

PRESENTATION ISSUE 7

In 1968, the International Baccalaureate (IB) led an international education movement inspired by spirit of hope in a period of instability and conflict. Our founders saw the necessity for an international approach to education that would unite young people around the skills, the values and the knowledge required to build a more peaceful future.

In those years, the IB was born as a supranational education initiative. It is perhaps the first private initiative of its kind in the world, which is apolitical, non-denominational and multicultural. In the beginning, English and French were the only official languages of the IB and this lasted until 1983 when Spanish was incorporated as an official language as well.

Today there are 4937 centers in more than 150 countries that offer some of the International Baccalaureate programmes. Even though it is a small initiative, it is recognized for its quality, as well as its pedagogical leadership and its rigorous and effective evaluation systems. In fact, this year the electronic evaluation of the Middle Years Program (MYP) of the IB, has received the award for “The best use of summative assessment” in the eAssessment Awards that recognize good practices, research and innovation in the electronic evaluation.

In 2018, in context of 50th anniversary of the International Baccalaureate Organization celebrated, the Research Group on Education Policy Supranational decided to dedicate a monograph in the *Journal of Supranational Policies of Education* (JoSPoE), to collect the current and future vision from the organization, going through different research studies related to the profile of the student, the values of the programme, its main characteristics and the impact of them.

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