

GOING GLOBAL IN COSTA RICA: A MIXED METHOD STUDY EXAMINING
TEACHERS OF THE INTERNATIONAL BACCALAUREATE DIPLOMA
PROGRAM AND ITS GROWTH IN A DEVELOPING COUNTRY

by

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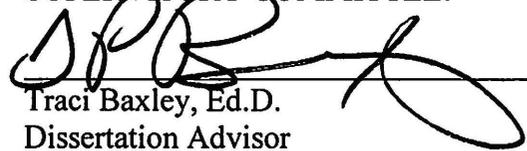
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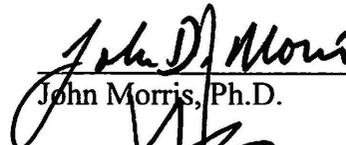
by

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This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Traci Baxley, Department of Curriculum, Culture, and Educational Inquiry, and has been approved by the members of her supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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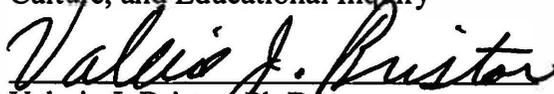

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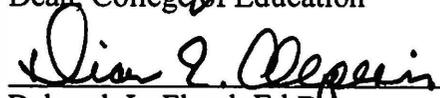

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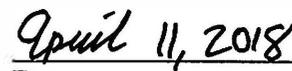

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ABSTRACT

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This mixed-method study, grounded in critical pedagogy, explored teachers of the International Baccalaureate Diploma Program (IBDP) in Costa Rican public and private schools and examined the growth of the IB there. It surveyed the global mindedness of the teachers to understand their perceptions of the IB. The study also aimed to understand the IB's Creativity, Activity, and Service (CAS) as a form of global education. Furthermore, neoliberalism was explored as a force driving the IB's growth in Costa Rica.

The study collected quantitative data from the Global Mindedness Scale (GMS) (Hett, 1993) from teachers of the IB in Costa Rica, assessing their level of global mindedness, factors that may have contributed to their score, and what differences, if any, existed between public and private school teachers. In the qualitative phase, four teachers were interviewed to explore how they perceived the IB in Costa Rica. It also critically

analyzed the CAS requirement of the IB, as well as the neoliberal forces that have driven the growth of the IB in Costa Rica.

The findings show that the type of school does not affect teachers' global mindedness. Participants' age and whether they have lived outside their country had a positive but weak relationship to teachers' global mindedness. Teachers of STEM courses had slightly lower GMS scores. The interviews showed that teachers had positive perceptions of the IBDP and saw benefits for themselves, their students, and Costa Rica. The teachers were mostly uncritical in their responses, but the highest GMS scoring interviewee did express critical ideas. An analysis of the CAS requirement of the IB concluded that it reflects both soft and critical approaches to global citizenship education. Finally, the document analysis confirmed neoliberalism as a force behind the IB's expansion in Costa Rica.

Several recommendations were offered. First, an instrument is needed that can measure global mindedness on an international scale. Second, teacher education should incorporate issues related to global education. Third, implementation of the IBDP and other global education curricula requires ongoing support from policymakers, organizations, and schools. More research should examine the growth of the IB in other countries.

DEDICATION

To mom (Leila), dad (Luis), Mohit, Zelia and Soleil. I love you all so much!

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CHAPTER 1. INTRODUCTION

The World Education Forum in 2000 in Dakar, Senegal ushered in a new, international focus on education. It resulted in the establishment of the Education For All goals to be achieved by 2015, to which 164 countries committed (UNESCO, n.d.). The goals included the following: (a) expand early childhood care and education, (b) achieve universal primary education, (c) promote youth and adult skills, (d) increase adult literacy, (e) achieve gender parity and equality, and (f) improve quality of education (UNESCO, n.d.). In the latest monitoring report, the enrollment in primary education worldwide has increased substantially; 34 million more children have gone to school since 2000. In Latin America, which is the context for the current study, the enrollment rate is 94% (UNESCO, 2015). Although more work is needed in terms of access, equality, and quality of education, it is clear that more children are now attending school.

Contemporary discourse on education has now included more focus on *what* to teach. The shift in focus has given rise to addressing the need to prepare students to live and work in a globalized, interconnected world. Globalization is firmly in place, and global education is becoming a growing trend in education to respond to this phenomena. A thorough definition and conceptualization of global citizenship education is provided later, but, in essence, it is education that prepares learners to understand global issues and perspectives while developing their capacity to positively contribute to the global community. Global citizenship education has emerged as an important aspect of curricular reform worldwide. In fact, in 2012, Ban Ki Moon, former United Nations

Secretary General, launched the Global Education First Initiative (GEFI), a five-year plan that includes fostering global citizenship as one of its three priorities (United Nations, n.d.). This signaled the growing interest in and demand for global citizenship education in educational systems worldwide.

However, a tension in this globalized world within the realm of education is one of curricular control. The increase in supranational policymaking and pressure (i.e., coming from the UN, World Bank, OECD [Organization for Economic Co-operation and Development], etc.) is leading to increased global competition and thus a convergence of education curriculum (Baker, 2009; Dale, 2005; Peters, 2010; Rizvi, 2007; Spring, 2008). At the same time, though, nations are striving to implement curriculum that is relevant and responsive for the local context. This tension is exemplified by the growing use of the International Baccalaureate (IB) in public schools throughout the world as an effort to implement global citizenship education.

What started in Switzerland in 1968 as a program addressing the educational needs of international children attending international schools has now expanded to a widely recognized and adopted program found across 147 countries (International Baccalaureate Organization [IBO], 2014). The IB's mission is

... 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. (IBO, n.d.e)

The mission reflects many of the goals of global citizenship education. The IB has grown exponentially in the past decade, from its roots in international schools to increasing numbers of public schools throughout the world. Since its beginnings in three international schools in 1968, the IB has grown substantially. As of December 5, 2017, there are 4,783 schools across over 140 countries that teach at least one of the IB programs; that is a 39.3% increase since 2012 (IBO, n.d.b). According to Resnik (2015), more than half of all IB schools are public (state) schools, bringing forth some unique challenges.

Costa Rica makes for an interesting case to examine the growth of the IB worldwide. Of the 38 IB schools in Costa Rica, 18 are public schools. Costa Rica's 2015-2018 National Development Plan includes the goal of having 20 IB public schools by 2018, with at least one IB school in each of the seven provinces (Government of Costa Rica, 2014). Costa Rica, as the context for this study, can provide some insights into how the IB is perceived by teachers in a small, developing, democratic country with a centralized education system, especially as viewed through the experiences in public and private schools.

Statement of the Problem

The IB is widely used as a curriculum for global citizenship education. In Costa Rica, the context for this study, there are 38 IB schools, 31 of which have emerged since 2010 (IBO, n.d.a). This rapid growth is indicative of the spread of the IB in other locations. The expansion of the IB as a model of global citizenship education raises many

questions, and the current study sought to address some of the issues associated with the exponential growth of the IB in a developing country.

An issue faced by ministries of education, districts, and schools that are implementing the IB is that it was designed originally for private, international schools serving elite, international children. When public schools in developing countries such as Costa Rica decide to implement the IB, various challenges present themselves. Firstly, the IB would benefit by having teachers with a global mindset to teach this (and other) global education curricula. In many countries where the status of teachers is low, teacher education may be limited and follow traditional practices, and global perspectives may be absent. The questions, thus, are how globally minded are IB teachers, and what factors might contribute to teachers' global mindedness? Another challenge is that the IB can conflict with local curriculum and educational policies. How teachers perceive the IB and how they manage to negotiate differences in local expectations and the expectations of the IB are issues that needs addressing. Also, the IB claims to be international, but if teachers perceive it to be more of an outside imposition, what consequence does it have for their implementation? As more and more public schools in developing countries implement the IB, a closer critique of the IB is necessary to examine how truly international it is. An examination of the forces compelling the expansion of the IB is also necessitated.

Much of the current research on global education focuses on student development of global mindedness or on reform efforts in schools as they implement a form of global education. These studies tend to be mainly qualitative in nature, although a few studies of student global mindedness are quantitative and have used an instrument to measure

global mindedness or competencies (Hinrichs, 2003; Wilkinson & Hayden, 2010). The studies examining how schools implemented global education are predominately qualitative case studies. The studies examining how schools have implemented global education are also predominately qualitative case studies (Kilpatrick, 2010; Tye & Tye, 1998; Wiley, 2013).

There is a large body of research examining various aspects of the IB. Much of the literature on the IB focuses on school implementation efforts and is drawn mainly from developed countries (Korsmo, Barrett, Friesen, & Finnley, 2012; R. O'Connor, 2011; Saavedra, 2011). Another body of the IB research centers on the outcomes and achievements of IB students (Casparly, Woodworth, Keating, & Sands, 2015; Saavedra, 2011). These studies, too, come from largely developed nations. Some studies also looked at the notion of international mindedness, but they were mainly focused on students in international schools or in privileged communities (Hinrichs, 2003; Lineham, 2013; Wilkinson & Hayden, 2010). Studies that examined global mindedness of teachers predominately focused on pre-service teachers, and these were typically from developed countries (Acolatse, 2010; Cui, 2013, 2016; Kirkwood-Tucker, Morris, & Lieberman, 2011; McGaha & Linder, 2014). There are few studies that examine teacher global mindedness, and those that did were mainly from developed countries (Abdullahi, 2004; Carano, 2010; Walton, 1997). This study aimed to fill the gap in the literature by researching practicing teachers of the IB, a model of global education, in Costa Rica, a developing country.

Purpose of Study

The purpose of this study was to examine global mindedness of public and private

school Costa Rican teachers of the IB and to understand their perceptions of the IB. The study also aimed to understand the IB as a form of global citizenship education, and this analysis was done through a critical perspective. Furthermore, I wanted to explore neoliberalism as a force driving the IB's growth in a small, developing country. An explanatory sequential mixed method design was used, which first required collecting quantitative data, which then led to the use of qualitative data for a deeper understanding. In the first quantitative phase of the study, data from the Global Mindedness Scale (GMS) (Hett, 1993) were collected from teachers of the IB in Costa Rican schools to assess their level of global mindedness; factors that may have contributed to their global mindedness; and what differences, if any, existed between public and private IB teachers in Costa Rica. The second qualitative phase relied on the outcome of the first phase. In this exploratory follow-up, I interviewed low GMS scoring and high GMS scoring teachers to explore how they perceived the IB in Costa Rica. The second phase also applied a critical lens to analyze a part of the IB curriculum and the neoliberal forces that have led to the growth of the IB in Costa Rica.

Research Questions

The following research questions guided the study:

1. What are the differences on the Global Mindedness Scale (GMS) between secondary teachers in Costa Rican public schools and private schools that have implemented the IB Diploma Program (IBDP)?
 - a. What is the relationship between teachers' background variables to GMS scores?

2. How do select high GMS scoring and low GMS scoring Costa Rican teachers perceive the International Baccalaureate Diploma Program?
3. How do select high GMS scoring and low GMS scoring Costa Rican teachers describe the implementation of the IBDP in their schools and classrooms?
 - a. How do the teachers' perception, attitudes, beliefs, and described approaches to implementation of the IBDP reflect a critical perspective, if at all?
4. How does the Creativity, Activity, Service (CAS) requirement of the International Baccalaureate Diploma Program reflect a critical perspective of global education, if at all?
5. How is neoliberalism driving the expansion of the International Baccalaureate in Costa Rica?

Significance of the Study

This study hoped to contribute to the field of curriculum and instruction in multiple ways. Much of the current research focuses on student development of global mindedness, and there are fewer studies that examine teachers of global education. This study focused on the teachers. Also, the literature is dominated by studies that examine schools and teachers in the developed world. There is a need for studies examining teachers from small, developing countries, and this study filled that gap as it researched Costa Rican teachers. Furthermore, the field of global citizenship education is growing, and the unique perspective that this study took will help in the understanding of how an international global education curriculum is perceived in a small, developing country. The study aimed to understand how neoliberalism is playing out in the rapid expansion of

the IB. Also, through a critical theoretical lens, the study aimed to expand understanding of the IB as a model of global citizenship education through an analysis of the CAS requirement of the IBDP. This study can lead to other critical studies of the IB and how it is approached in other countries.

Theoretical Framework

The theoretical framework for the current study was based on critical pedagogy. In critical pedagogy, the examination of the role and presence of power is a central feature of learning.

Critical Pedagogy

Critical theory is a term used to refer to a cluster of theories that concern the role of power and asymmetrical power relations and aims to relieve oppression and promote justice. Critical theory stems from the Frankfurt School in the 1920s, where scholars questioned and analyzed the relationship between knowledge and power, building on the social philosophies of Hegel and Marx (Torres & Rexhepi, 2011). Critical theorists have expanded these early ideas and have branched off into various foci, but central to all dimensions is the questioning and examination of what and whose knowledge is privileged and how that interacts with power. In education, critical pedagogy emerged based on the work of Freire (2000).

Freire (2000) introduced the idea that schools function as a mechanism for maintaining unequal power relationships and perpetuating inequality. He criticized what he called the banking system of education where students are passive recipients of knowledge deposited by teachers. This kind of education leads to marginalization, inequality, inequity, and oppression. Freire proposed a problem-posing, dialogical

pedagogy. This is where teachers and students learn from one another in a mutual process by examining the daily lives and contexts of the students, allowing them to emancipate themselves from the oppressors.

Contemporary critical pedagogy stems from these notions. Public schools are seen as a reflection of the larger society as well as a preserver of the status quo, so schools, for the critical pedagogues, become the subject of critique and the context where change must take place. Critical pedagogues share the concern about the infiltration of neoliberal ideology and practices in education (Apple, 1999, 2000, 2005, 2011a, 2011b; Giroux, 2004, 2008, 2010; Kincheloe, 2007, 2008; McLaren, 1998, 2005). There is concern that the free-market ideology of neoliberalism has taken over education. The effects of neoliberalism in education include standardization (e.g., Common Core, IB, etc.), accountability (e.g., standardized tests, end of year exams, Programme for International Student Assessment [PISA] scores, etc.), centralization of control, corporatization (e.g., sponsorships, school-business partnerships, etc.), and privatization, among others. Apple (2005) explained the neoliberal thinking simply as “what is private is necessarily good and what is public is necessarily bad” (p. 273). He expanded his explanation by saying:

Public institutions such as schools are ‘black holes’ into which money is poured—and then seemingly disappears—but which do not provide anywhere near adequate results. For neo-liberals, there is one form of rationality that is more powerful than any other—economic rationality. Efficiency and an ‘ethic’ of cost-benefit analysis are the dominant norms. All people are to act in ways that maximize their own personal benefits. (Apple, 2005, p. 273)

Giroux (2010) referred to neoliberalism as “casino capitalism” (p. 340) and made the case that a free-market approach to education privileges the wealthy at the expense of the poor, promotes competition over cooperation, values efficiency over equity and equality, endorses commercialization and privatization, and devalues critical thinking. In short, the consequences are dire for the marginalized sectors of the population. Democracy becomes fragile when power is concentrated in the hands of the elite. Critical pedagogues are also concerned about the deskilling and devaluation of teachers (Apple, 1999, 2000, 2005, 2011a, 2011b; Bartolomé, 2004; Freire, 2000; Giroux, 2004, 2008, 2010; hooks, 1994; Kincheloe, 2007, 2008; McLaren, 1998, 2005). Apple (2011b), Giroux (2010), Kincheloe (2007), and McLaren (1998, 2005) have argued that this deskilling of teachers results from the neoliberal mentality in contemporary education, where more emphasis is placed on unquestionably following the standardized curriculum and training students to be test-takers with teachers under the threat of merit pay, elimination of collective bargaining, and other forms of job insecurities.

Critical pedagogues underscore the need to understand the ideological, political, economic, social, and cultural interests that influence and shape education. However, Bartolomé (2004) contended that teachers typically tend to think uncritically about existing social order of domination, and hooks (1989) pushed this notion further by suggesting that those in power (i.e., the dominant class) try to make it seem as though domination is natural and perhaps even beneficial for society. Apple (2005) suggested that educators must teach critical analysis for student emancipation and to interrupt the acceptance of “common-sense” (p. 272), which is the normalization of domination. Critical pedagogy challenges teachers to explore issues of power (e.g., economic,

political, and social) and critically consider how these issues of power exist in students' lives, including schools. Giroux (2010) called for educators to address real situations and issues and actively engage in critical dialogue, judgment, argument, and analysis with students to uncover issues of power, including the relationship between knowledge, authority and power. He wrote:

If educators are to function as public intellectuals, they need to provide opportunities for students to learn that the relationship between knowledge and power can be emancipatory; that their histories and experiences matter; and that what they say and do counts in their struggle to unlearn dominating privileges, productively reconstruct their relations with others, and transform, when necessary, the world around them. (Giroux, 2008, p. 16)

Indeed, a central tenant of critical pedagogy is the questioning of what counts as truth and knowledge. This questioning, of course, is tied with the notion of domination, as one needs to ask: Whose truth and knowledge is being presented, and why?

Critical pedagogues are not satisfied with merely the awareness and understanding of power relations in the political, social, and economic sphere. Action is needed. Critical pedagogy requires that learners become deliberate in their actions. Smith and McLaren (2010) wrote that critical pedagogy “demands that people repeatedly question their roles in society as either agents of social and economic transformation, or as those who participate in the asymmetrical relation of power and privilege and the reproduction of neoliberal ideology” (p. 332). In the perspective of critical pedagogy, student knowledge of oppression needs to lead to action that promotes justice.

Critical pedagogy also requires educators to rethink the roles of teachers and students. Freire (2000) advocated for the dismantling of the teacher-student hierarchy. According to Freire, there should be no “subject” (i.e., teacher) and “object” (i.e., student) (p. 69); the relationship should be one where both the teachers and students are learners and teachers. Hooks (1989) said that teachers must “relinquish our ties to traditional ways of teaching that reinforce domination” (p. 52). This does not suggest, however, that there is no role for teachers, but teachers must acknowledge that students come in with life experiences and knowledge that can be shared and learned from, and teachers should also be open to learning from students. Teachers must still create the environment where dialogue and learning experiences allow students to become aware of the social, economic, and political realities and make decisions for actions based on their understanding.

