email: maripe.menendez@ibo.org

---

**INTRODUCTION.** The expected growth of a new profile of inhabitants in the world, the so-called “global citizens”, has created a revolution and a need of transformation of existing educational systems. In an increasingly interconnected world there is a need for supranational curriculums that enable learners to have a better understanding of the world and its challenges. As such, we will evolve to a global consciousness allowing us to successfully overcome the challenges that join us together as human beings and as co-inhabitants of the planet. **METHOD.** This article has adopted the history and documentary research approach to study the International Baccalaureate (IB) that has developed a continuum of international programmes that serve the growing community of global citizens. Teaching and learning in the IB celebrates the many ways people work together to construct meaning and make sense of the world. **RESULTS.** The International Baccalaureate offers today, four rigorous international programmes to a community of more than 3,700 schools in 147 countries in the world. A supranational curriculum which recognition has gone beyond borders. **DISCUSSION.** Promoting open communication based on understanding and respect, the IB encourages students to become active, compassionate lifelong learners and offer opportunities for students to become active and caring members of local, national and global communities; they focus attention on the values and outcomes of internationally minded learning and intercultural understanding.

**Keywords:** *International education, International Baccalaureate, International schools, Global citizenships, curriculum.*

---

## Introduction. Global citizenship

The responsibility of educators is no longer just to prepare good mathematicians, good biologists or good historians. The mission of schools is to prepare young people —the decision makers of tomorrow— to live in a complex multicultural society undergoing a rapid process of change and opening up a new world order (Renaud, 1991).

There has been a shift in the role of education. This shift recognizes the relevance of education and learning in understanding and resolving global issues in social, political, cultural, economic and environmental areas. The role of education is moving beyond the development of knowledge and cognitive skills to the building of values, soft skills and attitudes among learners. Education is expected to facilitate international cooperation and promote social transformation in an innovative way towards a more just, peaceful, tolerant, inclusive, secure and sustainable world. (UNESCO, 2014).

In a globalized world, education is putting more emphasis on equipping individuals from an early age, and throughout life, with the knowledge, skills, attitudes and behaviors they need to be informed, engaged and empathetic citizens.

“We must foster global citizenship Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies” (UN Secretary-General Ban Ki Moon, 26 September 2012 at the launch of the Secretary-General’s Global Education Initiative).

Global/World citizenship education is often considered a synonym for global education (Trotta, Tuomi, Jacott & Lundgreen, 2008). The term World Citizenship Education is by some scholars distinguished from global education

—an academic field, which is education about global issues but does not necessarily involve education for global/world citizenship. Global/world citizenship acknowledges the interlinking of local, national and global aspects of citizenship. It is a political concept, an active commitment to the world, which all living beings have in common and for which all humans must take responsibility. Global/world citizenship education is based on the familiar term ‘citizenship’ that inherently includes both rights and obligations: benefits and requirements inherent in citizenship. It is a holistic approach based on the assumption that there is only one humankind and that global problems require global solutions (Trotta *et al.*, 2008 in Castro, Lundgren & Woodin, 2013).

The OECD (1997) proposed that education systems in industrialized societies need to equip their future citizens with the levels of competence and skills expected by their respective workplaces, and recommended that governments respond to this expectation. Munro (2007) highlights that the OECD saw global market success determined by the quality of education.

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-lingüistic 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, labor market exchange and technological progress preparing students to negotiate effective participation within the realm of global

diversity. Myers (2010) concludes that the study of globalization is essential for adolescent to understand how the world functions and can help them to tackle the challenges of making globalization and global society a more democratic, equal and inclusive process for all.

The question now is how schools implement “global citizenship” within their educational systems and how societies interpret this new concept in different contexts. Andreotti in Silova & Hobson (2014) explains that the different meanings attributed to the concept of “global citizenship”, “stem from contextually situated assumptions about globalization, citizenship, and education that prompt questions about boundaries, flows, power relations, belonging, rights and independence”. As Silova & Hobson (2014) highlights one of the most significant challenges thus is to encourage an imaginative creation of the new meanings of “education for global citizenship” across different political, economic, and cultural contexts.

