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Critical reflections on modern elite formation and social differentiation in the International Baccalaureate Diploma Programme in England

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Abstract

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analyses the resulting level of social exclusion inside the English post-16 curriculum

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created by the educational policies adopted by successive governments since the 2008 economic recession. The paper argues that the rise and decline of the IBDP in England has resulted in a significant level of socially differentiated take up, largely in independent schools, and in state schools in London and the South-East of the country. This paper concludes that access to the IBDP is restricted with regard to both geographical and social mobility and that current access to the IBDP in England is helping to sustain a 'globally mobile transnational elite group', thus reinforcing the connection established between the IBDP's wider curriculum and global capitalism.

Keywords: Cultural capital education leadership elites globalisation International Baccalaureate social mobility

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