Critical theory and critical pedagogy, in particular, were central to the analysis of the data collected in this study. They served as a lens through which I analyzed teachers’ description of their implementation of the IB as well as the CAS requirement.

Research Design

The study followed an explanatory sequential mixed method research design. The study began by administering the Global Mindedness Scale (GMS) (Hett, 1993) to International Baccalaureate Diploma Program teachers in Costa Rican schools that have adopted the curriculum and whose administration agreed to participate in the study. The GMS is a validated and widely used scale to measure global mindedness (Hett, 1993). Based on the results of that first quantitative phase, I interviewed two high GMS scoring and two low GMS scoring teachers to better understand their perception of the IB. The

qualitative phase aimed to provide rich data that build on the quantitative data in order to address the research questions.

Limitations

The study faced various limitations. First, since the data collection took place in Costa Rica, there is the limitation imposed by the situation. The study was international in nature, so I had limited time available to spend in the country, staying a total of four weeks in Costa Rica collecting data. Therefore, time and distance were limitations.

Another limitation is related to the instrument used for the quantitative phase of the study, which was the Global Mindedness Scale (GMS) (Hett, 1993). There were a few limitations with using the GMS for this study. First, the GMS was initially developed to measure the levels of global mindedness in U.S. college students (Hett, 1993), so it was validated with a sample quite different than the population of this study. However, there was input by some foreigners who were living in the United States, and the pilot did include students who were studying in the United States but not born there (Hett, 1993). Second, the instrument was written in English and has several references to the United States. I translated the GMS into Spanish and modified some of the items to make it relevant for the Costa Rican context. I had a Spanish speaking education scholar review the items to ensure the essence of the item remained intact, and I tested the instrument for reliability before its final use in the study. Unfortunately, I did not find an instrument that fit exactly to the population under study, so the GMS, despite some of the limitations, was a reliable instrument to use in the study. Hett (1993), who developed the Global Mindedness Scale, passed away shortly after completing her dissertation, so I secured permission from her widower for the use of the scale and to adapt it for the Costa Rican

context. Additionally, cultural norms are different in Costa Rica, and this may have inhibited the truthfulness with which the subjects responded to questions in the qualitative phase. However, I lived in Costa Rica for eight years and can speak Spanish fluently. To a great extent, I understand Costa Rican culture and adapted to each interview situation to build trust and gain confidence of the interviewees so they could speak more truthfully.

Researcher bias is often a limitation. In order to prevent my bias from impeding the integrity of the study, I had the participants check transcripts of the interviews for accuracy, I had an expert in statistical analysis review the quantitative data, and I maintained a researcher journal. Finally, the study is limited in the generalizability of the findings. Although the four interviews were in depth and generated much information, I cannot presume that the findings are generalizable. Since the study centered on teachers working in unique Costa Rican schools, the findings are not generalizable to the larger population of IB teachers.

Delimitations

The delimitations of the study included the setting, the subjects, and the curriculum. In terms of the setting, the study was based in Costa Rica. Specifically, the study was only based in schools in Costa Rica that have implemented the International Baccalaureate Diploma Program. Only teachers of the IBDP in Costa Rican schools were the subjects of the study. Also, as the study was concerned about global education curriculum, another delimitation was that the IBDP was the only model of global education considered.

Role of the Researcher

Patton (2015) posited that the researcher's role is that of an "instrument of inquiry" (p. 3). Revealing my background, experience, and interests allows the reader to better access my credibility in undertaking this study. I came to this study with a keen interest in improving the educational opportunities and outcomes in Costa Rica. I am not Costa Rican (I am Brazilian American, in fact), but I lived in Costa Rica for eight years, and my daughters were born there. I have a close connection to the country and may someday return to live there. I know the international schools well, having worked as an administrator at one of the international schools in Costa Rica (which was not part of this study). However, in this study, I took the role of an outsider. Even though I have connections with the international school community, I have been out of the country sufficiently (over seven years now) to have some distance.

Given my connections to Costa Rica, I realized that I had to practice reflexivity during the course of this study and keep any potential bias in check. I maintained a journal throughout the study in order to document my thoughts, feelings and experiences, which helped to separate my personal experiences from the study.

Definitions

Bachillerato test. In Costa Rica, the *Bachillerato* is the standardized test that Ministry of Public Education administers to all Grade 11 students in order for them to earn the Costa Rican baccalaureate diploma. The tests are given at the end of the year for the following subjects: math, Spanish, social studies, civics, science (biology, physics, and chemistry), and a foreign language (English or French). The test is high stakes; it counts for 60% of a student's final grade for a course, and the minimum passing grade is

70% (Ministerio de Educación Pública, Dirección de Gestión y Evaluación de la Calidad [MEP], n.d.).

Global citizenship education (GCE). The concept of global citizenship education is expanded upon in the literature review in Chapter 2. However, UNESCO (2014) offers this brief definition, which captures its essence: “GCE aims to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world” (p. 15).

Global mindedness. Since Hett’s (1993) Global Mindedness Scale was used as the instrument to measure global mindedness of Costa Rica teachers, the definition provided by Hett is appropriate. Her study led her to define global mindedness as the “worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members” (Hett, 1993, p. 89). She added that in global mindedness a person’s attitudes, beliefs, and behaviors are committed to that worldview.

International Baccalaureate (IB). Founded in 1968 and based in Geneva, Switzerland, the IB is a non-profit organization that develops and administers four programs of international education: the Primary Years Programme, the Middle Years Programme, the Diploma Program, and the Career-related Programme. The literary review in Chapter 2 provides more information about the IB.

Ministerio de Educación Pública (Ministry of Public Education) (MEP). The Ministry of Public Education is the organ of the Costa Rican government that administers public education in that country, including ensuring its funding, access, quality, alignment with laws, assessment, and capacity building.

Overview of Remaining Chapters

This study consists of five chapters. This first chapter sets the foundation for the study, providing a rationale for and brief introduction to the study. The second chapter offers an overview of the literature, including sections covering global citizenship education, global mindedness, teacher development of global mindedness and preparedness for teaching global citizenship, the IB, the Costa Rica context, and neoliberalism. The third chapter explains the research methodology this study followed. Chapter 4 presents the findings of the study with an analysis of the data collected. Finally, Chapter 5 provides the discussion of the findings, implications, and recommendations.

CHAPTER 2. LITERATURE REVIEW

As globalization evolves and the world becomes increasingly interconnected and diverse, many educators recognize the need to implement curricula and instruction that respond to today's needs. Global citizenship education is a movement gaining ground in schools around the world that offers a way for schools and teachers to examine the dynamics of globalization, change, and the role of individuals in this phenomena. This study focused on the teachers of the International Baccalaureate, a widely used curriculum for global citizenship, in the context of public and private schools in Costa Rica. The study considered how Costa Rican teachers of the IB measure in the degree of their global mindedness and, based on those results, examined high scoring and low scoring teachers' perceptions of the IB and how they implement the IB curriculum. The study also examined what factors may have contributed to teachers' development of global mindedness. A critical perspective was used throughout the analysis of the data, and it was central in answering the last research question that examines the forces in Costa Rica that are driving the expansion of the IB and aspects of the curriculum. In order to address the research questions, a review of literature is necessary to ground the study in existing literature and to find the gaps in the literature to which this study may contribute.

This literature review begins with a discussion of the evolving notion of citizenship. Terms related to citizenship are defined in order to lay the foundation for the remainder of this study. Next, a thorough overview of the conceptualizations of global

education is discussed, from global education, to global citizenship education, and, finally, to critical global citizenship education. Global competencies follow, which provide major objectives for global citizenship education and the development of global mindedness. Following that, a discussion on a model of curriculum for global citizenship education, the IB, is presented. After, the literature on teacher and teaching for global citizenship education is analyzed, including literature where the Global Mindedness Scale was used. Next, the context of Costa Rica is presented, with particular attention to differences between public and private schools. Finally, an overview of neoliberalism is offered, with a focus on the role of neoliberalism in education and Costa Rica. Since the study used critical theory as a theoretical framework, the literature review that follows includes a critical perspective.

Multiple Conceptions of Citizenship

Investigating issues related to global citizenship education first requires an understanding of the shifting meaning of citizenship. The notion of citizenship has typically focused on nation-state allegiance. T. Marshall's (1950) widely cited conceptualization of citizenship suggests "full membership in a community" (p. 149) that includes civil rights, political rights, and social rights. He posited that these rights develop in that order. Peters (2008) built upon that conceptualization and provided this definition of citizenship:

The modern concept of citizenship – a recent concept historically – implies the existence of a civil or political community, a set of rights and obligations ascribed to citizens by virtue of their membership in that community, and an ethic of participation and solidarity needed to sustain it. (p. 54)

The essence of the traditional understanding of citizenship emphasizes the relationship between the individual and the country. A benign perspective of citizenship includes the themes of loyalty, rights, and responsibilities that are tied to nation-state. I. Davies, Evans, and Reid (2005) underscored this by writing that until recently, "...citizenship and nationality were virtually synonymous terms" (p. 67). Education has an important role in developing the ideals of citizenship. Education for citizenship in this perspective, then, serves the nation by developing a populous that is patriotic, responsible, and law-abiding and that enjoys the privileges of living in that country.

However, Castles (2004), Ladson-Billings (2004), and Pashby (2008) remind us that the traditional notion of citizenship has an historical basis of exclusionary policies. For example, Ladson-Billings (2004) pointed out, "The criteria for citizenship in the early United States were based on race, gender, and class" (p. 109). Banks (2014) made a similar argument, and his discussion of exclusion in citizenship is relevant today

Becoming a legal citizen of a nation-state does not necessarily mean that an individual will attain structural inclusion in the mainstream society and its institutions or will be perceived as a citizen by most members of the dominant group within the nation-state. (p. 27)

When citizenship is denied or when membership is marginalized, one's sense of identity and belonging come into question. Given the forces of globalization, the greater migration of people, and increasingly diverse demographics in nations worldwide, the traditional concept of citizenship is changing and evolving.

Towards a Global Perspective of Citizenship

In an era of globalization, the traditional notion of citizenship is being challenged. Pashby (2008) explained the dilemma facing traditional concepts of citizenship: “The current historical moment is marked by multiple loyalties – cultural, social, and political – that overlap with multiple geographical positions – regional, inter-regional, national, international, and super-national” (p. 8). Many contemporary educators are calling for a move from a national perspective towards a global perspective of citizenship. Although global citizenship is not a monolithic concept, an important element is that “an individual’s awareness, loyalty, and allegiance can and should extend beyond the borders of a nation to encompass the whole of humankind” (Pike, 2008, p. 39). In global citizenship, responsibility is extended towards the entire planet and universal rights are observed (e.g., Universal Declaration of Human Rights and the Earth Charter). Global citizenship “promotes social justice and democratic principles in an increasingly interconnected world marked by multiple identities, loyalties, and political, cultural, and social allegiances” (Pashby, 2008, p. 17). In essence, loyalties and responsibilities are shifted to the global arena, thus promoting a broader sense of identity and, potentially, a drive for social justice.

This expanded worldview confronts various challenges, though. For example, Wood (2008) claimed that global citizenship is impossible because “citizenship functions as part of a formal political structure that is absent at the global level” (p. 25). She also questioned citizenship as an “unambiguously emancipatory, empowering institution” (Wood, 2008, p. 25). Her valid critique raises the issue of the extent to which efforts to promote global citizenship can lead people to engage in social justice and peace. She

suggested that “cosmopolitan citizenship” might be a better term because it “would maintain the ground-up mindset and cosmopolitan ethic that frames the activism in the first place” (Wood, 2008, p. 26). This understanding reflects a more critical understanding of citizenship.

Cosmopolitanism and a Critical Perspective of Global Citizenship

Cosmopolitanism is closely related to global citizenship. As an idea rooted in Stoic philosophy of the Hellenistic period of Ancient Greece (Enslin, 2011; Hansen, 2010; Naseem & Hyslop-Margison, 2006; Nussbaum, 2002; Waks, 2008), cosmopolitanism, in essence, means to be a citizen of the world. In Nussbaum’s (2002) terms, it means “the person whose primary allegiance is to the community of human beings in the entire world” (p. 4). Consequently, there is a moral obligation to humanity associated with this notion of cosmopolitanism, which prioritizes the pursuit of human rights, peace, and justice. Cosmopolitanism moves the ideas of citizenship away from ethnocentric, nationalistic views to a global, humanistic perspective. Nussbaum added, though, that our local identities need not be surrendered under cosmopolitanism.

We need not give up our special affections and identifications, whether ethnic or gender-based or religious. We need not think of them as superficial, and we may think of our identity as in part constituted by them. We may and should devote special attention to them in education. But we should work to make all human beings part of our community of dialogue and concern, base our political deliberations on that interlocking commonality, and give the circle that defines our humanity a special attention and respect. (Nussbaum, 2002, p. 9)

There are some critiques, though, in Nussbaum's notion of cosmopolitanism. It is not within the scope of this literature review to detail the challenges posed to Nussbaum and her subsequent responses, but, in general terms, the critics point to an elitist perspective in her conceptualization. For example, Pike (2008) argued, "The cosmopolitan ideal is the privilege of those who no longer have to fight for their national identity" (pp. 43-44). Naseem and Hyslop-Margison (2006) reflected this concern: "... her scheme of building cosmopolitanism through a liberal education based on self-examination is applicable only among those cultures and classes with widely accessible democratic political and liberal education systems" (p. 58). Naseem and Hyslop-Margison also made the important point that to implement cosmopolitan values, there needs to be a consensus on what constitutes universal values – if they even exist. The challenge, therefore, is to ensure that cosmopolitanism is counter-hegemonic.

In a perspective on the role of education, Hansen (2010) proposed cosmopolitanism from "on the ground" (p. 5). In this sense, cosmopolitanism is a worldview that is rooted in everyday life and "accompanies a person but need not dominate her or his outlook" (Hansen, 2010, p. 4). This perspective of developing a deep outlook and understanding of humanity requires one have a willingness to learn from others without placing judgment. This is achieved through dialogue. Hansen described this process as "transactive: heeding others, participating, and keeping thought open to influence critically rather than blindly" (p. 6). Through this process, which requires persistent self-reflection, one can maintain loyalty to one's context while being open to new perspectives and understanding. In Hansen's view of cosmopolitanism,

...the concept characterizes the person who engages the larger world and finds *in* that engagement a renewed, revitalized, and creative mode of enhancing the integrity of the local, either directly through concerned action or indirectly by virtue of a way of being (p. 13).

This perspective is based on an individual's lived experience, and it requires open-mindedness, reflexivity, and willingness to learn.

Coming from a critical, post-colonial perspective, Rizvi (2009) added another educational perspective and suggested that cosmopolitan learning can address some of the criticisms posed. Education that is rooted in a cosmopolitan orientation has the potential to be transformative and respond to the needs of contemporary global society.

I believe that cosmopolitanism can be a worthy goal, but only if it is historically informed and open to the diversity of moral and political traditions that are now inevitably involved in cross-cultural encounters. Cosmopolitanism is only worth pursuing if we are able to use it as an instrument of critical understanding and moral improvement.

... I believe that our approach to teaching about global connectivity should begin with the local, but must move quickly to address issues of how our local communities are becoming socially transformed through their links with communities around the world and with what consequences. In this way, I want to stress the relationalities that lie at the heart of any thinking about the dynamics of change. I believe that our focus ought to be on understanding the nature, scope and consequences of global transformations, rather than on some generalized principles of cosmopolitanism, global citizenship, or indeed the skills required in

the global economy. In this way, learning about connectivity itself needs to become cosmopolitan. (pp. 263-264)

In his perspective, cosmopolitanism as an educational approach requires one to critically examine globalization historically, locally, and globally and to see the interconnectedness of all elements.

In this study, the term “global citizenship” is used, although the perspective of cosmopolitanism is embedded in its orientation. The following section provides a conceptualization of global citizenship education for which this discussion of the changing nature of citizenship served as a springboard.

Global Citizenship Education

As the world becomes increasingly interconnected, there is a growing need to prepare students to live and work in a changing and diverse world. Many educators have heeded this call by implementing global education programs to address the needs of the 21st century. However, there is some ambiguity as to what actually encompasses global education. It is important to note that global education is not a monolithic educational movement. In fact, it is defined and approached in various ways, and contemporary scholars refer to it as global citizenship education. We are now seeing the emergence of scholarship that is proposing critical global citizenship education. What follows is an analysis of the various conceptualizations of global education.

Conceptualizing Global Citizenship Education

Hanvey (1982) proposed a framework of global education decades ago that still resonates today. It included the following elements: perspective consciousness, state of the planetary awareness, cross-cultural awareness, knowledge of global dynamics, and

awareness of human choices. Subsequent global educators include these, but many have taken them further and added additional elements. Generally, global educators are concerned about preparing students to understand the nature of global issues, such as arms control, environmental protection, food security, intercultural understanding, violence and conflicts, world trade, energy use, citizenship, and human rights and responsibilities (L. Davies, 2008; Hanvey, 1982; Kniep, 1986; Merryfield, 1994, 2002, 2009; Reimers, 2009a, 2009c). More recently, scholars are promoting a cosmopolitan notion of citizenship education so that students expand their identities beyond their national contexts toward a global identity (see Banks, 2004, 2014; Hansen, 2010; H. Marshall, 2011; Noddings, 2005; Nussbaum, 2002; Popkewitz, 2008). The emphasis is on expanding students' identities so that they encompass a wider perspective and, thus, have a broader sense of responsibility.