Globalization has created an unprecedented process of interdependency of people and states which requires a new approach to education. It would be of interest to monitor how nations are critically examining their curriculum programmes in relation to their pedagogies towards global citizenship education and what are their plans towards such an important shift in the role their educational policies play in a globalized world.

### **Method. History and documentary research approach to the International Baccalaureate (IB)**

Historical research has been defined as the systematic and objective location, evaluation and synthesis of evidence in order to establish facts and draw conclusions about past events (Borg, 1963). Historical research in education may concern itself with an individual, a group, an

idea, or an institution like the International Baccalaureate Organization.

Adopting a history and documentary research approach to the International Baccalaureate is consistent to the values of historical research that have been categorized by Hill and Kerber in 1967. One category enables solutions to contemporary problems to be sought in the past. Hayden in Hill (2010) highlights that before the concept of globalization entered our collective consciousness, they (IB founders) sowed the seeds of a form of education encouraging young people to be internationally-minded, to think beyond their home context, to feel responsibility for the global and not just local environment—and, from a pragmatic perspective, to develop skills that would enable them to be players in the globalized world of the 21st century.

A group of talented, forward-thinking teachers at the International School of Geneva, with assistance from several other international schools, created the International Baccalaureate® (IB) in 1968. The IB was founded in Geneva, Switzerland, as a non-profit educational foundation. Another value of historical research highlighted by Hill and Kerber related to the appropriateness of the research methodology to throw light on present and future trends. What started life as an offering of a single programme for internationally mobile students preparing for university, has today grown into four programmes for students aged 3 to 19 offered by state and private schools in more than 147 countries.

Carrying forward the ideals and dreams of the IB founders, the organization exists today to provide high quality education for a better world, as expressed in IB’s 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*".

As the IB's mission in action, the learner profile describes the aspirations of a global community that shares the values underlying the

IB's educational philosophy. The IB learner profile describes the attributes and outcomes of education for global citizenships. As a third value of historical research Hill and Kerber stresses the relative importance and the effects of the various interactions that are to be found within all cultures. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and share guardianship of the planet, help to create a better and more peaceful world.

While not expected to define the profile of a 'perfect global citizen', Wells (2011) reminds us that the IB Learner Profile is meant to map a

**TABLE 1. The IB Learner Profile (IBO, 2013)**

---

Inquirers	Nurture our curiosity, developing skills for inquiry and research. Know how to learn independently and with others. Learn with enthusiasm and sustain your love of learning throughout life.
Knowledgeable	Develop and use conceptual understanding, explore knowledge across a range of disciplines. Engage with issues and ideas that have local and global significance.
Thinkers	Use critical and creative thinking skills to analyze and take responsible action on complex problems. Exercise initiative in making reasoned, ethical decisions.
Communicators	Express yourself confidently and creatively in more than one language and in many ways. Collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	Act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Take responsibility for our actions and their consequences.
Open-minded	Critically appreciate your own culture and personal histories, as well as the values and traditions of others. Seek and evaluate a range of points of view, and you are willing to grow from the experience.
Caring	Show empathy, compassion and respect. Have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-takers	Approach uncertainty with forethought and determination; Work independently and cooperatively to explore new ideas and innovate strategies. Be resourceful and resilient in the face of challenges and change.
Balanced	Understand the importance of balancing different aspects of our lives —intellectual, physical, and emotional— to achieve well-being for ourselves and others. Recognize the interdependence with other people and with the world in which we live.
Reflective	Thoughtfully consider the world and our own ideas and experience. Work to understand your strengths and weaknesses in order to support your learning and personal development.

---

lifelong learning trajectory in the quest for international mindedness. Most value in IB World Schools, it helps all members at the school community to respect themselves, others and the world around them.