A common theme in global education is the need to develop students' intercultural skills. Banks (2004, 2014), Hanvey (1982), Merryfield (1994, 2002, 2009), Reardon (2001), and Tye and Tye (1998) have stressed the importance of students developing cross-cultural skills and understanding and exploring multiple perspectives. Knowing how to communicate and interact across cultures is paramount for global education. The ability to consider different perspectives opens one's worldview to other realities and understandings. Additionally, Kniep (1986) promoted developing students' appreciation of others and finding commonalities. This dimension of global education can serve to build peace because it humanizes others and helps to build empathy. Noddings (2005) added the notion of caring as an important component of being a global citizen. Caring can lead to students standing up for justice based on their compassion. It can also

help to diminish hostility. Reimers (2009a, 2009b, 2009c) expanded the discussion of intercultural skills and included not only helping students to develop respect, positive attitudes, and dispositions towards others and cultural differences, but also to develop students' competencies in foreign languages. The ability for U.S. students to speak in a language in addition to English not only opens up jobs opportunities, but also opens the possibility of developing relationships with others.

Many scholars of global education also include the importance of increasing students' understanding of the dynamics of globalization – global interconnectedness and interdependence (Hanvey, 1982; Kniep, 1986; Merryfield, 1994, 2002, 2009; Pike & Selby, 1988; Reardon, 2001; Tye & Tye, 1998). Global educators teach that “the world is seen as a system in which technological, ecological, economic, and political issues can no longer be effectively addressed by individual nations because the issues literally spillover borders and regions” (Merryfield, 1994, p. 2). Students must understand the local – global connection and how decisions they make affect others just as much as decisions made elsewhere affect them (Merryfield, 1994).

Another feature in global education is the need to develop students' understanding of global history and to study global issues and problems. A common issue of concern in global education is the health of the planet (Carlsson-Paige & Lantieri, 2005; Hanvey, 1982; Mannion, Biesta, Priestley, & Ross, 2011; Noddings, 2005; Pike, 2010; Reardon, 2001). In fact, there is a strong connection between the focus and goals of education for sustainable development (ESD) and global education (Scheunpflug & Asbrand, 2006). Education for sustainable development aims to teach students to care for the earth by

protecting the environment, caring for all forms of life, reducing consumption, and ensuring a future that has enough resources for everyone.

Other common issues of concern in global education include those related to conflict (Noddings, 2005; Reardon, 2001), economic justice (Carlsson-Paige & Lantieri, 2005; L. Davies, 2008; Merryfield, 2009; Noddings, 2005), and human rights (Peters, 2010; Reardon, 2001; Reimers, 2009a). However, Banks (2004), L. Davies (2008), Pike (2008), and Reimers (2009a) have argued that developing empathy and understanding of global issues is not enough; students must also learn to take action to address global issues. L. Davies (2008) promoted a more action-oriented version of global education: "...there must be 'outrage,' so that motivations for change are high" (p. 1). L. Davies posited that global education curriculum should be "equally demanding in terms of the comprehensive understanding of how the world works and the preparation for active participation" (p. 1). Contemporary global education, then, insists that students have an understanding of complex, interrelated global issues and take informed actions to make a positive impact in the world. In the current study, a content analysis of global education curriculum was done to determine its alignment to these conceptualizations of global citizenship education. The study also investigated teachers' understanding of global citizenship education against these conceptualizations.

Critical global citizenship education. Not surprisingly, scholarship has emerged that promotes a critical approach to global citizenship education. Andreotti (2006, 2010, 2011a, 2011b), who embraces post-colonial theory, warned that global education can reproduce the same dynamics that it proposes to dismantle. She cautioned against the "unexamined universality of global citizenship education" (Andreotti, 2011b, p. 382)

because it can potentially develop a savior mentality in students and replicate colonial issues of power and dominance. She wrote that a central issue in global citizen education is “whether and how to address the economic and cultural roots of inequalities in power and wealth/labour distribution in a global complex and uncertain system” (Andreotti, 2006, p. 84). Andreotti (2006) distinguished between what she calls “soft” versus “critical” (p. 46) approaches to global citizenship education, also referring to this distinction as between “liberal” versus “post-colonial” (p. 77) frameworks of global education. Andreotti (2010) proposed a form of critical global citizenship education that attempts “to [decolonize] the imagination and to pluralise the possibilities for the future by pluralising knowledge in the present in order to enable dialogue, relationships of solidarity and, ideally, the collective creation of non-hegemonic systems” (p. 9). In her critical perspective, Andreotti (2010) urged global education teachers to refrain from imposing onto students the desire to address the world’s problems:

If the pedagogical project is to [decolonize] and pluralise ways of knowing, the role of the teacher is not to define what needs to replace the old system (or impose her own epistemology onto the learners), but to keep possibilities open and equip learners to engage critically with each possibility, to listen and to negotiate ethically with others, and to analyse and take responsibility for the implications of their choices. (p. 10)

This perspective of global citizenship education challenges the very epistemology of global education and insists that students and teachers question and deconstruct sources of knowledge and motivations for action. This study used Andreotti’s framework to analyze the Creativity, Activity, Service (CAS) requirement of the IBDP.

Synthesis of the conceptualizations of global education. Reviewing the development of global education of time, we can see how it has evolved. Table 1 summarizes the curricular foci proposed for global education in the past several decades by some of the major contributors to the field. The table is not comprehensive; many others could be included. However, it is meant to provide a sampling of the major moments in the scholarship of global education, from its early articulation by Hanvey, to the more recent critical perspective espoused by Andreotti. It is arranged chronologically so that the development of the field can be examined.

Table 1

Focus of Global Education Over Time

Author	Year	Curricular Focus	Term Used
Hanvey, R. G.	1982 (originally developed in 1976)	Perspective consciousness “State of the Planet” awareness Cross-cultural awareness Knowledge of global dynamics Awareness of human choices	Education for a global perspective
Kniep, W. M.	1986	Study of human values, systems, global issues and problems, and global history	Global education
Pike, G., & Selby, D.	1988	Spatial dimension (global-local connection) Temporal dimension (interconnection between past, present and future) Issues dimension (problems and solutions) Inner dimension (personal development and self-awareness)	Global education
Reardon, B.	1988	Our planetary home and place in the universe The human family Our place in time The miracle and fulfillment of individual life (pp. 41-42)	Peace education; education for global responsibility

Table 1 (cont.)

Author	Year	Curricular Focus	Term Used
Tye, B. B, & Tye, K. A.	1998	Study of global problems and issues; interconnectedness of economic, environmental, cultural, political, and technological issues Cross-cultural understanding; perspective-taking (p. 6)	Global education
Reardon, B.A.	2001	Environmental sustainability Cultural integrity/diversity Human solidarity Social responsibility Gender equity (pp. 158-161)	Peace education
Merryfield, M. M.	2002	Address stereotypes and exotic images Explore multiple perspectives Examine how power shapes worldviews Experience cross-cultural learning	Global education
Noddings, N.	2005	Economic and social justice (caring) Protecting the earth Social and cultural diversity Education for peace	Education for global citizenship
Davies, L.	2008	Knowledge of world current events, economics and international relations Capacity to critically analyze discourse Political skills Dispositions for joint action (p. 3)	Global citizenship education
Pike, G.	2008	An expansion of loyalty A critical appraisal of nationalism and globalism Development of global thinking Understanding citizenship as “doing” in addition to “being” or “knowing” Acceptance of the moral responsibilities of global citizenship Understanding citizens’ role in determining the future health of the planet (pp. 46 – 47)	Global citizenship education
Merryfield, M. M.	2009	Pedagogy of imperialism: how legacy of educational imperialism shapes today’s mainstream academic knowledge (p. 219) Understanding worldviews of underrepresented people (p. 224) Cross-cultural experiential learning (p.230)	Global education
Andreotti, V.	2006, 2010, 2011	Decoloniality, diversality, reflexivity, engagement with “Other” epistemologies, deconstruction, critical literacy	Critical global citizenship education

We can see from Table 1, the progression of terms associated with global education. In an early description, Hanvey (1982) used the term “education for a global perspective” (p. 1). Global education became more commonplace throughout the 1980s and 1990s, with Reardon introducing the notion of peace education as education for global responsibility in 1988. In these early conceptualizations of global education, the curriculum generally focused on intercultural understanding, planetary health, understanding of global issues and dynamics, and development of multiple perspectives. In the 2000s, the term “global citizenship education” became more commonplace, and the focus of curriculum expanded to include issues of justice, power, responsibility, and critical analysis. In the past decade, we have seen the emergence of conceptualizations of global citizenship education that reflect Andreotti’s (2006) “critical” framework (pp. 46-47). Indeed, this critical approach to global citizenship education is needed to better understand and respond to the very complex, historically rooted, globalized world of which we are all citizens.

Conclusion. The purpose of this section was to provide a general overview of global education throughout the past several decades. In doing so, the aim was to arrive at a contemporary conceptual understanding of global citizenship understanding in order to be able to analyze current efforts in schools and in teacher practices. In the next section, competencies related to global citizenship education and the development of global mindedness are discussed.

Global Competencies for Global Mindedness

Various scholars have discussed competencies necessary for global education and the development of global mindedness. Haste (2009) defined competencies as “a

capacity, a potential, a means of maximising affordances and accessing resources” (p. 241). It is not simply a set of skills, but it includes the ability to access, synthesis, integrate, and use knowledge. The literature in this section was selected because other scholars and practitioners of global citizenship education have cited them as leading scholars in global education. Table 2 shows a comparison of global competencies proposed by various sources.

Table 2

Comparison of Global Competencies

Source	Global Competencies
Andreotti (2012)	<p>“To understand and learn from repeated historical patterns of mistakes, in order to open the possibilities for new mistakes to be made;</p> <p>More complex social analyses acknowledging that if we understand the problems and the reasons behind them in simplistic ways, we may do more harm than good;</p> <p>To recognize how we are implicated or complicit in the problems we are trying to address: how we are all both part of the problem and the solution (in different ways);</p> <p>To learn to enlarge our referents for reality and knowledge, acknowledging the gifts and limitations of every knowledge system and moving beyond “either ors” towards “both and mores”; and</p> <p>To remember that the paralysis and guilt we may feel when we start to engage with the complexity of issues of inequality are just temporary as they may come from our own education/socialization in protected/sheltered environments, which create the desire for things to be simple, easy, happy, ordered and under control” (p. 25).</p>
Banks (2004)	<p>Individuals have acquired a positive cultural, national, and global identification.</p> <p>“They have the knowledge, skills, and attitudes needed to function effectively within their own cultural communities, within other cultures within their nation-state, in the civic culture of their nation, and in the global community.</p> <p>Individuals within Stage 6 exemplify cosmopolitanism and have a commitment to all human beings in the world community” (p. 297).</p>

Table 2 (cont.)

Source	Global Competencies
Mansilla & Jackson, (2011): Asia Society	<p>“Investigate the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.</p> <p>Recognize perspectives, others’ and their own, articulating and explaining such perspectives thoughtfully and respectfully.</p> <p>Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.</p> <p>Take action to improve conditions, viewing themselves as players in the world and participating reflectively” (p. 11).</p>
Reimers (2009b)	<p>“Positive disposition towards cultural difference. An interest and understanding of different civilizational streams and the ability to see those differences as opportunities for constructive transactions among people.</p> <p>An ability to speak, understand, and think in languages in addition to the dominant language in the country in which one is born.</p> <p>Deep knowledge and understanding of world history, geography, of the global dimensions of topics such as health, climate, economics, and of the process of globalization itself” (p. 39).</p>
UNESCO (2014)	<p>“An attitude supported by an understanding of multiple levels of identity, and the potential for a collective identity that transcends individual cultural, religious, ethnic or other differences;</p> <p>A deep knowledge of global issues and universal values such as justice, equality, dignity and respect;</p> <p>Cognitive skills to think critically, systemically and creatively, including adopting a multiperspective approach that recognizes different dimensions, perspectives and angles of issues;</p> <p>Non-cognitive skills, including social skills such as empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and</p> <p>Behavioural capacities to act collaboratively and responsibly to find global solutions to global challenges, and to strive for the collective good” (p. 17).</p>

In Banks’s (2004) states of cultural identity typology, he identified “Globalism and Global Competence (Cosmopolitanism)” (p. 296) as the last of six stages. In this final stage of developing one’s cultural identity, individuals have acquired a positive cultural, national, and global identification. Banks added that at this final stage, individuals would have a stronger commitment to justice than to any particular community. The emphases in Banks’ competencies are on expanding one’s identity to the global context,

intercultural relationships, and the promotion of social justice.

Reimers's (2009b) explanations of global competencies are more specific; he has defined global competency as three dimensions that are interrelated. In clarifying the first dimension, Reimers said that having positive attitudes towards differences requires one to have a healthy sense of self. He added that an ethical dimension is required in which individuals should have a commitment to basic human rights. School curricula can be developed and assessed based on Reimers's ideas of global competencies. In fact, Avenues School, a private school in New York City whose mission is centered on global education, worked with Reimers to develop a course titled the "World Course" that incorporates those competencies (see Avenues, n.d.; The Global Citizens' Initiative, n.d.).

The United Nations Education, Science and Culture Organization (UNESCO) is also promoting the implementation of global citizenship education. Their definitions of global competencies, which include five important elements, are holistic and include attitudes, knowledge, skills, and behaviors (UNESCO, 2014). The Asia Society, on the other hand, focuses more on skills, knowledge, and behaviors as necessary dimensions of global competencies (Mansilla & Jackson, 2011).

A critical perspective of global competencies. Coming from a post-colonial, critical perspective, Andreotti (2012) offered a different standpoint on the competencies needed for global citizenship education. In her view, the critical exploration of history and dynamics of issues is central to global education. There is also a strong emphasis on personal reflection in her perspective. The competencies she listed informed the research analysis in this study, as this researcher was interested in learning about the extent to which curriculum and teachers reflect a critical approach to global education.

Conclusion. Just as there is no singular definition of global citizenship education and global mindedness, the related competencies are also varied. The literature in this section provided a background necessary for understanding global mindedness, which was measured in the study. In this study, analysis of the CAS requirement of the IBDP was conducted, and the competencies listed here can provide sources for developing research instruments. In the following section, a model of global citizenship education, the International Baccalaureate, will be discussed.

The International Baccalaureate

In *The Sage Handbook of Curriculum and Instruction*, Pinar (2008) anticipated that internationalization of curriculum will pose a new “paradigmatic shift” (p. 501) in contemporary curriculum theory. Although the terminology, “global education” is not used in the book, “internationalization” can be understood as part of global citizenship education. Pinar suggested that “...internationalization promises deepened understanding of the local and the individual through encounter with the global and the collective” (p. 502). In this section, I discuss the International Baccalaureate (IB), which is a widely used curriculum for global citizenship education.

The IB program has expanded rapidly globally. What started as a program addressing the educational needs of international children attending international schools has now expanded to a widely recognized and adopted program found across 147 countries (IBO, 2014). Expansion of this global curriculum brings challenges and opportunities as it is implemented in different local, state, and national contexts. In the Costa Rica, the context of the study, the past eight years has seen a push to implement the IB in public schools, and of the 38 IB schools in Costa Rica, 31 of them have emerged

since 2010. Tarc (2009) suggested that “The IBO could become a major player in promoting an ethically minded ‘global citizen’ against other possible forms [of education]... The IBO now provides a working framework for education students in a global era” (pp. 122-123). However, as a growing number of schools adopt the IB, maintaining fidelity to its original goals, which align to the principles of global citizenship education, becomes an issue.

IB’s (n.d.e) mission is:

... 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.

Clearly, the mission statement communicates an ideology that encompasses intelligence, compassion, intercultural understanding, social justice, and peace, which reflect values of global citizenship education. The Learner Profile reflects the mission statement; it describes IB learners as being:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled

- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective. (IBO, 2013)

Taken together, the mission statement and Learner Profile position the IB as a holistic curriculum that is not only concerned about the development of the individual student's intellect but also the student's ability to contribute positively to make the world a better place. However, as Brunold-Conesa (2010) pointed out, "although the IB has expanded its mission to include global citizenship objectives, it is still very much invested in the business of granting diplomas" (p. 267). With the increasing number of schools using the IB to fulfill its global education mission, a valid concern is whether the curriculum and teacher implementation have been faithful to the mission of the IB and the development of the Learner Profile.

History of the IB

The IB was officially established in Geneva, Switzerland in 1968 with its Diploma Program. The idea was germinated by teachers and parents (many of whom were diplomats and worked with the United Nations) of international school students. Ultimately, it was developed by members of the school communities of the International School of Geneva (Switzerland), Atlantic College (United Kingdom), and the United Nations International School (United States). The impetus for developing the IB was to provide an appropriate education for children of United Nations and multinational company employees displaced around the world, whose diploma would be accepted in

universities throughout the world. There were three main concerns that prompted the creation of the IB: concern for family welfare (university access), appropriate education (international curriculum), and ideology (an interdependent world free from conflict and value of culture) (Hill, 2002, p. 194). Although UNESCO initially facilitated planning meetings and provided financial support (Hill, 2002), it is important to note that the IB is an independent non-profit organization not affiliated with the United Nations.

About the IB

The IB is a curriculum with an international perspective. In the Learner Profile document, it states, “The aim of all 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” (IBO, 2013). The IB offers four programs:

- The IB Primary Years Programme, for students ages 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.
- The IB Middle Years Programme, for students ages 11 to 16, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.
- The IB Diploma Programme (IBDP), for students ages 16 to 19, is an academically challenging and balanced programme of education with final examinations that prepares students for success at university and beyond.

- The IB Career-related Certificate (IBCC), for students ages 16 to 19, is the newest offering from the IB. The IBCC incorporates the vision and educational principles of the IB Programmes into a unique offering specifically designed for students who wish to engage in career-related learning (IBO, n.d.f).

The IB Diploma is recognized by universities throughout the world. In the DP, students take subject area exams and their scores on these determines their qualifications for the IB Diploma. The curriculum and examination is offered in English, Spanish, and French. The Middle Years Program is also produced in Chinese. However, local education agencies may translate and teach the program in other languages. The exams, however, can only be taken in the three main IB languages. Students in the DP must take a class titled Theory of Knowledge, complete a service-learning requirement titled Creativity, Activity, Service (CAS), and write an extended essay in order to earn the diploma.