### **Results. From a supranational curriculum for mobile international students to a supranational curriculum for global citizens**

In 1968, the IB Diploma Programme (DP) 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). As Anna Hahn (2014) describes in her analysis of the discourse of the International Baccalaureate Organization, the IB’s notion of international education as a transcendence of the nation is demonstrated particularly in the 1972 essay “Un enseignement international est-il possible?” which questions the meaning and possibility of international education. The following passage is taken from this essay:

“Words are convenient, but in actuality , they betray reality. While international relations, international organizations exists on the one hand; on the other hand one has difficult seeing what could be an international education. The label meanwhile has met with great favor for decades. ‘International’ schools have been founded along the development of communities. Some owe their name to the nature of their student bodies, others to the diverse sections that they offer. But a certain number of them have truly had the goal to institute training aiming to go beyond national particularities. It would thus be more just to speak of a ‘transnational’ education” (IBO, 1972, p. 29, translated by A. Hahn).

### **The evolution of the IB Programmes**

One reason why global citizenship has entered the classroom is because “nation-states face international regimes that emphasize human rights, empowered persons, international non-governmental organizations, environmental consciousness, and sustainable development mantras” (Ramirez & Meyer, 2012).

Merryfield, Augustine, Choi, Harshman & McClimans (2012) highlights how the increase of interconnectedness of the world’s peoples, economies, politics and environmental issues, educators in many countries have begun to address the goal of preparing students from

kindergarten through 12th grade (3 to 18 years old) to understand the world from a global perspective and become engaged with people and issues across the planet.

Schools, once authorized by the International Baccalaureate become an IB World School. Every IB World School is unique. The IB programmes are offered in both state and private, national and international, large and small schools. They can be offered individually, but a growing number of schools offer them as a continuum of education.

The IB Primary Years Programme (PYP) introduced in 1997 for students aged 3 to 12, focuses in the development of the child as an enquirer, both in the classroom and in the world outside. The PYP is transdisciplinary and flexible enough to accommodate the demands of most national or local curriculums.

The IB Middle Years Programme (MYP) introduced in 1994 provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenges, encouraging students to make connections between their studies in traditional subjects and to the real world. The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the PYP and prepares students to meet the academic challenges of the IB Diploma or the IB Career-related Certificate.

The IB Diploma Programme (DP) introduced in 1968 for students aged 16 to 19, is a balanced and academically challenging programme of education with rigorous assessment. The DP prepares students for success in higher education and encourages them to become active participants in an increasingly global society . The programme has gained recognition and respect from the world’s leading universities.

The IB Career-related Certificate (IBCC) introduced in 2012 for students aged 16 to 19, which has recently change its name to IB Career Programme (IBCP), incorporates the educational principles, vision and learner profile of the IB into a unique programme for students who wish to engage in international career-related studies.

The International Baccalaureate currently works with 3789 schools in 147 countries.

**TABLE 2. Top 10 countries by number of IB Schools**

United States of America	1527
Canada	338
United Kingdom	155
Australia	150
India	110
Mexico	104
China	79
Spain	74
Ecuador	64
Germany	61

(IBO, 2014).

The evolution of the IB programmes has happened at a significant pace of the past 45 years. The table below shows the growth of the IB programmes in the last 5 years.

We have to bear in mind that even though the growth of the IB programmes has been very high over the years, the International Baccalaureate Organization estimates that the total number of students attending their programmes amounts 1,300,000 learners worldwide which remains a minority within the educational sector.

A key reason for many of the schools adopting the international baccalaureate programmes is to attract students for whom international mindedness is seen as integral to their future work/life trajectory. There is a belief that IB Programmes provide more meaningful learning for their students, given the focus on providing them with the linguistic tools and intercultural understandings to pursue global engagements. (Singh & Qi, 2013).

### The IB curriculum in practice

At the centre of international education in the IB are students aged 3 to 19 with their own learning style, strengths and challenges. Students of all ages come to school with combinations of

**TABLE 3. Five-year growth by IB Programme**

Programme(s)	May 2009	May 2014	Increase	CAGR
PYP	485	1142	135.46%	18.68%
MYP	580	1077	85.69%	13.18%
DP	1805	2530	40.17%	6.99%
Total Programmes	2870	4749	65.47%	10.60%

CACR is Compound Annual Growth Rae. IBO; 2014.



unique and shared patterns of values, knowledge and experience of the world and their place in it.

The aim of the IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Informed by these values, an IB education:

- centres on learners,
- develops effective approaches to teaching and learning,
- works with global contexts,
- explores significant content,

working together, these four characteristics define an IB education.

A curriculum for global citizens assumes a common understanding of the concepts underlying terminology. In the IB, the word *international* has been used since 1968 to describe the aims of the education programmes the IB produces, and it connotes more than *between nations*. Other words (*cosmopolitan, pluralistic, global, world, universal*) add nuance and may serve equally or better in the context of curriculum (Davy, 2011). More recently, the IB has introduced the term *global engagement*, which implies a more active stance. *Global engagement* represents a commitment to address humanity's greatest challenges in the classroom and beyond. IB students and teachers are encouraged to explore global and local issues, including developmentally appropriate aspects of the environment, development, conflicts, rights and cooperation and governance. Globally engaged people critically consider power and privilege, and recognize that they hold the earth and its resources in trust for future generations (IBO, 2013).

The IB pedagogy is based on a transdisciplinary approach and collaborative learning. These include motivating students through engaging

relevant content; combining a focus on deep content knowledge with reasoning skills and analysis of multiple perspectives; using purposeful interdisciplinary inquiry and simulations to answer large questions; using primary sources from around the world; and emphasizing interaction with people in other parts of the world as part of the learning process (Stewart, 2009 in Davy, 2011).

For the IB, learning to communicate in a variety of ways and in more than one language is fundamental to the development of intercultural understanding. IB programmes, therefore, support complex, dynamic learning through wide-ranging forms of expression.

National citizenship is clearly defined as bearing distinct rights and responsibilities. It carries with it language(s) and culture(s), a sense of place and an understanding of governance (Davy, 2011). The IB recognizes the right of DP students to study their mother tongue at the same level as the other DP subjects. Apart from the 50 subjects that are automatically available, students can also make a special request for an examination in their best language for the Group 1 subject (language acquisition). In addition all IB programmes require students to learn another language.

The various roles of language are culturally dynamic. As Patrick Dodson pointed out in his keynote speech at the Global Language Convention in April 2010, its culture and its language are entwining as a unique way of knowing and relating to the world.

An IB education offers a broad and balanced, conceptual and connected curriculum. It represents a balanced approach, offering students access to a broad range of content that spans academic subjects. In the PYP, learning aims to transcend boundaries between subject areas. As students develop in the MYP, DP and IBCC, they engage subject-specific knowledge and skills with increasing sophistication. Conceptual

learning focuses on board and powerful broad and powerful organizing ideas that have relevance within and across subject areas. They reach beyond national and cultural boundaries. Concepts help to integrate learning, add coherence to the curriculum, deepen disciplinary understanding, build the capacity to engage with complex ideas and allow transfer of learning to new context. PYP and MYP students encounter defined sets of key concepts, and students in the DP and IBCC further develop their conceptual understanding. IB curriculum frameworks value concurrency of learning. Course aims and programme requirements offer authentic opportunities to learn about the world in ways that reach beyond the scope of individual subjects.

In the PYP, students learn about and use knowledge, concepts and skills from a variety of subjects to explore six transdisciplinary themes of global significance. In the MYP, students study a range of subjects and offer bring together two or more established areas of expertise to build interdisciplinary learning. In the Diploma programme, students must choose from each of the five groups (1 to 5) ensuring breadth of knowledge and understanding in their best language, additional language(s), the social sciences, the experimental sciences and mathematics. Students must also choose either an arts subject from group 6, or a second subject from groups 1 to 5. In addition the Diploma programme features 3 core elements which includes, the creativity, action and service (CAS) component, the Theory of Knowledge and a 4000-word extended essay (IBO; 2014).

The continuum of the IB education ends with the Diploma examination which takes the same day in all countries in the world. Assessment is criterion-related, which means student performance is measured against pre-specific assessment criteria based on aims and objectives of each subject curriculum, rather than the performance of other students taking the same examination. All students take the same

examination which are then sent for grading to the IB Assessment Centre based in Cardiff (U.K.) and are marked by more than 6.000 examiners from all around the world. The range of scores that students have attained remains statistically stable, and universities value the rigour and consistency of Diploma Programme assessment practice.