Since CAS was analyzed in this study, it merits further explanation. CAS is a central component of the IBDP that is designed to extend student academic learning with personal growth. CAS has three strands:

- Creativity – exploring and extending ideas leading to an original or interpretive product or performance,
- Activity – physical exertion contributing to a healthy lifestyle, and
- Service – collaborative and reciprocal engagement with the community in response to an authentic need. (IBO, 2015a)

CAS is intended for students to demonstrate the IB Learner Profile. It is completed in at least 18 months and includes experiences in one or more of the CAS strands and a longer CAS project involving one or more strands. When students undertake a series of CAS

experiences and the CAS project, they must follow the stages of investigation, preparation, and action, while summarizing their experience through reflection and demonstration (IBO, 2015a). Although it is not formally assessed, students must submit a portfolio that includes evidence of student engagement and reflection and achievement of the seven CAS learning outcomes (IBO, 2015a). Students must meet with their CAS teacher for at least three interviews during the student CAS experience for accountability and guidance. Failure to complete CAS or to have the portfolio rejected by the CAS teacher prevents the student from obtaining the IB diploma.

Schools implementing the IB program must pay annual fees for each program they use. A discount is given for schools adopting multiple programs. The fees per authorized school, per year, as of 2017-2018 are as follows: Diploma Program \$11,650; Middle Years Program \$10,050; Primary Years Program \$8,520; and Career-related Certificate \$1,480 (IBO, n.d.c). There are some discounts (approximately 10%) for schools that offer more than one program.

Expansion of the IB in the World

Since its beginnings in three international schools in 1968, the IB has grown exponentially. As of December 2017, there are 4,783 schools across 147 countries that teach at least one of the IB programs (IBO, n.d.b). In 2004, there were about 2,000 IB schools (Bunnell, 2011a), which shows its rapid increase in the past decade. The IB is aiming to be educating 2.5 million children in 10,000 schools by 2020 (Bunnell, 2011a). Curiously, and relevant to this study, is that in 2010, half of IB schools were state (i.e., public) schools (Resnik, 2012).

Impact of Implementing the IB

The intended impact of the IB can be gathered by its mission statement and learner profile, which stress the development of competencies for global citizenship, including compassion, justice, peace, and intercultural understanding, in addition to intellectual development. Its origins are in international schools, which are generally private and populated by a wide diversity of students; however in Costa Rica, about 47% of IB schools are public schools. As IB has expanded substantially worldwide, one must ask if it is due to schools being drawn to its mission or for its promotion of college readiness and assessment. Bunnell (2011b) iterated this point: “There is evidence that much of this growth was for pragmatic, rather than ideological reasons” (p. 72). He continues, citing a study that suggests that 70% of schools “...adopted the IBDP to improve academic standards” (Bunnell, 2011b, p. 72). It seems as if an unintended consequence of the expansion of the IB is the emergence of another form of elitism in education, which may cause further stratification. Bunnell (2011a) referred to a study that found “... the IB is being used by the local elites to reproduce their advantage in the face of growing educational competition” (p. 168). A study of four IBDP schools in Canada and Australia revealed

... [given] the high socio-economic family status of students [93% had fathers who came from a professional background], it was concluded the IB is growing partly due to the ‘symbolic imposition’ it bestows and that it functions more as an agent of reproduction than an ideological experiment. (Bunnell, 2011a, p. 168)

In other words, it appears that the growth of the IB has more to do with the prestige of obtaining this rigorous diploma and maintaining one’s social position rather

than schools and students embracing its mission and ideology of global mindedness. Bunnell (2011a) provided an example of the elite position that the IB finds itself: the for-profit education company Global Education Management Systems in Dubai created a three-tiered school model; the lower tier offers schools with the Indian curriculum and charges \$3,000 tuition; the middle tier offers an English curriculum; and the “premium” tier offers the IB and charges \$24,000 tuition (p. 169). This example blatantly manifests the higher, elitist status associated with an IB education.

Students in the United States who graduate with an IB diploma and pass their tests are offered scholarships and college credits, so there are strong incentives to pursue the IB curriculum (see, for example, the Florida Statewide Articulation Agreement, Florida Statute 1007.23 [2017] on articulated acceleration mechanisms; the Florida Bright Futures Scholarship Program, Florida Statute 1009.531 [2017] on the Bright Futures Scholarship Program eligibility; and the Florida Academic Scholars Award, Florida Statute 1009.534 [2017] for program). Given this emphasis on college entrance and testing, the question of who benefits needs to be raised as well. An argument could be made that those who have access to tutoring and other additional inputs are in a privileged position as IB students. Although college access was a motivating factor for the original creation of the IB, the founders were also concerned about education for social justice and peace, as expressed in their mission, and which aligns with the ideals of global citizenship education. It should be noted that there is some recent research that suggests that students develop dimensions related to its mission and learner profile (e.g., global mindedness), but the sites of studies were largely international schools or in privileged communities (Hinrichs, 2003; Lineham, 2013; Wilkinson & Hayden, 2010).

Fewer studies exist related to the global mindedness of teachers of the IB. This study, in contrast, was intended to investigate the global competencies and mindedness achieved of IB teachers in Costa Rica.

The research is emerging that examines the transformation of teachers' pedagogical approaches based on their IB training. One study suggested that teachers move from traditional practices to more inquiry-based practices (Twigg, 2010). The impact of that could mean that if those IB trained teachers teach non-IB classes, those students would also benefit from the pedagogy emphasized in the IB professional development, which are congruent with pedagogies for global citizenship education. A mixed-method study by Barnett (2013) in an Ecuador public school found that implementing the IB improved teachers' pedagogical practices and that teachers had favorable impressions of the IB curriculum. This study also examined the stated pedagogical practices of International Baccalaureate teachers in a developing country.

With the growth of the IB particularly strong in the Western world, it has influenced the IB itself. For instance, Bunnell (2011b) noted that in 2005, 62% of students who took the IBDP exam for history took the one on History of the America while only 0.7 percent took the History of Africa exam (p. 74). More of the IB exams are focusing on Western content, significantly more teaching and testing is done in English rather than French or Spanish, and more professional development is offered in developed world context (Bunnell, 2011b, p. 74). This pull of Westernization imposes changes to the nature of the IB itself, which was intentionally designed to be international. Given these trends, one could question if the IB is losing the "International"

in International Baccalaureate. This study considered how international Costa Rican teachers perceive the curriculum to be.

Access to the IB

Despite its mission and claim of being an international organization, the IB also tends to be concentrated in Western countries and is not evenly adopted worldwide. The largest percent of IB schools are found in Europe, Canada, the United States, and Australia (IBO, n.d.d). This raises the question of equity of access: Does the limited availability of the IB in a developing country contradict the IB's mission? Tarc (2009) reminded us that the IB was intentionally designed for elite, international private schools as a way to ensure students get into Western universities. There is a need to consider how the IB is now relevant to public schools, especially in developing countries. In many ways, access to the IB is still uneven, mostly based on social class (Tarc, 2009). This can be seen in Costa Rica, where the majority of IB schools are private schools.

Conclusion

This study aimed to fill the gap in the literature related to the IB, the teachers who implement it, and its rapid expansion. Much of the literature on the IB comes from developed countries and focuses on students. This study aimed to better understand the consequence of the growth of the IB in a developing country, Costa Rica. There is limited research on IB teacher preparedness and development of global mindedness. This study examined variables that may contribute to teacher global mindedness and if their levels of global mindedness influences their perception and implementation of the IB. Also, situating the study in Costa Rica provided a unique perspective through which to examine

the growth of the IB. The next section focuses on the literature on school reform and teacher education for global citizenship education.

School Reform and Teacher Education for Global Citizenship Education

Transformation of schools, content, and pedagogy is difficult. This section attempts to explain how change can take place in a school that aims to implement a global citizenship education curriculum such as the International Baccalaureate. I begin by discussing the research on school reform and change. Then, I provide characteristics of effective teacher professional development, based on the literature. The literature reviewed in this section can provide the basis for which to analyze the teachers and implementation efforts that this study examined.

School Reform

A review of the literature on school reform can help inform efforts of schools undergoing change, such as implementing the IB. Elmore (2004) noted, however, that most school reforms and transformations happen in small scales, and this is largely dependent on a group of committed, intrinsically motivated teachers. Hall and Hord (2011) explained 12 principles of school change, which include the following: change is a process, organizational change depends on the people in it, administrative leadership crucial, change is a team effort, and appropriate interventions helps to reduce challenges. These principles, although general to school change, are important for schools aiming to integrate global citizenship education into their secondary curriculum. Hall and Hord (2011) pointed to the power of professional learning communities within schools where teachers learn from and support each other, which helps to sustain change. Additionally, Hall and Hord proposed a tool they call “Stages of Concern,” where administrators find

out what teachers think and feel about the change. This is important because how teachers feel and perceive change will impact whether they implement change in their classrooms. Hall and Hord also suggested that routine evaluation of implementation with teachers is needed. This helps to address any issues that may emerge with change. Finally, Hall and Hord stressed that a supportive context is needed to sustain change. Indeed, in implementing global citizenship education, all the principles offered by Hall and Hord could help in supporting the school's transformation.

Tye and Tye (1998) conducted a qualitative, grounded theory study of schools in California and their reform efforts to integrate global perspectives. Many of the lessons learned from their school transformation reflect some of Hall and Hord's (2011) principles. They found that global education efforts must acknowledge the "deep structure" (p. 8) of schools, and global education efforts need to work around and within those deep structures. They acknowledged that bureaucracy and standardization can be barriers to change, but with strong principal support, change towards global education is possible. In Kilpatrick's (2010) study of secondary schools implementing global education, she also found that time to implement the curriculum, strong leadership, and teacher motivation are important factors for school change. Furthermore, Guo (2014), Tye and Tye (1998), and Wiley's (2013) studies found that external support can be helpful in implementing global citizenship education. External support can come in the form of an outside provider of professional development or implementation coaches.

Teacher Education

A school could adopt the most promising global citizenship education curriculum, but, at the end, teachers are at the heart of any efforts. How teachers enact global

citizenship education, and, specifically, the IB, is ultimately what makes the greatest difference. As Milner (2007) suggested, "...the teacher has the potential to transform the curriculum to such a degree that she or he is the curriculum" (p. 586). This study was interested in examining factors that contribute to teacher development of global mindedness and how teachers perceive the IB, a global citizenship education curriculum. The professional development for teachers in global citizenship education is an area of inquiry that the current study addressed. The literature in this area is growing, and research offers some important findings that are relevant for this study. The literature that follows discusses pre-service teacher education for global citizenship education as well as in-service professional development. A critical perspective is also discussed.

Pre-service teacher education. Ideally, teacher candidates would take courses and have experiences to enable them to effectively be global citizenship educators. Unfortunately, this is usually not the case. Cogan and Grossman (2009) cited studies that showed that teacher education students in the United States took significantly fewer courses that had an international perspective, fewer foreign languages, and participated less in study-abroad experiences than students of other majors (p. 240). Teacher education programs are often the least internationalized programs across universities (K. O'Connor & Zeichner, 2011). This is problematic because "...without developing global education competencies among current and future teachers, the [global education] movement's goals will never be realized" (K. O'Connor & Zeichner, 2011, p. 524). Indeed, there is a need for teacher education programs to intentionally integrate global competencies in their coursework. Cogan and Grossman (2009) noted that there is more in-service than pre-service education about global citizenship education, which indicates

that teacher education programs need to become more proactive in preparing teachers for teaching global citizenship education. If more attention was paid to this in pre-service programs, then time spent in-service could be spent on improving practice.

Overseas student teaching. Various studies detail the impact of international student teaching on pre-service teachers. Generally, the research indicates overseas student teaching has overwhelmingly positive benefits and contributes to the development of global competencies (Cushner, 2007; Mahon, 2007; Roberts, 2007; Stachowski & Sparks, 2007). In summarizing the benefits based on her research, Roberts (2007) wrote:

... teacher candidates are more accepting of people who differ from themselves; are aware of significant intercultural contributions to modern life; are more frequent and active participants in internationally oriented activities, both politically and culturally; and are supportive of policies promoting the free exchange of ideas, goods, and people among diverse nations. (p. 19)

Cushner (2007) identified the following additional benefits: Overseas student teachers have a deeper understanding of themselves and others, they have increased cultural sensitivity and are more open to diversity, they have more empathy for others, their confidence and efficacy increased, and they have an expanded worldview. These are all attributes and skills necessary for teachers to teach global citizenship education.

However, it needs to be pointed out, as Roberts (2007) did, that this can be an elitist endeavor; less than 10% of overseas student teachers are minorities or low-income students (p. 20). Resources and efforts are needed to expand the opportunity for

international student teaching to minority and low-income students, in which the research findings are so positive.

In-service professional development. As previously mentioned, there is more in-service global citizenship education than pre-service (Cogan & Grossman, 2009). Many scholars have posited that effective professional development is crucial to school reform, and schools that want to implement global citizenship education must have strong professional development. Professional development is central to any school that aims to implement global citizenship education because teachers rarely come to the profession with an understanding of and experience in global education (Apple, 2011b; Guo, 2014; K. O'Connor & Zeichner, 2011). Shulman (1987) proposed the idea of developing teachers' pedagogical content knowledge. Professional development, he said, needs to blend both the content (i.e., global citizenship education concepts, topics and themes, the IB curriculum) and pedagogy (e.g., student-centered, inquiry-based, and dialogical) to teach it.

In their seminal study, Tye and Tye (1998) approached professional development in a teacher-centered and sustained manner. In the first year, the researchers worked with the teachers to generate a list of topics and issues they wanted to address in the professional development workshops, and the subsequent workshops addressed those topics. Teachers were also asked to present workshops to each other. This approach to professional development can increase buy-in from the teachers. Another feature of Tye and Tye's work was that the professional development commitment spanned over the four years of the partnership. This sustained professional development also proved effective in helping the teachers understand and implement global education.

Cruz and Bermúdez (2009) discussed the partnership between the Miami-Dade County Public Schools and Florida International University and the Global Awareness Program, which was based on the work of Hanvey (1982). This program spanned from 1979 to 2004. One part of the program was the Global Education Leadership Training Program (GELTP), and this was targeted at the public schools. With over \$1M in funding through grants, GELTP served over 300 teachers, administrators, and media specialists (Cruz & Bermúdez, 2009). Cruz and Bermúdez (2009) reported positive evaluation of the GELTP program by the teachers: it improved school attendance, and student interest was high. The professional development workshops took a cross-disciplinary approach and were teacher-centered. Teachers even delivered workshop to other teachers based on their experiences. Another important feature that marked the success of the program was the professional development workshops took place during school day and teachers were given release time. Cruz and Bermúdez indicated, though, that “infusing global perspective into existing curricula requires time and high levels of teacher commitment and collaboration” (pp.108-109). This is not surprising; global citizenship education is complex work and requires teachers to have the knowledge, skills, and desire to teach through this perspective.

In Guo’s (2014) study of the professional development used in Canadian schools implementing global citizenship education, he noted that teachers need an open and safe environment to share their experiences with each other. He also found that teachers benefitted from hands-on learning, practice in developing and using global education lessons, and use of media.

Larsen and Faden's (2010) qualitative study focused on the perceptions, attitude, and beliefs of elementary school teachers in the process of becoming global citizenship educators. The subjects were typical teachers who had no previous experience in global citizenship education. In a survey administered after the professional development, the respondents indicated an understanding of global citizenship education that aligns with common understandings of the movement (Larsen & Faden, 2010). In general, the teachers were positive about their experiences: "Teachers also described their experiences participating in this study as enjoyable, as affecting their teaching practice, and as fulfilling a need to bring an activists-oriented global perspective to their students" (Larsen & Faden, 2010, p. 79). However, some challenges were also cited. Firstly, the teachers responded that they "felt limited by their own lack of knowledge about global issues and how to teach about global issues in the social studies classroom" (Larsen & Faden, 2010, p. 77). This is not a surprise; global education is complex and broad, and if a teacher has limited experience or knowledge of global issues, it may be intimidating to address issues and topics that are unfamiliar. Teachers in the study also indicated that they felt uncomfortable teaching controversial topics (Larsen & Faden, 2010). This indicates that more professional development is needed to address this issue. Research is also needed to learn about how effective global citizenship educators do address controversial issues. Two other issues were raised in the study: the teachers indicated they lacked curricular materials and resources for teaching global citizenship education, and professional development workshops need to be on-going (Larsen & Faden, 2010). These findings can help inform future professional development efforts in global citizenship education.

Global Mindedness Scale and in-service and pre-service teachers. Several studies from the United States have utilized the Global Mindedness Scale (GMS) (Hett, 1993) to measure the world mindedness of teachers. The GMS is a validated instrument that measures global mindedness, and it was the instrument used in the current study to measure the global mindedness of IBDP teachers in Costa Rica. It must be noted that Hett's GMS has a score range from 30 – 150, with a higher score an indication of greater global mindedness. Several studies were concerned with the global mindedness of pre-service teachers. For example, McGaha and Linder (2014) found in their study of 337 pre-service teachers at a U.S. university a score range of 79 – 148, with a mean score of 110.61 for all participants. In addition, Cui's (2013) study of full-time education undergraduates students at a U.S. university found that the 184 participants had a mean GMS score of 108.98, with a range of 71 – 145. In Acolatse's (2010) study, a sample of 102 teacher candidates at a large U.S. university resulted in a mean score of 100.63, with a range of 68 – 147. Other studies examined the global mindedness of in-service teachers. Carano (2010) found that 10 high school social studies teachers in Florida who participated in a global education curriculum had a mean score of 121.5, with a score range of 90 – 133. Abdullahi's (2004) study of 90 high school teachers in Miami Dade County found that they had an overall mean of 105.42 on the GMS. Furthermore, Walton's (1997) study in a culturally diverse elementary school in Washington D.C. found a mean GMS score of 118.3. The 219 participants in the study were predominantly African American, female teachers. Hersey's (2012) study is particularly relevant for this research because it involved 115 primary school principals of international schools that had implemented the IB's Primary Years Programme. Her study found that the mean

GMS score for male participants was 124.38 and the mean GMS score for female participants was 126.56. Clearly, the mean GMS scores for educators in an international setting was higher than those teaching or studying education in the United States. In Chapter 5, the mean GMS scores from the current study are compared with the results from the aforementioned studies.

A critical perspective. Critical global educators would argue that overseas student teaching and simply adding international coursework in teacher preparation programs is not enough. Apple (2011b), for example, contended that teachers must have an understanding of the forces of globalization and apply a critical approach to understanding globalization. He posited that teacher education must help teachers to “...reposition oneself to see the world as it looks like from below, not above” (Apple, 2011b, p. 225). In this reposition, teachers would be able to see more clearly issues of injustice and oppression. He added: “We need to think internationally, not only to see the world from below, but to see the social world *relationally*” (Apple, 2011b, p. 225). In having multiple and more empathetic perspectives, he insisted that teachers need to understand the relationships between issues. This systems thinking enables teachers, and, consequently their students, to see how all dynamics and issues in the world impact and are impacted by each other. To understand these issues, Apple said teachers need to learn and use powerful theories, and, in particular, critical theories. Critical theories examine the role of power and privilege in order illuminate injustice and oppression.

Similarly, K. O’Connor and Zeichner (2011) called for teacher education that develops educators who are prepared for critical global citizenship education, and they described what they believe teacher education programs must address. They insisted that

teacher education programs help teachers develop critical self-awareness. This entails having the teachers examine their own identities and position in the world. They also pointed to the need to develop teachers' sociocultural consciousness, which shares aspects of culturally responsive teaching. Given the diverse demographics now present in schools across the United States, culturally responsive teaching practices are appropriate for critical global education. They stressed that students' identities matter and should be incorporated into global citizenship education teaching (K.O'Connor & Zeichner, 2011). They added: "Sociocultural consciousness must also include a critical awareness of the worldviews and socio-political biases that shape teachers' interpretations and judgment of global issues" (K. O'Connor & Zeichner, 2011, p. 525). In other words, teachers' self-awareness and sociocultural consciousness are interrelated and cannot be divorced. The pedagogy that needs to be emphasized must be interdisciplinary, student-centered, and authentic; meaning that it embodies "construction of knowledge, disciplined inquiry and value beyond school" (K. O'Connor & Zeichner, 2011, p. 526). They also suggested that "more egalitarian relationships between teachers and students" be promoted (K. O'Connor & Zeichner, 2011, p. 526). The teacher must be a model to the students and challenge institutional hierarchies. Teacher education programs must also help teachers make local/global connections. K. O'Connor and Zeichner wrote, "Connecting global struggles to local realities make real and relevant the problems that happen to 'other people somewhere else'" (p. 530). When students can understand how local issues impact global issues, and visa-versa, they are able to better understand global interconnectedness and the effects of globalization. Furthermore, K. O'Connor and Zeichner proposed:

In recognising that knowledge is not neutral, critical global educators must work to infuse subaltern perspectives that provide alternate viewpoints to the dominant Western standpoint that schools endorse. It is imperative that in doing so, teachers are careful not to further exoticise or reinforce stereotypes about the 'Other,' but rather confront them. (pp. 530-531)

Other global educators have stated the importance of recognizing different perspectives, but here, K. O'Connor and Zeichner are stressing the importance of recognizing the subjectivity of knowledge and examining the bias that is often taught in schools. Teacher education programs that address this will help global educators to engage critically with their students.

K. O'Connor and Zeichner (2011) pointed out what perhaps is the most essential aspect of developing critical global educators:

If there is one element of [critical global education] that distinguishes it from more mainstream or apolitical approaches to global education, it is its recognition, understanding, and critical analysis of the causes and manifestations of power and oppression on a global scale. Competent teachers of CGE should have substantive knowledge of the dominant modes of oppression that create and maintain forms of socioeconomic injustices and cultural dominance worldwide; embedded in this knowledge ought to be an appreciation for the multiple locations of oppression and their associated complexities. (pp. 531-532)

Understanding and analyzing power and injustice is central to a critical approach of global citizenship education. Development of this competency in teachers of global

education requires significant effort. Research is needed to learn how this can be done well.

K. O'Connor and Zeichner (2011) continued to say that teacher education for critical global education needs to help teachers learn how to move students towards action. Teachers must instill hope in students and help them see themselves as change agents. They pointed out: "Evidence suggests that merely heightening students' awareness of global problems without cultivating in them a sense of efficacy to take part in transformative action might in fact make students *less* likely to become active empathic citizens" (K. O'Connor & Zeichner, 2011, p. 532). There is danger, therefore, in not helping develop teachers' capacity to invoke students' ability to take action. If students do not see themselves capable of taking action based on what they learn, they may disengage. Finally, K. O'Connor and Zeichner said that teacher education for critical global citizenship education needs to develop teachers' "political finesse" (p. 534) to address criticism and resistance from others. Critical global citizenship education has its many critics, and teachers would be well served to learn how to navigate backlash against their efforts. These components of teacher education for critical global education helped to inform the analysis of teachers' development of global mindedness and how they perceive and implement the International Baccalaureate.

Conclusion

This section on school reform and teacher education provided an overview of the literature pertaining to how teachers become global citizenship educators. The discussion of teacher education shows that there is a need for more research on teacher education for critical global citizenship education, particularly coming from the developing world. This

study helps to fill that gap in the literature. The next section focuses on Costa Rica as the context of the current study.

The Context of Costa Rica

The Costa Rican context provides an interesting site for which to examine how the International Baccalaureate is expanding and perceived in a developing country. This section begins with an explanation of why context is important in research before briefly describing why Costa Rica is a relevant case to explore the implementation of the International Baccalaureate Diploma Program. Particular attention is paid to the distinction between public and private education in Costa Rica and the IB program in Costa Rica.

Importance of Context

Context encompasses physical space, time, events, language, political forces, and social forces in which human behavior is seeped. Research must pay close attention to context in order to better understand a phenomenon. Lemke (1990) wrote, “

Fundamentally, every action is made meaningful by placing it in some larger context ... The meaning we make for an action or event consists of the relations we construct between it and its contexts. Making meaning is the process of connecting things to contexts. (p. 187)

In other words, we can only understand actions by understanding the context in which those actions take place. Patton (2015) stressed that sensitivity to context is central to qualitative research. The current study has a significant qualitative section, so understanding the context of Costa Rica is particularly important to my research. Patton added that to understand what is going on in a study, we need to attend to larger issue of

context, which has multiple layers and is dynamic. Paying attention to the context of a study helps to produce findings that are useful to those in and outside of that context (Patton, 2015). Hyslop-Margison and Naseem (2007) also stressed that contextual considerations are necessary for research because actions and behaviors have different meaning within different contexts. Consumers of research need to understand context because “all knowledge comes from some or other social perspective” (William & Vogt, 2011, p. 23). Understanding the context of research allows for alternate explanations of a phenomenon. The context of research leads to greater variability in results and is related to the generalizability. Indeed, what works or what may be true in Costa Rica may not work or be true in another context. Therefore, researchers have an obligation to explain the context within which their study takes place. The following section provides a brief overview of the Costa Rican context and makes a case for why Costa Rica was the chosen site for this study.

Costa Rica as the Site of the Study

Studying the growth and teachers’ perception of the International Baccalaureate Diploma Program (IBDP) in Costa Rica makes sense for a variety of reasons. It is noteworthy that between 2009 and 2014, the number of IB programs worldwide grew over 45%; it is now implemented in 147 countries (IBO, n.d.b). The global growth is expected to continue. What is interesting is that the IB started in the late 1960s as a curriculum and program designed specifically for private, international schools serving an elite population (Hill, 2002), but now half of IB schools are state (i.e., public) schools (Resnik, 2015). The greatest number of IB schools are found in the United States, and some argue that it is now taking on a U.S. persona (Bunnell, 2011b). Costa Rica provides

an interesting context through which to examine the growth of the IB because we can learn about how a developing/middle income country is perceived, especially viewed and compared through differences in public and private school teachers. Also, the mission of IB aligns with the Costa Rican narrative of peace, sustainability, and tolerance. This unique characteristic of Costa Rica provides a perspective through which to examine teachers' own global mindedness as they implement this global education curriculum.

Costa Rica is a small, middle-income country in Central America with a population of about five million people. It has an open economy, and many important social guarantees such as minimum wage, length of work week, labor rights, and social security are written into its constitution (Wilson, 1994, p. 152). It boasts a high literacy rate, which is largely due to the fact that it abolished its military in 1948 and redirected funds to social programs, especially education. In terms of its history, there was scarcity of gold in Costa Rica, so there was less class distinction in its founding compared with other Latin American countries. There is also a lack of social upheaval. This is attributed to the fact that there was a small indigenous population so it does not have a history of slave labor, and its mountainous, rugged terrain made Costa Rica relatively isolated (Thompson, 1998). The population also is relatively homogenous.

During the 1980s and 1990s, Costa Rica was a darling of aid agencies, with millions of dollars pouring in from the World Bank and the United States Agency for International Development (USAID). These funds, however, were tied to structural adjustment policies, and this period saw the shift from an agriculture economy to a market economy (Thompson, 1998). By the mid-1990s, foreign aid diminished, but there has been a steady and sustained growth of foreign investment in Costa Rica. The

development model now adopted in Costa Rica reflects neoliberal ideology (Gutierrez, 2007; Thompson, 1998). Interestingly, Costa Rica is in the process of applying for membership into OECD. Joining this elite club of wealthier nations would boost Costa Rica's esteem as an exceptional Latin American country. However, we must not ignore that the poverty rate in Costa Rica is 20% overall, with that number fluctuating depending on the region (Government of Costa Rica, 2014). Still, Costa Ricans have a sense of Central American exceptionality – they have a stable democracy, high levels of education, peace, and a strong healthcare system. Interestingly, the promotion of human rights and sustainable development are features of the recently published National Development Plan. It is also committed to be the first carbon neutral country in the world. Ganimian (2006), Suárez (2008), and Thompson (1998), however, have suggested that the Costa Rican narrative of peace, sustainability, and tolerance may be superficial. Its civic participation is low at 51% (Government of Costa Rica, 2014), and incidences of xenophobia are not uncommon, especially against Nicaraguans.

Costa Rica's education system is structured in four cycles: preschool, primary, secondary, and tertiary. The education system is centrally controlled, and it tends to be bureaucratic. According to its Ministry of Public Education (MEP), Costa Rica offers universal preschool beginning at age four, and it has a participant rate of 63% (OECD, 2017, p. 8). Primary education is compulsory, and it goes from Grade 1 to Grade 6. Secondary education is from Grade 7 to Grade 9 and is also compulsory. Non-compulsory secondary education is from Grade 10 to 12 and is called diversified education. Students in the academic track attend school through the eleventh grade, and must pass the *bachillerato* exam. Once they complete the requirements, they receive a

bachiller certificate, which allows them to attend university. Students in the technical track go to school until Grade 12, and they can earn a certificate as a technician without passing the *bachillerato* exam. Secondary school enrollment in Costa Rica is 71% (Estado de la Educacion, 2017).

The recently published education plan includes the following goals: expansion of English in all schools, beginning in elementary school; incorporation of non-violence, human rights, and sustainability as central themes throughout the curriculum; and expansion of the International Baccalaureate program. They hope to have 20 schools implement the IB Diploma Program by 2018, with at least one IBDP school in every province (Government of Costa Rica, 2014). This last goal, in particular, is highly relevant to my study. In her dissertation on education policy making in Costa Rica in the late 1990s, Thompson (1998) found that teachers felt dominated by international organizations that influenced education policies and reforms. In this study, I looked at how teachers perceive the IB as an outside curriculum coming into Costa Rica, especially in the public schools.

Public and private school distinctions in Costa Rica. The differences between public and private schools in Costa Rica are noteworthy and important for the current study. Costa Rica has a large number of private schools. In fact, 23% of high schools are private (Atlas de educación Costarricense, 2013). The IBDP has been implemented in mostly wealthier schools, and there are more IB schools in the more urban Central Valley than in rural regions. The first IB school in Costa Rica was the private British School, which started implementing the IBDP in 1991. The first public school to do so was the

Liceo San Jose in 2007, which, curiously, is an all-boys public school. There are now 38 IBDP schools in Costa Rica, 18 of which are public.

In Costa Rica, Grade 11 students must pass the end-of-year *bachillerato* exam in order to graduate. In 2011, 34% of students who passed the *bachillerato* were from public schools (Atlas de educación Costarricense, 2013); the rest from private. In other words, significantly more private school students passed the test than public school students. This is disproportionate compared to the number of public high schools there are than to private high schools and reveals the quality difference between public and private education. In Fernández and Del Valle's (2013) article, they pointed to the gaps between public and private school student scores in the PISA exam taken in 2009, which was the first year Costa Rica participated. PISA is the global exam developed and administered by OECD to measure and compare education quality around the world. In 2009, Costa Rica ranked second in Latin America in reading and science and fifth in Latin America for math. In 2015, Costa Rica's PISA scores dropped, and they ranked fourth in reading in Latin America, fifth in science, and sixth in math (Inter-American Development Bank, 2015). Costa Rica ranked far below other OECD countries in all areas and below the baseline scores. Fernández and Del Valle (2013) highlighted the gaps within Costa Rican student achievement, which they attributed to differences in school inputs and socioeconomic factors. Wealthy schools have better inputs and family support, so those students do better. The widest gap in PISA test scores for Costa Rica was based on type of school students attended, with private school students doing significantly better than public school students. The inputs they pointed to include the fact that private schools have more educated and more professional families, so they are able to help their children

more. Private schools also have significantly more teachers with post-graduate degrees than public schools. Private schools have more computers in their schools, more extracurricular activities, and more autonomy and decision-making authority. The quality of resources are better in private schools, although Fernández and Del Valle noted that there are also differences between private schools themselves.

Conclusion

To conclude, one must attend to context in a study, and the Costa Rican context is an interesting one to examine how the IB is being implemented in a developing country. Costa Rica is an appropriate context for many reasons, but particularly because of the public and private school distinctions and the growth of the IB program in that country. The next section provides an overview on neoliberalism and the research on neoliberalism in Costa Rica and in education.

Neoliberalism

One of the research question asks: How is neoliberalism driving the expansion of the International Baccalaureate in Costa Rica? In this section, I will provide an overview of what neoliberalism is. Next, I discuss neoliberalism in Costa Rica, followed by an overview of neoliberalism in education. This review of the literature on neoliberalism provided the background necessary for the analysis of documents in Chapter 4 that demonstrated neoliberalism as a driving force behind the IB's growth in Costa Rica.

What Is Neoliberalism?

Neoliberalism is an economic model that emerged in the 1980s that favors deregulation, free markets, and free trade. It was a rejection of the post-World War II economic model endorsed by economist John Maynard Keynes that promoted

government intervention in market growth (Harvey, 2007, pp. 20-21). Keynesian ideology led to the establishment of the International Monetary Fund (as an effort to manage the international monetary system), the World Bank (to provide loans for post-war reconstruction and later for industrial projects in developing countries), and the World Trade Organization (which manages and enforces free trade agreements). The global economic crisis of the 1970s led to the emergence of a new model of economics, which was neoliberalism.

The neoliberal economic agenda set forth by U.S. President Ronald Reagan and UK Prime Minister Margaret Thatcher in the 1980s prioritized policies and programs that resulted in smaller government and private sector led economic growth (Steger & Roy, 2010). These leaders touted “trickle-down economics,” which freed capital for private sector investment, believing this would generate wealth for everyone (Harvey, 2007). At the heart of these neoliberal policies were tax cuts, promotion of smaller government, loosening regulations on financial markets, growth in privatization, and international free trade agreements. Since private enterprise is at the heart of neoliberalism, competition and innovation are key features. Essentially, neoliberalism favors the market has over the state. It is grounded in the belief that the free market is more efficient and better at economic development than state-run services.

Neoliberalism in Costa Rica

During the 1960s and early 1970s, Costa Rica’s economy grew steadily based on rising prices for its agricultural products, such as coffee, bananas, and beef, and this led to the expansion of its education system. Remarkably, by 1980, Costa Rica “achieved essentially universal primary education, almost half the relevant age cohort were in

secondary school, and 25 students per thousand of total population attended university” (Carnoy & Torres, 1992, p. 1). The government invested heavily in education in the 1960s and 1970s; theories of human capital lead Costa Rica to believe that increasing education rates would result in a more productive workforce and lead to greater social mobility (Carnoy & Torres, 1992, p. 4). Certainly, during this time, Costa Rica reflected a more socialist ideology than a free-market, capitalist ideology.

However, the global oil crisis in the 1970s led Costa Rica into a recession by the end of that decade. In order to stabilize and restore its economy, Costa Rica accepted large loans from the International Monetary Fund (IMF) and the World Bank in the 1980s. The United States, concerned about the spread of communism in Central America, offered significant economic assistance to Costa Rica in order to stabilize the economy and thwart the possibility that Costa Rica would become politically unstable and fall into communism, like neighboring Nicaragua. Spalding (2013) noted:

With [Reagan] administration officials eager to stabilize Costa Rica and showcase a successful democratic market alternative in the region, U.S. economic assistance to Costa Rica more than tripled between 1981 and 1982, and then quadrupled to \$214 million in 1983. U.S. aid to Costa Rica averaged 4% of GDP for the critical 1983–1987 market-transition period... In all, U.S. economic aid to Costa Rica totaled over \$1.4 billion between 1982 and 1995. (p. 35)

Those loans and aid, however, came with conditions of economic reform. New economic policies and structural adjustment programs were implemented, which led to reducing public spending on social services, including education. These market reform policies led neoliberalism to make its way into Costa Rica economics in the 1980s, as

these loans directed the Costa Rica economy to reform along market lines (Spalding, 2013). Carnoy and Torres (1992) noted the consequences of Costa Rica's dependency on foreign aid:

Such massive foreign assistance has made Costa Rica more dependent than ever on foreign 'expertise' in defining how the economy and society will develop in the future. Since Costa Rica's governments are now convinced that economic growth - hence their legitimacy - depends on foreign aid, and foreign aid donors, in turn, 'require' certain conditions to be met, Costa Rica is gradually turning into these donors' vision of its economy and society ... this increased reliance on foreign aid and expertise is also shaping the education system. (p. 19)

Carnoy and Torres identified some of the consequences on the structural adjustment policies on education, including a sharp decline in secondary school enrollment, reduced quality of secondary education, low teacher salaries, and decline of teacher morale. However, it should be noted that teachers fought to increase their salaries to 1970s level and were successful in bringing it back up at the end of the 1980s (Carnoy & Torres, 1992).