### **Discussion. Challenges of the IB curriculum as a supranational curriculum**

One of the challenges the International Baccalaureate may face in the near future relates to the growing worry of loosing national identities on behalf of a global rootless citizenship. We might be facing a world of stateless population. The right to a name and nationality is one of the most fundamental human rights. (The Convention of the Rights of a Child. The Progress on Nations. UNICEF, 1996). A teacher in Canada also reminds us of the importance of grounding global education within the personal: “Being aware of ourselves and identities (not just being swallowed up into the morass of being global) is the ideal. Cultivating the desire and interest in the other is important, I do think, as a prerequisite for global living, along with remembering who we are! I think of the motto of Quebec: *Je me souviens* (“I remember” or “I remember myself”) (Merryfield *et al.*, 2012).

Another challenge is to continually developing the IB curriculum focus on global contexts. The IB programmes aspire to represent the best knowledge from many countries rather than exported knowledge from one source. However Poonoosamy (2010) argues that “this educational aspiration, though noble and grandiloquent, is vague, and the best from many different countries may still be decided by the Western knowledge industry”. These questions about what might constitute the basis for a 21st century orientation to international mindedness indicate that deciding the educational

influence non-western intellectual cultures are to have on the IB's three programmes is increasingly important. It is equally of crucial importance to informing on-going professional learning throughout education systems and schools interested in internationalizing their education and the international mindedness of their students. How international mindedness might be conceptualized to further the influence of non-Western linguistic, humanistic, scientific, mathematic and artistic cultures on all three IB programmes is as important as it is challenging (Singh & Qi, 2013).

Nations states constructed education systems with a wide range of executive tools, by means of legislation, system construction, professional training programmes and specialists buildings and programmes. Most of all, they were managed through a conceptual discourse in which the purpose and structure of the system, teacher identity, and national identity were all bound together in a constant refrain that built the education service and cultural identity every day (Lawn, 2001). Maoyuan (2009) refers to educational sovereignty as to the authority possessed by any one nation to independently tackle domestic issues concerning education and to independently deal with other countries on school administration cooperation; specifically, such authorities can be divided into four types of power: legislative power,

investment (or planning) power, examination and approval power, and supervisory power. States may fear the loss of their educational sovereignty with the introduction of the IB programmes within their schools and this may limit the growth of the International Baccalaureate in certain countries.

Although the IB is recognized as being less susceptible to political interference from governments and to move away from substantial changes being made in national curriculums around the world, the IB will be challenged not just to balance the representation of knowledge from different countries but to what the new global citizens may define as being 'local', 'national' and 'global'.

A logical, and perhaps obvious, conclusion to this paper would be that there is a clear need for a supranational curriculum but its future sustainability will depend on how each of us as individuals grow towards the global citizenship. As Humes (2008) in Silova and Hobson (2014) noted, education for global citizenship "deals with the big questions of our time: wealth and poverty; equality and justice; access and exclusion; rights and democracy; freedom and 'authority'. Engagement with these big universal questions requires a collective and collaborative approach which values historicity and prioritizes reflexivity and relationality".

## References

- Borg, E. (1963). *Educational Research: An introduction*. London: Longman.
- Bunell, T. (2014). The International Baccalaureate and its "Second Era" of ambitious rhetoric. In Daphne P. Hobson and Iveta Silova (eds.), *Globalizing Minds Rethoric and Realities in International Schools* (pp.137-157). Charlotte: Information Age Publishing.
- Burris, C., Welner, K., Wiley, E., & Murphy, J. (2007). *A World-Class Curriculum for All. Educational Leadership*. Dallas: Association for Supervision and Curriculum Development.
- Carber, S., & Reis S. (2004). Commonalities in IB practice and the schoolwide enrichment model. *Journal of Research in International Education*, 3, 339.
- Castro, P., Lundgren, U., & Woodin J. (2013). *Conceptualizing and assessing International Mindedness (IM): An Exploratory study* (Technical Report). International Baccalaureate Organization. Geneva: IBO.