Many sectors of Costa Rica moved towards neoliberalism during the 1990s, which persist today. Ancochea (2005) highlighted the large investors that began to focus on Central America and Costa Rica, in particular. Much of these investments centered on large Costa Rican firms and the financial sectors. Mirroring neoliberalism's emphasis on trade, many of the largest Costa Rican firms increased their links with transnational corporations. In Urbina Gaitán's (2012) critical analysis of presidential discourse from 1998-2002, he documented the neoliberal ideology propagated by the president at the

time, Miguel Ángel Rodríguez. He drew out the main topics of discourse as being about education and infrastructure, telecommunications, reduced interest rates and inflation, fiscal reform, access to credit, labor reform, and passing of the Central America Free Trade Agreement (CAFTA), all of which aligned with the neoliberal theory that guided economic politics in Costa Rica. Indeed the shift towards neoliberalism that took place in Costa Rica was heavily influenced by outside aid. Spalding (2013) wrote, “External actors played a critical role in advancing this market reform, with USAID, for geopolitical reasons, taking the lead and working in close collaboration with the IMF and the World Bank” (p. 38). Neoliberalism is undoubtedly continues to guide Costa Rica’s economy. In 2007, Costa Ricans narrowly voted to pass a referendum to join CAFTA, which opened markets even more to privatization. The Heritage Foundation, a conservative U.S. think tank that advocates for neoliberal policies, among other issues, maintains an Economic Freedom Index, which highlights market liberalization. In its 2017 index, Costa Rica ranked tenth in the America region for economic freedom (The Heritage Foundation, 2017).

However, the case of Costa Rica shows that neoliberalism is not a monolith and can be implemented with some variation. Ward (2012) stated, “The specific local implementation of those [neoliberal] ideologies and practices vary considerably with the national political environment in which they were enacted” (p. 31). Neoliberal policies in Costa Rica faced some resistance in legislature and in the streets, and consequently, resulted in what Spalding (2013) referred to as a “Heterodox Right” (p. 208) model of neoliberalism. In this model, the government still runs or maintains a strong presence in many sectors. For example, Spalding wrote, “Even after the gradual opening to private

competition, state banks continued to dominate the banking sector. The state also controlled sugar commercialization, petroleum imports, insurance, telecommunications, and energy distribution” (p. 38). Costa Rica also boasts strong social services, such as health care, pensions, and education, which are state-run.

Today, it could be argued that global neoliberalism and international competition are driving Costa Rican national development priorities, including its education system. Costa Rican economist, academic, and politician Mora Jimenez acknowledged that under the new patterns of world economy, human capital and intellectual development have become the key to economic and social development and the main organizing code of society at the dawn of the 21st century (Jimenez, 2000, p. 62). How neoliberalism guides education needs to be examined.

Neoliberalism in Education

The knowledge economy and human capital. Education discourse in the contemporary world calls for the development of the knowledge economy and human capital, terms that are intrinsically tied to neoliberal economical models. The knowledge economy refers to the idea that economic growth, prosperity, and development depend on the knowledge and skills of workers. The thinking holds that increased investments in education result in economic growth. Similarly, human capital is the belief in educating workers to prepare them for competition in the job market, which is linked to the global economy (Spring, 2009). The link to neoliberalism is clear. Spring (2009) explained that education is an economic investment intended to better prepare workers for multinational corporations. Patrick (2013) also wrote how large corporations benefit from the global emphasis on the knowledge economy.

... intellect of each knowledge worker has become the most important productive resource. Individuals carry the mode of production within them, and shaping the individual intellect must therefore take place through education towards the end of developing human capital and economic growth. The value of knowledge within this paradigm inheres in its utility to develop human capital. Thus, the role of schools and universities in relation to educating the individual has changed markedly in the last thirty years: the end of education can be considered as the creation of the knowledge worker. (p. 2)

In the knowledge economy and human capital model of education, the emphasis is on wealth production, while education to support social, political and economic change is de-emphasized (Spring, 2009, p. 18). Stable employment is the stated goal in this neoliberal perspective, which becomes necessary for participation in society (Peters, 2012). This leads to a stratified system of privilege in nearly all aspects of society based on one's education (Apple, 2017). As can be seen in the Costa Rican case, access to higher levels of education and more elite curricula are perceived paths to better employment and social status.

Role of international organizations. Many scholar have pointed out how international organizations such as the World Bank, the IMF, agencies of the United Nations (e.g., UNESCO and UNICEF), and OECD have been highly influential in promoting the development of the knowledge economy for the economic growth of countries (Apple, 2017; Baker, 2009; Dale, 2005; Spring, 2009; Torres, 2013). Dale (2005) referred to this as the

globally structured agenda for education ... [that is] not reducible to the interests and intentions of any individual nation states, but created by them collectively, in the common interest of those transnational forces currently controlling the global economic system, and constructed as external influences on national systems. (p. 120)

He explained that education is defined at these supranational levels, which are focused on achieving the expansion of the knowledge economy, and countries at a national level then are pressured to align their education systems to the expectations established by these external, international forces (Dale, 2005). This is especially true for developing countries, where requests for aid sets the agenda for neoliberal education reform. The hegemonic nature of global education reform favors powerful countries. Apple (2017) raised concerns about dominant institutions and groups creating educational policies and discourses that ultimately benefit themselves and change the nature of education in different contexts. He wrote, “Dominant groups have actively engaged in a vast social/pedagogic process, one in which what counts as a good school, good knowledge, good teaching, a good student, and good learning are being radically transformed” (Apple, 2017, pp. 148-149). This transformation, then, results in the homogenization of curriculum and pedagogical practices, reflecting the values and education system of dominate countries at the expense of local values, curriculum, and instruction. Dale (2005) warned that these changes in education are “conscious efforts to develop new supranational forms of ‘education’ that consciously seek to undermine and reconfigure existing national forms of education, even as they run alongside them, and even in their shadow” (p. 123). Relating this back to the study at hand, Costa Rican educators and

policymakers must analyze whether the introduction of the IB and reform efforts to reshape curricula are denigrating Costa Rica education content, traditions, and values.

Standardization and testing. Accompanying the global knowledge economy is the phenomena of reducing information to measureable learning objectives that students in a given population should know. “A free-market system of education requires standardized curricula and assessment to compare and rank schools, and provide parent-consumers with information needed to make decisions in the educational marketplace” (Ambrosio, 2013, p. 324). Standardized curricula and their related tests allow for the easy comparison of education achievement between populations. The accountability movement is based on the neoliberal notion of cost-benefit and efficiency (Ambrosio, 2013).

International organizations and powerful nations are increasingly influencing the education system of countries around the world, including the content of curriculum and mechanisms for assessing student learning. Baker (2009) wrote, “Globalization of core ideas has led to the establishment of common definitions of educational inputs and metrics of achievement outcomes which, in turn, generate widespread cross-national comparisons with accompanying impact on national and even local policy debates and issues” (p. 966). Consequently, nations are adopting curriculum standards that are looking more and more the same across the world. Torres (2013) noted this and tied it to neoliberalism when he wrote:

The neoliberal agenda includes a drive towards privatization and decentralization of public forms of education, a movement toward educational standards, a strong emphasis on testing, and a focus on accountability. With regard to accreditation

and universalization, major efforts are underway throughout the world to reform academic programs through accreditation processes and various strategies that produce increased homogeneity across national boundaries. (p. 665)

Spring (2009) likened this homogenization of education to contemporary colonialism. He said that former colonizers work to promote free market reforms and human capital-focused educational reforms through intergovernmental organizations, multinational corporations, and trade agreements, which promote the agenda and interests of wealthy nations and international corporations. This global standardization movement can be seen in the growing curriculum and testing markets, which is supported through neoliberal ideology of accountability and competition.

The World Bank's immense influence in education. Founded in 1944, the World Bank loans money to countries for education, as it believes that economic development depends largely on investment in education (Spring, 2009). It should be noted that the largest shareholders of the World Bank include the United States, Japan, Germany, France, and the United Kingdom (Spring, 2009). One can assume, therefore, that the interests of those countries take precedence in World Bank projects. As the world's largest education funder (Spring, 2009), the World Bank influences curricula and testing throughout the world in order to prepare learners for the knowledge economy. Specifically, according to Spring (2009), the World Bank promotes the inclusion of the following concepts in the countries to which it provides educational aid:

1. Literacy for functioning in the day-to-day life of an economically advanced society
2. Literacy for manipulating information

3. Science and math literacy
4. Foreign language instruction, particularly in English
5. Civic education to achieve rule by law and a good government able to achieve economic development
6. Learning to function in multicultural groups
7. Learning to act autonomously (individualism)
8. Learning to use tools for retrieving and applying knowledge
9. Instruction is assessment-driven
10. Preparation for lifelong learning. (p. 44)

It is notable that these concepts explicitly contribute to the development of the knowledge economy. Countries that borrow from the World Bank are compelled to reform their education to include these concepts, thus resulting in education conformity across World Bank borrowers.

Furthermore, OECD, founded 1961 to promote world trade and economic growth, started sponsoring PISA in 2000, which tests reading, math and science literacy of 15 year olds in 72 countries. Spring (2009) said that the PISA test is becoming an “Academic Olympiad” (p. 93) of competition between member states and “...creates global standards for knowledge required to function in what OECD defines as the everyday life of a global economy (p. 93). The knowledge required centers on math, science, and reading literacy, which are the areas that are tested. The reading test “measures the capacity to understand, use and reflect on written texts in order to achieve goals, develop knowledge and potential, and participate in society” (OECD, n.d.), which are reflective of the goals of the knowledge economy. With the importance placed on

PISA, member countries (and those vying to join the esteemed rank of OECD) implement education reform so that their students fare better on the test. Torres (2013) wrote:

These reforms are characterized by efforts to create measurable performance standards through extensive standardized testing (the new standards and accountability movement), introduction of new teaching and learning methods, leading to the expectation of better performance at low cost (e.g., universalization of textbooks), and improvements in the selection and training of teachers. (p. 664)

What occurs because of these reforms is homogeneity in education standards around the world. The testing that accompanies standards puts into place a system of competition and ranking. The consequence for students is that they are often ranked and sorted into education and employment paths based on their tests results (Ward, 2012). Interestingly, UNESCO's education statistics changed based on pressure from the OECD, World Bank, and other international actors.

The objective of this change was clear; to shift the emphasis and basis of UNESCO education statistics from one that was designed to enable the charting of progress of nation-states towards achieving education as a human right to one where it became possible to create indicators on which all nation states could be compared and against which their progress could be benchmarked. This places great power in the hands of the agencies setting up the statistical variables that would determine what the 'proper' outcomes of education should be, and to produce a basis on which to judge states' progress towards the achievement of these normative targets. (Dale, 2005, p. 119)

This is further evidence of the strong influence that international organizations have over the curricular standards of countries worldwide and the resulting global homogenization of education. In the Costa Rican context, we see education reform efforts that mirror this homogenization. As will be discussed in Chapter 4, the influence of international organizations and multinational corporations are evident in education reform that pushes the Costa Rican education system towards a human capital agenda.

Privatization. Neoliberalism brings forth increased privatization in education. Torres (2013) wrote that privatization of education is likely the most dominant form of educational reform linked to neoliberalism. As the knowledge economy dominates the worldwide educational agenda, efforts to commodify and privatize knowledge, curriculum, and instruction become more common. As Ward (2012) noted, this was “...supported by efforts by the World Bank directly and also through its arms the International Finance Corporation (IFC) and EdInvest that sought to make education an opportunity for investors (p. 95). Ward (2012) noted that in 2001 the Bank declared education as sector for future investment. This means that the education sector has potential for huge profits if privatized and marketized. This opportunistic view of the education market is a clear example of neoliberalism. The issue that emerges from this is dominant forms of knowledge, curriculum, and instruction continue to survive while others may dissipate. The IB can be considered as an example of this privatization of knowledge, as schools must pay significant fees to have access to the curriculum guidelines.

Deskilling of teachers. A potential consequence of the commodification of knowledge, curriculum, and instruction is the deskilling of teachers. As knowledge

becomes segmented into curriculum packages, teachers shift towards a technician role whereby they become administrators of the dissemination of knowledge and are held accountable by externally imposed metrics (Singh, 2015; Ward, 2012). Ward (2012) explained:

The specific content they will deliver will be produced somewhere 'above' the teaching ranks by 'curriculum specialists' or 'knowledge companies,' then purchased and provided as needed to the education practitioners who will then execute the knowledge. Once delivered to these knowledge consumers in their particular knowledge segments, state-mandated and -directed assessment techniques can swoop in and gauge the success of their delivery by the teaching technicians and the degree of 'uptake' by particular knowledge consumers. In this setting, education becomes a stratified commodity with stratified suppliers providing varying items of quality for different marketing niches and class segments, much like the division between consumers who shop at Neiman Marcus or Wal-Mart. (pps. 112-113)

Teaching, therefore, becomes de-professionalized because of the decreased need for knowledgeable and creative teachers due to prefabricated curriculum packages. This deskilling of teachers leads to a new labor market whereby teachers can be viewed as cheaper workers who deliver a standard curriculum (Ward, 2012). The problem, of course, is that students are not homogenous, and quality education requires curricula and pedagogy that are grounded in student experiences. The IB addresses this issue by promoting a student-centered, active pedagogy in its teacher trainings, although there is still a strong emphasis on student achievement on the IB tests. However, as the IB

teachers in Costa Rica who were interviewed for this study confirmed, the teaching approaches they learned in the IB trainings are more student-centered than the traditional approaches used to teach the Costa Rican curriculum.

Conclusion

Neoliberalism has largely integrated into Costa Rican economy and education. The consequences are still to be determined, but the emphasis on competition and human capital development is reshaping Costa Rican education. This review of literature sets the foundation for understanding the findings of the document analysis in Chapter 4, which is related to neoliberalism as a driving force behind the IB's growth in Costa Rica. The next chapter provides an overview of the research methodology that this study followed.

CHAPTER 3. RESEARCH METHODOLOGY

The topics that this study investigated were the forces behind the growth of the IB in Costa Rica, the level of global mindedness of its teachers, and how public schools and private school IB teachers perceive the curriculum. In the past 10 years, the IB has grown exponentially, and it is intended to continue growing. What started as curriculum for private, international schools is now implemented in both public and private schools worldwide. In fact, over half of schools implementing the IB today are public schools (Resnik, 2015). This raises many issues, especially for public schools, including how to prepare teachers to teach this global curriculum and how to balance the curriculum with the local context. In order to investigate some of the issues associated with the growth of the IB in public schools around the world, the study used Costa Rica as a case.

The research questions for the study were as follows:

1. What are the differences on the Global Mindedness Scale (GMS) between secondary teachers in Costa Rican public schools and private schools that have implemented the IB Diploma Program (IBDP)?
 - a. What is the relationship between teachers' background variables to GMS scores?
2. How do select high GMS scoring and low GMS scoring Costa Rican teachers perceive the International Baccalaureate Diploma Program?
3. How do select high GMS scoring and low GMS scoring Costa Rican teachers describe the implementation of the IBDP in their schools and classrooms?

- a. How do the teachers' perception, attitudes, beliefs, and described approaches to implementation of the IBDP reflect a critical perspective, if at all?
4. How does the Creativity, Activity, Service (CAS) requirement of the International Baccalaureate Diploma Program reflect a critical perspective of global education, if at all?
5. How is neoliberalism driving the expansion of the International Baccalaureate in Costa Rica?

Mixed Method Design

The study adopted a mixed method design. Mixed method involves both quantitative and qualitative research. In mixed method studies, a researcher adheres to the following core characteristics:

- Collects and analyzes persuasively and rigorously both qualitative and quantitative data (based on research questions);
- Mixes (or integrates or links) the two forms of data concurrently by combining them (or merging them), sequentially by having one build on the other, or embedding one within the other;
- Gives priority to one or to both forms of data (in terms of what the research emphasizes);
- Uses these procedures in a single study or in multiple phases of a program of study;
- Frames these procedures within philosophical worldviews and theoretical lenses; and

- Combines the procedures into specific research designs that direct the plan for conducting the study. (Creswell & Plano Clark, 2011, p. 5)

In mixed method research, both quantitative and qualitative data and analysis are used to obtain a better, more holistic response to the research questions.

Specifically, the study followed an explanatory sequential mixed method design. In this approach, one begins with a quantitative phase followed by a qualitative phase. The qualitative data helps to explain the quantitative data (Creswell & Plano Clark, 2011). In the first phase of the study, I administered the Global Mindedness Scale (Hett, 1993) to the International Baccalaureate Diploma Program (IBDP) teachers in Costa Rica whose school administrators agreed to participate in the study. The Global Mindedness Scale (GMS) is a widely used and validated instrument to measure global mindedness. The first phase of the study addressed the first research question. Based on results of the quantitative phase, I then selected four IB teachers to interview. The criteria I used for selecting those teachers were that they were IB teachers and that two were among the highest GMS scoring teachers and two were among the lowest GMS scoring teachers. The purpose of the interviews was to better understand their perceptions of the IBDP and their description of its implementation. This second phase addressed the second and third research questions. The fourth research question also relied on qualitative data and analysis, which included documents and observations. The fifth research question relied mainly on documents. The qualitative phase provided rich data to better address the research questions. Figure 1 outlines the methodology for each of the research questions (RQ) and the corresponding type of data collected and analyzed.