- Davy, I. (2011). *Learners without borders: A curriculum for global citizenship*. (Technical Report), International Baccalaureate. Geneva: IBO.
- Drake, B. (2004). International Education and IB Programmes: Worldwide Expansion and Potential Cultural Dissonance. *Journal of Research in International Education*, 3, 189.
- Hahn, A. (2014). What discourse practice can reveal about “being” global. An analysis of the Discourse of the International Baccalaureate Organization. In Daphne P. Hobson and Iveta Silova (eds.), *Globalizing Minds Rethoric and Realities in International Schools* (pp. 277-304). Charlotte: Information Age Publishing.
- Harkins, M. J., Nobes, C. (2008). “A multifaceted approach to cross-border programmes: expanding educational boundaries”, *Convergence*, 41, 2-3.
- Hayden, M. & Wong, S. (1997). The International Baccalaureate: International Education and Cultural Preservation. *Educational Studies*, 23 (3), 349-361.
- Heyward, M. (2002). From international to intercultural: Redefining the international school for a globalized world. *Journal of Research in International Education*, 1, 9.
- Hill, I. (2010). “The International Baccalaureate: pioneering in education”. *The International Schools Journal Compendium*, IV, 11-14.
- Hill, J. & Kerber, A. (1967). *Models, Methods and Analytical Procedures in Educational Research*. Detroit: Wayne State University Press
- International Baccalaureate (2007). *Learning and Language in IB Programmes*. (Technical Report). Geneva: IBO. Recuperado de <http://msturnereallforum.wikispaces.com/file/view/LanguageandlearninginIBprogrammes.pdf>.
- International Baccalaureate (2008). *Towards a continuum of international education*. (Technical Report). Geneva: IBO. Recuperado de [http://occ.ibo.org/ibis/documents/general/g\\_0\\_iboxx\\_amo\\_0809\\_1\\_e.pdf](http://occ.ibo.org/ibis/documents/general/g_0_iboxx_amo_0809_1_e.pdf).
- International Baccalaureate (2012). *The IB learner profile review: Resources of reflection*. (Technical Report). Geneva: IBO. Recuperado de [http://learnerprofileinaction.wikispaces.com/file/view/Learner\\_profile\\_in\\_review\\_Resources\\_for\\_reflection%202012%20\(publication%20version\).pdf/390978338/Learner\\_profile\\_in\\_review\\_Resources\\_for\\_reflection%202012%20\(publication%20version\).pdf](http://learnerprofileinaction.wikispaces.com/file/view/Learner_profile_in_review_Resources_for_reflection%202012%20(publication%20version).pdf/390978338/Learner_profile_in_review_Resources_for_reflection%202012%20(publication%20version).pdf).
- International Baccalaureate (2013). *What is an IB Education?*. (Technical Report). Geneva: IBO. Recuperado de <http://www.ibo.org/myib/digitaltoolkit/files/brochures/whatisanibeducation-EN.pdf>.
- Lawn, M. (2001). Borderless Education: imaging a European Education space in a time of brands and networks. *Discourse: Studies in the cultural politics of education*, 22 (2), 174.
- Li, N. (2012). *Approaches to learning: Literature Review*. (Technical Report). Geneva: International Baccalaureate Organization. IBO.
- Maoyuan, P. (2009). An Analytical Differentiation of the Relationship Between Education Sovereignty and Education Rights. *Chinese Education & Society*, 42 (4), 88-96.
- Merryfield, M., Augustine, T., Choi, M., Harschman J. & McClimans, M. (2012). *Teacher and thinking on developing informed and engaged students for a globally connected world*. (Technical Report) Geneva: International Baccalaureate Organization. IBO.
- Munro, J. (2007). Fostering internationally referenced vocational knowledge: A challenge for intercultural curricula. *Journal of Research in International Education*, 6, 67.
- Myers, J. (2010). Exploring adolescents: Thinking about Globalization in an international Education Program. *Journal of Research in International Education*, 9, 153.
- Olson, C. (2005). Comprehensive internationalization: From principles to practice. *The Journal of Public Affairs*, 8, 51-74.

- Peschar, J.L., Waslander, S. (eds.) (1997). *Prepared for life?*. Paris: Organization for Economic Cooperation and Development.
- Peterson, A. (2003). *Schools across Frontiers: The Story of the International Baccalaureate and the United World Colleges*. Chicago: Open Court Publishing Company.
- Poonoosamy, M. (2010). The International Baccalaureate Diploma Programme in post-colonial Mauritius: Reaffirming local identities and knowledge. *Asia Pacific Journal of International Education*, 30 (1), 15-30.
- Ramirez, F., Meyer, J. (2012). Toward post-national societies and global citizenship. *Multicultural Education Review*, 4 (1), 28.
- Renaud, G. (1991). The international schools association, historical and philosophical background. *World Yearbook of Education: International Schools and International Education*. London: Kogan Page Limited.
- Silova, I.; Hobson, D. (2014). The pedagogy and politics of global citizenship in international schools. In Daphne P. hobson and Iveta Silova (Eds), *Globalizing Minds Rethoric and Realities in International Schools* (3-14). Charlotte: Information Age Publishing.
- Silova, I.; Hobson, D. (2014). A way of conclusion. In Daphne P. hobson and Iveta Silova (eds.), *Globalizing Minds Rethoric and Realities in International Schools* (305-307). Charlotte: Information Age Publishing.
- Singh, M., Qi, J. (2013). *21st century international mindedness: An exploratory study of its conceptualization and assessment*. Centre for Educational Research Sidney: University of Western Sydney.
- Trotta, M., Jacott, L., & Lundgren U. (2008). *Education for World Citizenship: Preparing students to be agents of social change*. London: London Metropolitan University. CiCe Guidelines.
- UNESCO (2014). *Global citizenship education: preparing learner for the challenges of the twenty-first century*. (Technical Report). Paris: United Nations Educational, Scientific and Cultural Organization. Recuperado de <http://unesdoc.unesco.org/images/0022/002277/227729e.pdf>.
- Walker, G. (2002). *To Educate the Nations: Reflections on an international education*. Woodbridge: John Catt Education Ltd.
- Wylie, M. (2008). Internationalizing Curriculum: Framing Theory and Practice in International Schools. *Journal of Research in International Education*, 7, 5.

## Resumen

---

### *Bachillerato Internacional: un currículo supranacional para ciudadanos globales*

**INTRODUCCIÓN.** El esperado crecimiento de un nuevo perfil de habitantes en el mundo, los llamados ciudadanos globales, ha creado una revolución y una necesidad de transformación de los sistemas educativos existente. En un mundo cada vez más interconectado, hay una necesidad de disponer de currículos supranacionales que permitan a los alumnos tener un entendimiento mejor del mundo que les rodea y de sus retos. De esta forma evolucionaremos hacia una conciencia global que nos permita afrontar con éxito los retos que nos unen como humanos y como cohabitantes en el planeta. **MÉTODO.** Mediante el método de investigación histórico-documental se ha estudiado el Bachillerato Internacional (IB) que ha desarrollado un continuo de programas para la creciente comunidad de ciudadanos globales. La enseñanza y aprendizaje en IB celebran las distintas formas en que las personas trabajan juntas para construir significado y comprender el mundo. **RESULTADO.** El Bachillerato Internacional ofrece hoy cuatro rigurosos programas internacionales a una comunidad de más de 3.700 colegios

en 147 países del mundo. Un currículo supranacional cuyo reconocimiento ha traspasado fronteras. **DISCUSIÓN.** Mediante la promoción de una comunicación abierta basada en la comprensión y el respeto, el Bachillerato Internacional alienta a los alumnos a adoptar una actitud activa de aprendizaje para toda la vida y ofrece a sus alumnos oportunidades para que se conviertan en miembros activos y solidarios de comunidades locales, nacionales y globales y se centra en los valores y resultados de un aprendizaje de mentalidad internacional y entendimiento intercultural.