RQ1: Quantitative	<ul style="list-style-type: none"> • Global Mindedness Scale to all IB teachers in Costa Rican schools participating in study
RQ2 and RQ3: Qualitative	<ul style="list-style-type: none"> • Interviews with 4 IB DP teachers
RQ 4: Qualitative	<ul style="list-style-type: none"> • Documents related to CAS • Observation of CAS training
RQ5: Qualitative	<ul style="list-style-type: none"> • Documents related to IB DP growth in Costa Rica

Figure 1. Overview of research methods and data.

Before proceeding with the study, I received approval from Florida Atlantic University’s Institutional Review Board (IRB) (see Appendix A) since my study relied on human subjects. The explanatory sequential mixed method design in the current study comprised the following steps.

Step One: Quantitative Research

The first phase of this explanatory sequential mixed-method design was a quantitative one. The research questions that the first phase of this study addressed were: What are the differences on the Global Mindedness Scale (GMS) between secondary teachers in Costa Rican public schools and private schools that have implemented the IB Diploma Program (IBDP)? What is the relationship between teachers’ background variables to GMS scores? I administered a survey, the GMS to IBDP teachers in Costa Rica whose schools participated in the study.

Procedures for step one. The first step of my research process was to secure permission to adapt and use the Global Mindedness Scale for the study (see Appendix B). I then translated the instrument and added questions related to the background variables

for my research. Next, I contacted the Asociación de Colegios del Bachillerato Internacional de Costa Rica (ASOBITICO) (Association of IB Schools in Costa Rica) to ask for institutional support for my research. Specifically, I requested that they introduce me to the school directors and encourage member schools to participate in the study. ASOBITICO was very supportive of my study and provided me with a letter indicating their support for my study (see Appendix C), which I sent to the IB schools in Costa Rica when I contacted them. I contacted the directors of each school individually through email by sending a letter describing my research and asking for their permission to include their school and teachers in the study. At the time this study was conducted, there were 25 IB schools in Costa Rica, 11 of which were public schools. I received positive responses and letters of cooperation from 10 schools, 5 of which were public schools and 5 which were private schools. I then sent an email to the directors or IB coordinators of the 10 schools and asked them to forward a message to their IB teachers where I described the study and asked their consent to participate in the study (see Appendix D). In that email, I included the link for them to complete the GMS online, using Survey Monkey. I sent follow-up messages two times when I did not receive any responses from a given school.

Subjects. As of January 2018, there are 38 IBDP schools, 20 of which are private schools and 18 that are public. However, as stated previously, at the data collection time, there were 25 IB schools. The IB teachers in these schools were the population of the first phase in the research. Their participation supported the analysis of the IB teachers' GMS scores. Table 3 indicates the general characteristic of the IB school in Costa Rica from where the participants were drawn.

Table 3

Schools in Costa Rica Offering the International Baccalaureate Diploma Program

School Name	Type of School	Instructional Language(s)	Region	Year IB Implemented
Academia Teocali	Private, coeducational	English	Liberia, Guanacaste	2014
Ango American School	Private, coeducational	Spanish	Cartago	2017
British School of Costa Rica	Private, coeducational	English	Rohrrose, San Jose	1991
Centro Educativo Futuro Verde	Private, coeducational	Spanish & English	Cobano, Puntarenas	2017
Centro Educativo Nueva Generacion	Private, coeducational	English	San Rafael de Heredia	2015
Colegio Bilingue de Palmares	State, coeducational	Spanish	Palmares, Alajuela	2007
Colegio Internacional SEK – Costa Rica	Private, coeducational	Spanish	Curridabat, San Jose	2017
Colegio de Bagaces	State, coeducational	Spanish	Bagaces, Guanacaste	2012
Del Mar Academy	Private, coeducational	English	Nosara, Guanacaste	2016
Franz Liszt Schule	Private, coeducational	German & English	Santa Ana, San Jose	2017
Instituto Dr. Jaim Weizman	Private, coeducational	Spanish & English	Los Anonos, San Jose	2015
Instituto de Educación Dr. Clodomiro Picado Twight	State, coeducational	Spanish	Turrialba, Cartago	2017
Iribo School	Private, female	Spanish	Curridabat, San Jose	2013

Table 3 (cont.)

School Name	Type of School	Instructional Language(s)	Region	Year IB Implemented
La Paz Community School	Private, coeducational	Spanish & English	Flamingo, Guanacaste	2013
Liceo Gregorio Jose Ramirez Castro	State, coeducational	Spanish	Montecillos de Alajuela, Alajuela	2011
Liceo Nuevo de Limón	State, coeducational	Spanish	Limón	2016
Liceo Pacifico Sur	State, coeducational	Spanish	Ciudad Cortés, Puntarenas	2017
Liceo San Carlos	State, coeducational	English	Ciudad Quesada, Alajuela	2015
Liceo Santo Domingo	State, coeducational	Spanish	Santo Domingo de Heredia, Heredia	2016
Liceo Sinaí	State, coeducational	Spanish	San Isidro Pérez Zeledón, San José	2016
Liceo de Cariari	State, coeducational	Spanish	Pococi, Limon	2013
Liceo de Costa Rica	State, male	Spanish	San Jose	2007
Liceo de Cot	State, coeducational	Spanish	Cartago	2016
Liceo de Miramar	State, coeducational	Spanish	Miramar de Montes de Oro Puntarenas	2016
Liceo de Moravia	State, coeducational	English	Moravia, San Jose	2015
Liceo de Poas	State, coeducational	Spanish	San Pedro de Poas, Alajuela	2013
Liceo de Puriscal	State, coeducational	Spanish	Puriscal, San Jose	2012
Liceo de Tarrazu	State, coeducational	English	San Marcos de Tarrazu, San Jose	2013

Table 3 (cont.)

School Name	Type of School	Instructional Language(s)	Region	Year IB Implemented
Liceo de Villarreal	State, coeducational	Spanish	Santa Cruz Villarreal, Guanacaste	2016
Lighthouse International School	Private, coeducational	English	Escazu, San Jose	2015
Lincoln School	Private, coeducational	English	San Miguel de Santo Domingo, Heredia	1995
Pan-American School	Private, coeducational	Spanish & English	San Antonio de Belen, Heredia	2015
Saint Mary School	Private, coeducational	Spanish	Escazu, San Jose	2014
St. Jude School	Private, coeducational	Spanish	Santa Ana, San Jose	2017
The Blue Valley School	Private, coeducational	English	Escazu, San Jose	2003
The European School	Private, coeducational	English	Heredia	1997
United World College Costa Rica	Private, coeducational	Spanish & English	Santa Ana, San Jose	2002
Yorkin School	Private, male	Spanish	Curridabat, San Jose	2013

Sampling for the first phase was purposeful. The criteria for being a participant in the first phase was being an IB teacher. The approximate total number of IB teachers in Costa Rica is 675 ($N=675$). However, at the time of the study, the number of IB teachers in Costa Rica was approximately 350. The number of teachers who responded to the survey is 80 ($n=80$). The instrument that was used in the first phase provided information about the demographics and experiences of the participants.

Instrumentation. The GMS is an appropriate instrument to use because it addressed the first research question. It was the most appropriate scale found to measure

global mindedness, and it has been widely used and is a reliable instrument. The GMS measures the attitude, beliefs, and behaviors associated with global mindedness. It is a useful instrument to use in the study to better understand teachers who implement the IBDP, which is a curriculum that aims to develop global mindedness in students. The GMS is a 30-item, 5-point Likert-type scale. Likert scales are widely used in social science research and can provide meaningful data.

Scale reliability. Hett developed the GMS in 1993 and its reliability as an instrument is documented. In conducting a reliability analysis, Hett calculated the content validity index at an acceptable .88. In terms of the overall scale's internal consistency reliability, the GMS has a Cronbach's alpha at .90, which is acceptable and ensures the reliability of the overall scale (Hett, 1993). Since my sample was largely Spanish-speaking, I translated the GMS to Spanish and had two reliable educators and scholars review the translation to ensure that the essence and meanings were preserved. One of the reviewers was Costa Rican to ensure cultural and linguistic accuracy. Items that needed to be altered included the multiple reference to the United States and Americans, which I changed into Costa Rica or, at times, simply "my country". Furthermore, item 26, which originally said, "I sometimes try to imagine how a person who is always hungry must feel" was changed to "I sometimes try to imagine how a refugee fleeing war must feel" in order to reflect more contemporary global issues. The adapted scale was used both in the English version of the instrument as well as the Spanish version. I also added demographic and other questions to the scale to help answer the second part of the first research question related to background variables that may have contributed to their scores. For example, I included questions about participants' age, sex, type of school in

which they teach, how long they have been teaching the IBDP, how much time they have spent outside of Costa Rica, languages spoken, etc. Appendix E includes the English GMS survey with the added demographics and background questions.

I pilot tested the translated instrument for reliability. To do this, I asked 25 teachers in Costa Rica who were not be part of the study to take the translated GMS. These teachers were Spanish-speaking elementary school teachers. I explained to these participants the nature of the study and made it clear to them that their participation in taking the GMS was to help establish the reliability for the instrument, which would then be used for the study. In this administration of the GMS, the analysis was focused on establishing reliability of the translated instrument. In the pilot test, the scale reliability achieved a Cronbach's alpha of .921, which is very close to Hett's original analysis. The final Spanish translation of the GMS with the demographics and background questions can be found in Appendix F.

Survey response rate. The 10 schools that participated in this study have approximately 180 IBDP teachers. Determining the exact number of teachers in those 10 schools was not possible, but the estimate of 180 is strong, based on information provided by some administrators, the school size, and the number of IBDP courses offered. Eighty-six teachers responded to the survey, but six submissions had to be eliminated because those responses came from teachers who indicated they did not teach any IBDP course. This study was focusing only on IBDP teachers, so 80 respondents were included in the analysis. Therefore, based on the estimate of 180 IBDP teachers at the participating schools, the approximate response rate was 44%.

Analysis. The survey responses were transferred from Survey Monkey to SPSS software. The data entered in SPSS included the total GMS scores and the responses to the 15 questions about participants' background and experience. The original GMS has five subscales, but for the purpose of this study, I only sought to examine teachers' overall GMS score. The range of scores on the GMS is from 30 – 150. The higher the score, the greater indication of global mindedness. The participants' total GMS score was the dependent variable in the analysis. The 15 other questions served as the independent variables in the analysis.

Using SPSS, I first ran descriptive statistics, where data about frequencies gave a picture of the participants. Next, an independent *t*-test was conducted to compare the mean GMS scores of public and private school teachers to answer the first research question. The independent *t*-test allowed me to determine if there was a statistically significant difference between the mean of the two groups (i.e., private and public school teachers). The means from my study were also compared with results from other studies that use the GMS, which is discussed in Chapter 5.

Additionally, I ran multiple regression. The variables I tested were the teacher demographic, background, and school questions that I added to the survey (e.g., age, sex, type of school they teach, how long they have been teaching the IBDP, how much time they have spent outside of Costa Rica, languages spoken, etc.). The multiple regression examined if the independent variables were good predictors of teachers' GMS scores. Two respondents skipped the question about how many years of teaching they had, and one respondent skipped the question on how many years they had been teaching the IBDP, so those responses were omitted from the analysis.

Step Two: Qualitative Research

The second phase of the explanatory sequential mixed method design was the qualitative phase. For two of the research questions, I followed a case study approach, which is an in-depth examination of a bounded system (Merriam, 2009; Yin, 1994). A case study is not for generalizing, but it helps in understanding the complexity of a phenomenon (Creswell, 2007). This approach was appropriate because two of the research questions encompassed a bounded system (i.e., teachers in school settings in Costa Rica). I compared cases, as my research questions required multiple sites to allow for comparison. Specifically, the qualitative phase addressed the following research questions:

2. How do select high GMS scoring and low GMS scoring Costa Rican teachers perceive the International Baccalaureate Diploma Program?
3. How do select high GMS scoring and low GMS scoring Costa Rican teachers describe the implementation of the IBDP in their schools and classrooms?
 - a. How do the teachers' perception, attitudes, beliefs, and described approaches to implementation of the IBDP reflect a critical perspective, if at all?
4. How does the Creativity, Activity, Service (CAS) requirement of the International Baccalaureate Diploma Program reflect a critical perspective of global education, if at all?
5. How is neoliberalism driving the expansion of the International Baccalaureate in Costa Rica?

Procedures for step two. After collecting and analyzing the GMS results, I selected two high scoring IB teachers and two lower scoring IB teachers for the second phase of this study. The selection was based on their overall GMS scores as well as the participants who provided their contact information on the survey. They also were willing and available to be interviewed. I contacted those four teachers through both a phone call and email message explaining the nature of the study and asking for their participation. Once they agreed to be interviewed, and after secured their informed consent, I scheduled at time to visit them for the interview. In order to address the fourth research question, I observed an IB training workshop for CAS teachers. I chose to analyze the CAS requirement because it is an integral part of the IBDP, and its service component helps to reveal the degree to which the IBDP follows a critical approach. I also collected and analyzed primary and secondary data related to the CAS program. Finally, I analyzed primary and secondary documents to address the last research question related to neoliberalism as a driving force in Costa Rica's IBDP expansion. The process I followed for each of these is explained.

Interviews. One method of data collection that I used for this second, qualitative phase was the interview. Kvale (1996) promoted the use of interviews in qualitative studies because it provides us with an understanding of the world through the participants' point of view. The interviews were one-on-one and were semi-structured (Merriam, 2009). I developed and followed a protocol for the interview (see Appendix G). Yin (1994) suggested that interview protocols be piloted before their use, and I followed that advice. I pilot tested the protocol with two teachers in Costa Rica – a Spanish speaking teacher and an English speaking teacher. These two teachers were

teachers in Costa Rica whom I know. Based on the pilot test, I modified the interview protocol by eliminating six questions that were redundant. I recorded the interviews, after first getting participants' permission to do so. Directly after the interviews, I took notes about the interview as well.

Sampling. The participants for my interviews were purposefully selected based on the first, quantitative phase of the study. Purposeful sampling is when “the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2007, p. 125). The participants were purposefully sampled in order to best inform my research questions. Out of the 80 respondents to the GMS, 51 provided contact information for the possibility of being interviewed. Based on the overall GMS results, I purposefully selected two high scoring IB teachers in the GMS and two lower scoring IB teachers for a total of four teachers to interview. Several of the teachers I contacted did not return my phone call and/or email message inviting them for an interview. The four participants who were available to be interviewed had range of high and low GMS scores. This helped to provide a more holistic perspective on the IBDP in Costa Rica and allowed for greater comparison on the experience of teachers. Creswell (2007) also suggested that four to five subjects is an appropriate number for a case study. I used the sampling method of maximum variation by interviewing two high scoring and two low GMS scoring IB teachers. This helped to examine multiple perspectives, which are ideal in qualitative research (Creswell, 2007). Another criterion for selection was that interviewees represented private and public schools. I also sought to have both male and female interviewees. All my subjects met the criteria for interviews, which provided

quality assurance for my study. Table 4 provides information about interviewees' GMS scores as well as their percentile rank from all the subjects.

Table 4

Interviewees' GMS Scores and Percentile Rank

Pseudonym	GMS Score	Percentile Rank
Teacher A	143	96
Teacher B	138	88
Teacher C	125	40
Teacher D	117	10

Analysis. Each interview took approximately one hour to conduct, and I followed the interview protocol. All the interviews were conducted in Spanish, so I translated the transcripts into English shortly after the interviews. A native Spanish speaker from Costa Rica, who was not part of the study, reviewed the translations. I then sent the transcripts to each interviewees for member checking. One interviewee responded with some minor corrections on the name of her degree and information about classes she taught. The interview transcripts ranged from three to five pages in length. The transcripts were imported into Atlas.ti, a qualitative data analysis software. The initial coding was in-vivo, where I used participants' own words to generate the codes. Sixty-two codes were produced in this first cycle of coding, which Saldaña (2016) explained is the process "that happen[s] during the initial coding of data" (p. 68). Some passages from the interviews were double coded, meaning that two or more codes were assigned to the passage (Saldaña, 2016). I then went back and narrowed down the codes, eliminating

redundancy and creating new codes that captured the main ideas from the redundant codes. This led to a shorter list of 46 codes.

From that list, I began organizing related codes into categories. In this second cycle of coding, the goal was to “develop a sense of categorical, thematic, conceptual, and/or theoretical organization from your array of first cycle codes” (Saldaña, 2016, p. 234). Merriam (2009) reminded us that categories capture “some recurring pattern that cuts across your data ... [and are] ... abstractions derived from the data, not the data themselves” (p. 181). In this second cycle, I employed pattern coding to develop the categories. Saldaña (2016) defined pattern coding as the process of sifting through the first cycle codes and placing them in to “more meaningful and parsimonious units of analysis” (p. 236). In total, the data led to 14 categories. I then analyzed those categories for relationships, and what emerged were four themes, which will be discussed in the next chapter. Figure 2 shows the analysis process for the interviews.