**Palabras clave:** *Educación internacional, Bachillerato Internacional, Colegios internacionales, Ciudadanos globales, Currículo.*

## **Résumé**

---

*Baccalauréat international: un programme scolaire supranational pour les citoyens du monde*

**INTRODUCTION.** La croissance attendue d'un nouveau type d'habitants, ceux qu'on peut appeler citoyens du monde, a révolutionné et a créé une nécessité de transformation des systèmes éducatifs. Dans un monde à chaque fois plus interconnecté, il est nécessaire de dessiner de différents programmes scolaires avec un caractère supranational pour que les élèves comprennent mieux son environnement et les défis y attachés. Seulement de cette façon, on se développera une conscience globale qui nous permettra de réussir les défis que nous avons comme êtres humaines qui cohabitent dans la planète. **MÉTHODE.** En utilisant la méthode de recherche historique et documentaire on a analysé le Baccalauréat International (BI) lequel a développé des programmes pour la communauté de citoyens du monde qui grossit de plus en plus. L'enseignement et l'apprentissage en BI montrent comme les gens travaillent ensemble avec le propos donner un sens et comprendre le monde dans son ensemble. **RÉSULTATS.** Le Baccalauréat International offre aujourd'hui quatre programmes internationaux dirigés à une communauté de plus de 3.700 écoles répartis sur 147 pays du monde. Il s'agit d'un programme scolaire supranational dont la reconnaissance a dépassé frontières. **DISSCUSION.** Avec la promotion d'une communication ouverte basé sur la compréhension et le respect, le Baccalauréat International nourrit dans les élèves une attitude active vers l'apprentissage tout au long de la vie et leur offre des opportunités pour qu'ils deviennent membres actifs et solidaires dans la communauté (soit local, soit nationale soit global), au même temps qu'il mis l'accent dans les valeurs et les résultats d'un apprentissage d'après un point de vu international et une compréhension interculturelle.

**Mots clés:** *Éducation internationale, Baccalauréat International, écoles internationales, citoyens du monde, programme scolaire.*

## **Perfil profesional de la autora**

---

### **María Paz (Maripé) Menéndez Escandón**

Trabaja para el Bachillerato Internacional desde el año 2009, donde actualmente ocupa el cargo de directora regional para España, dentro del Centro Global de IB para África, Europa y Oriente Medio situado en La Haya (Holanda), y es miembro colaborador del Grupo de Investigación de Política



Educativa Supranacional (GIPES) de la Universidad Autónoma de Madrid. Dentro de la Fundación IB y en su sede en Ginebra (Suiza), ha codesarrollado proyectos de investigación relacionados con el reconocimiento del Programa del Diploma (IBDP) en el marco de países de la Unión Europea. También ha liderado estudios comparativos internacionales del programa de formación profesional del Bachillerato Internacional (IBCC) con los programas de formación profesional de sistemas educativos de países de la Unión Europea. Actualmente colabora con el Centro Nacional de Innovación e Investigación Educativa (CNIIE) del Ministerio de Educación, Cultura y Deporte en el desarrollo de distintas iniciativas conjuntas entre IB y el MECD. Con anterioridad fue directora de la Fundación Instituto de Empresa en Nueva York (Estados Unidos) creando desde sus inicios la institución, desarrollando programas de investigación aplicada a la gestión y fundando el Center for Diversity in Global Management. Previamente fue directora de Comunicación del Instituto de Empresa en Madrid. Maripé (Madrid, 1972) se licenció en Ciencias Económicas y Empresariales por la Universidad de Oviedo, es MBA Internacional por el Instituto de Empresa y está pendiente de recibir su titulación de Máster en Investigación Social y Educativa por el Instituto de Educación de la Universidad de Londres (Reino Unido). Además ha realizado el programa ejecutivo de Gestión Efectiva de Consejos de Administración en la Harvard Business School (Estados Unidos).

Correo electrónico de contacto: [maripe.menendez@ibo.org](mailto:maripe.menendez@ibo.org)

Dirección para la correspondencia: Maripé Menéndez, International Bacculaureate, Churchillplein, 6, 2517 JW La Haya, Holanda.