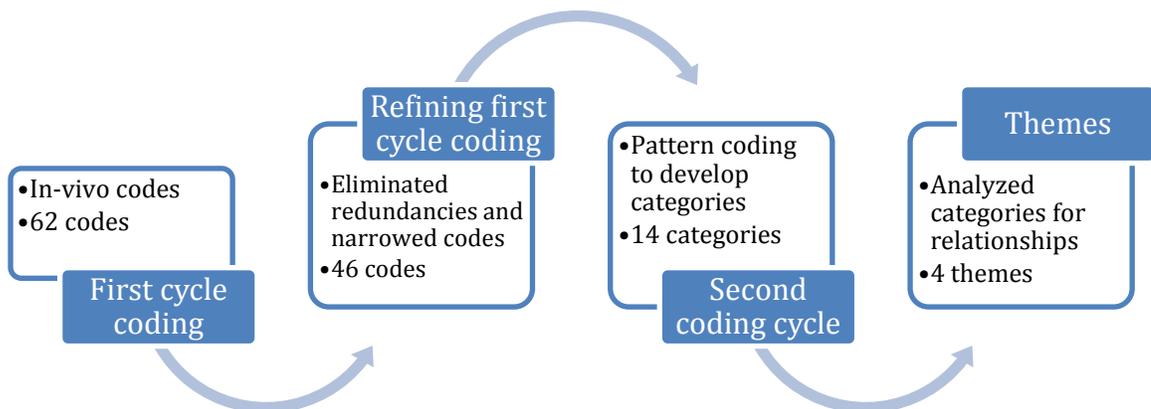


Figure 2. Analysis process of interview.

Observation for CAS analysis. The fourth research question examined the CAS requirement, which was purposefully selected because CAS is an essential and unique part of the IBDP, and its action-oriented objectives align with contemporary

conceptualizations of global citizenship education. I observed a two-day IB training for CAS teachers provided by ASOBITICO, the Association of International Baccalaureate in Costa Rica. This observation was a direct, unstructured observation. I took detailed notes of what I observed and concurrently documented my thoughts of what I was observing. I first secured permission from the ASOBITICO director to observe the CAS training taking place in Costa Rica in July 2016 over two days. The training was conducted in Spanish and took place at a private, international school that was one of the first schools in Costa Rica to implement the IB decades ago. I took the role of participant as observer (Merriam, 2009), where I fully participated in the workshop and recorded my observations. I was introduced at the beginning of the two-day workshop as a doctoral student researching the IB in Costa Rica, and the facilitators informed the participants that I would be participating in all activities. The participants did not appear to behave differently due to my presence as I fully engaged with the workshop activities. There were several times when I was asked by participants about the school where I worked, and I reiterated that I was not an IB teacher but there for research. The response was typically, “Oh, that’s right. I forgot.” I recorded my observation on a notebook and transcribed my notes after each day to a word processing software. The notes yielded nine typed pages of my observation records.

Review of documents for CAS analysis. Part of the data collection were also primary documents. The documents used for analyzing CAS included the following:

- Creativity, activity, service guide for students graduating in 2017 and after (IBO, 2015a);

- Creativity, action, service: Additional guidance for students graduating in 2010 and thereafter (IBO, 2012);
- Creativity, activity, service teacher support material (IBO, 2015b);
- Training Manual for July 2016 workshop: IB Américas CAS Categoría 1 by Andrés Murillo y Alexis Zúñiga (2012); and
- Observation notes from July 4 and 5, 2016 CAS training in Costa Rica.

During the training, I was given access to an IB database for resources, and I was also given a flash drive with the training manual and CAS guide. In the database, I downloaded the additional guidance book and the teacher support manual for CAS by the IBO.

Analysis. To analyze the documents and observation notes, I used Andreotti's (2006) framework to create an a priori list of codes to use in the first cycle of coding. This a priori provisional list of codes is "determined beforehand to harmonize with your study's conceptual framework or paradigm, and to enable an analysis that directly answers your research questions and goals" (Saldaña, 2016, p. 71). Appendix I lists the codes used for the analysis of CAS based on this framework. I coded the IB CAS documents and the observation notes manually, using pencil and writing in the margins of the documents. I then went through the documents and notes again to check the codes; I used a blue highlighter to mark all the codes that were associated with a critical perspective and a yellow highlighter to mark all the codes that were associated with a soft perspective. I reviewed the documents and observation notes again to look for patterns in the codes. In this second cycle of coding, I looked for codes that were used most

frequently. The frequency of codes used provided information about the degree to which CAS reflects a critical perspective of global education.

Review of documents for neoliberalism analysis. To address the last research question, I gathered primary documents from the Costa Rica Ministry of Education, other Costa Rica governmental agencies, the U.S. Chamber of Commerce in Costa Rica, ASOBITICO, and documents from international organizations that work in Costa Rica. I also gathered secondary documents that address the issue of neoliberalism in Costa Rica, including previous doctoral dissertations and other scholarly articles that look into this issue.

Analysis. In the analysis of the primary and secondary documents gathered to answer the last two research question was done through a critical perspective. I used a priori codes in the initial coding, which were key words drawn from literature neoliberalism, which were discussed in the literature review. That list became the code list used during the first cycle of coding (see Appendix J). In the second cycle of coding, the categories and themes emerged that help address the research questions.

Conclusion

This mixed-method study addressed the research questions and provided thorough and comprehensive answers. It started with quantitative data derived from the GMS, then it followed with the qualitative analysis of interviews, observations, and documents. The benefit of using a mixed method approach is that multiple sources of data and analysis can provide a more complete understanding of the phenomena (Creswell & Plano Clark, 2011). The next chapter presents the findings from the study.

CHAPTER 4. FINDINGS

Introduction

The purpose of this explanatory sequential mixed method study was to examine the global mindedness of public and private school Costa Rican teachers of the International Baccalaureate Diploma Program (IBDP) and to understand their perceptions of the IB. The study also aimed to understand the IBDP as a form of global citizenship education through a critical analysis. The research questions that drove this study were the following:

1. What are the differences on the Global Mindedness Scale (GMS) between secondary teachers in Costa Rican public schools and private schools that have implemented the IB Diploma Program (IBDP)?
 - a. What is the relationship between teachers' background variables to GMS scores?
2. How do select high GMS scoring and low GMS scoring Costa Rican teachers perceive the International Baccalaureate Diploma Program?
3. How do select high GMS scoring and low GMS scoring Costa Rican teachers describe the implementation of the IBDP in their schools and classrooms?
 - a. How do the teachers' perception, attitudes, beliefs, and described approaches to implementation of the IBDP reflect a critical perspective, if at all?

4. How does the Creativity, Activity, Service (CAS) requirement of the International Baccalaureate Diploma Program reflect contemporary, critical perspective of global education, if at all?
5. How is neoliberalism driving the expansion of the International Baccalaureate in Costa Rica?

This chapter presents the findings from the study. It begins with analysis of the results of the survey instrument, the Global Mindedness Scale, answering the first research question, which is quantitative. Next, the findings from the teacher interviews address research questions two and three. Following that, the results of the analysis of the CAS program of the IBDP will be presented, addressing research question four. Finally, an analysis of neoliberalism in Costa Rica will address research question five.

Research Question 1: Quantitative

To answer the first research questions, I sent a survey to the administrators of the 10 participating schools, asking them to send the letter of cooperation and the link to the survey posted on Survey Monkey. Participants could select to take the English or Spanish version of the survey. Twenty participants answered the English survey and 60 participants answered the Spanish survey. The survey began with a consent to participate, and if participants agreed, they found the 30 questions of the GMS, followed by 15 questions related to their background and experience. Those 15 questions served as the basis for answering the research question about the relationship between variables and GMS scores. The final question asked to provide contact information if they agreed to be interviewed for the study.

Survey Findings

This section explains the results of the survey, beginning with descriptive statistics of the participants. It is followed with the statistical analysis of the results, which addressed the first research question.

Descriptive statistics. Of the 80 participants, 43 (53.8%) taught in public schools, and the remaining 37 (46.3%) taught in private schools. Given that 5 of the 10 schools participating in the study were public and the other 5 were private, the participants closely resembled the population. Thirty-five (43.8%) males and forty-five (56.3%) females responded to the survey. Participants represented a wide range of ages, as can be seen in Table 5.

Table 5

Age of Participants

Participant Age	Frequency	Percent
26-30 yrs	12	15.0
31-35 yrs	18	22.5
36-40 yrs	15	18.8
41-45 yrs	8	10.0
46-50 yrs	8	10.0
51-55 yrs	8	10.0
56-60 yrs	8	10.0
61-65 yrs	1	1.3
66+ yrs	2	2.5
Total	80	100.0

Fifty-eight respondents (72.5%) were born in Costa Rica. The other birth countries were grouped together by region. Five respondents (6.3%) listed either the United States or Canada as their birth countries. Six respondents (7.5%) listed the United Kingdom as their birth country, and six other respondents (7.5%) listed other European country as their birth country. Two respondents (2.5%) listed other Central American countries as their birthplace. One respondent (1.3%) said they were born in a Caribbean country, and another (1.3%) said they were born in an African country. One respondent (1.3%) did not list their country of birth.

A majority of the respondents (85%) indicated that they have traveled outside their country of birth. Only 12 respondents (15%) said they never traveled outside their birth country. The 68 respondents who indicated they have traveled have been to a varying number of countries. Table 6 shows the number of countries to which the respondents have traveled.

Table 6

Number of Countries Traveled

Number of Countries	Frequency	Percent
1	7	8.8
2-3	16	20.0
4-5	12	15.0
6-9	13	16.3
10-14	9	11.3
15 +	11	13.8
Total	68	85.0
Missing	12	15.0

Furthermore, 37 respondents (46.3%) said they have lived outside their country of birth, with the remaining 43 respondents (53.8%) indicating never having lived outside their birth country. Interestingly, 12 of the respondents (32.4%) who said they have lived outside their country of birth have lived in another country for more than 20 years. Table 7 shows the amount of time respondents have lived outside their country of birth.

Table 7

Time Lived Outside Birth Country

Time Outside Birth Country	Frequency	Percent	Valid Percent
1-3 months	1	1.3	2.7
4-6 months	1	1.3	2.7
7-9 months	1	1.3	2.7
10-12 months	3	3.8	8.1
13-23 months	2	2.5	5.4
2-3 years	4	5.0	10.8
4-6 years	6	7.5	16.2
7-10 years	3	3.8	8.1
11-15 years	3	3.8	8.1
16-20 years	1	1.3	2.7
More than 20 years	12	15.0	32.4
Total	37	46.3	100.0
Missing	43	53.8	

A majority of the respondents (76.3%) indicated they spoke Spanish as their first language. English was the first language of 17.5% of respondents, and the remaining 6.3% said their first language was another language. Nearly half the respondents (48.8%) said they spoke more than one language fluently. Table 8 shows how many languages the respondents indicated they could fluently speak.

Table 8

Number of Languages Spoken Fluently

Number of Languages	Frequency	Percent
1	41	51.3
2	30	37.5
3	8	10.0
4	1	1.3
Total	80	100.0

The respondents of the survey have a range of teaching experience. The majority are highly experienced teachers. Two respondents did not mark how many years they have taught. Table 9 shows the years of teaching experience the respondents indicated having.

Table 9

Number of Years Teaching

Years Teaching	Frequency	Percent	Valid Percent
1-2 years	1	1.3	1.3
3-4 years	4	5.0	5.1
5-6 years	3	3.8	3.8
7-8 years	7	8.8	9.0
9-10 years	10	12.5	12.8
11-15 years	19	23.8	24.4
16-20 years	17	21.3	21.8
21-25 years	9	11.3	11.5
More than 20 years	8	10.0	10.3
Total	78	97.5	100.0
Missing	2	2.5	

The survey asked the respondents to list the title of the IBDP courses they taught. In analyzing the data, I created categories for their responses. Under the category of “Humanities/Social Studies” are courses in literature, language, history, economics, and geography. Under “STEM” are courses in science, technology, and math. The category “CAS/TOK” are for those who only taught the Creativity, Activity, Service (CAS) course or the Theory of Knowledge (TOK) course. The “Multiple” category included those who taught STEM courses as well as CAS or TOK. Those who taught humanities/social science courses as well as CAS or TOK were categorized under “Humanities/Social Science.” A majority of respondents taught courses in “Humanities/Social Studies.” Table 10 shows the breakdown of how many respondents teach in each category.

Table 10

IB Courses Taught

IB Course Category	Frequency	Percent
Humanities/Social Studies	44	55.0
STEM	25	31.3
CAS / TOK	9	11.3
Multiple	2	2.5
Total	80	100.0

The teachers had a wide range of experience teaching in the IBDP. A majority had less than five years of experience teaching in the IBDP. Table 11 shows the range of teaching experience with the IBDP.

Table 11

Number of Years Teaching IBDP

Years Teaching	Frequency	Percent	Valid Percent
Less than 1 year	12	15.0	15.2
1-2 years	18	22.5	22.8
3-4 years	23	28.8	29.1
5-6 years	10	12.5	12.7
7-8 years	6	7.5	7.6
9-10 years	2	2.5	2.5
11-15 years	5	6.3	6.3
16-20 years	2	2.5	2.5
21-25 years	1	1.3	1.3
Total	79	98.8	100.0
Missing	1	1.3	

Finally, the mean GMS score for all 80 participants was 124.88, with scores ranging from 98 to 147. As previously stated, the possible range of scores is from 30 – 150, with higher scores an indication of greater global mindedness. Table 12 shows the descriptive statistics of all participants for the GMS score, and Figure 3 is the histogram, which shows there are no outliers. The teacher backgrounds and experiences served as the variables to respond to the question, “What is the relationship between teachers’ background variables to GMS scores?”

Table 12

Descriptive Statistics for GMS Score

	<u>N</u>	<u>Range</u>	<u>Min.</u>	<u>Max.</u>	<u>Mean</u>	<u>SD</u>	<u>Variance</u>	<u>Skewness</u>	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
GMS	80	49.00	98.00	147.00	124.8750	9.78810	95.807	-.205	.269
Valid N (listwise)	80								

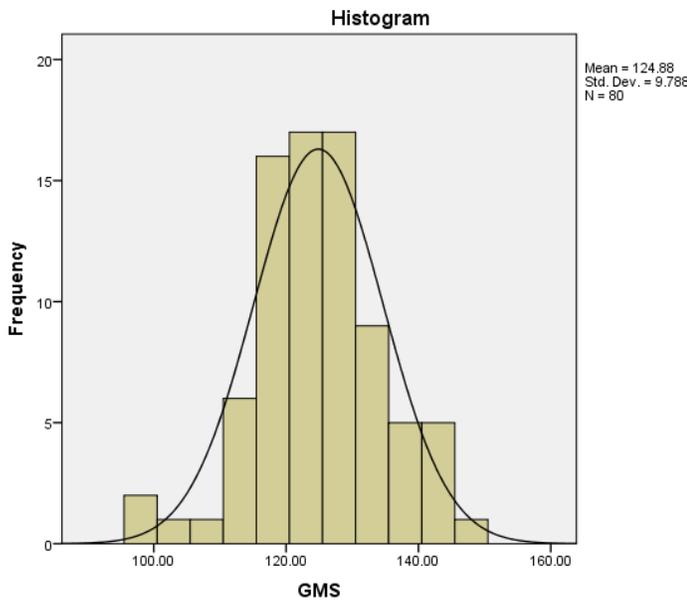


Figure 3. Histogram of GMS scores.

Independent t-test analysis. To answer part of the first research question related to the differences on the GMS between secondary teachers in Costa Rican public and private schools that have implemented the IBDP, I conducted an independent *t*-test. This was to compare the means of two school types to determine if there was statistical evidence that the population means on the GMS scores were significantly different. The mean for 43 public school teachers on the GMS was 125.28, with a standard deviation of

8.48. The mean for the 37 private school teachers was 124.41, with a standard deviation of 11.22. Table 13 shows the result of the independent *t*-test.

Table 13

Independent Samples Test for GMS on School Type

	<u>Levene's Test for Equality of Variances</u>		<u>t-test for Equality of Means</u>						
	<u>F</u>	<u>p</u>	<u>t</u>	<u>df</u>	<u>p</u>	<u>Mean Diff.</u>	<u>Std. Error Diff.</u>	<u>95% Confidence Interval of the Difference</u>	
								Lower	Upper
GMS									
Equal Variances Assumed	1.314	.255	.396	78	.693	.87366	2.20668	-3.51949	5.26682

Since $p = .255$ is more than the significance level $\alpha = 0.05$ in Levene's test, equal variances were assumed for the *t*-test. Therefore, the null hypothesis was not rejected, with the conclusion that the mean of the public and private school teachers on the GMS is not significantly different. The variability in public schools and private school teachers on the GMS is about the same. Therefore, the answer to the first research question is that there is not a significant difference on the GMS between IBDP teachers in Costa Rican public and private schools.

Multiple regression analysis. In order to respond to the other part of the research question (i.e., What is the relationship between teachers' background variables and GMS scores), I conducted multiple regression analysis. The independent variables used for this analysis included the following: gender, age, if they traveled outside their country of birth, if they lived outside their country of birth, the number of languages they spoke

fluently, the number of years of teaching experience they had, the number of years of experience they had teaching the IB, the type of school where they teach (i.e., public or private), which geographic region they are from, and what category of IB courses they teach. Since participants' geographic region and IB courses were categorical variables, I used dummy codes to enter the data. The participants' birth country was categorized into three geographic regions, including Central America, North America, and Europe, as 78 of the 80 participants fell under one of those regions. Two participants did not fall under any of those regions and one participant did not disclose their birth country, so they were not included in the multiple regression analysis. I categorized the IB courses into three areas for the dummy coding: humanities/social studies; science, technology, engineering, and mathematics (STEM); and Creativity, Activity, Service or Theory of Knowledge (CASTOK), which are unique requirements of the IBDP.

Pearson's correlation revealed the degree to which the independent variables (teachers' backgrounds) were related to the GMS (dependent) variable. The variables all showed weak relationship with the GMS. The relationship between age and GMS score was significant ($p < .05$), but the linear relationship is of weak strength because the Pearson Correlation r value (.203) is close to zero. The correlation was positive, meaning that when age increased, it moved the GMS score higher. The relationship between those who have lived outside their country of birth and the GMS score was also significant, although the strength of the relationship was small ($r = -.226$). In the case of this nominal variable, the coding used was higher for those who had not lived outside the country. Therefore, the negative correlation means that those who had lived outside of their country of birth displayed higher GMS scores than those who had never lived outside of

their country. The final variable that showed significant relationship to the GMS was those who taught a science, technology, engineering, or math (STEM) IB class. The relationship was small ($r = -.255$), but the negative correlation indicates that those who taught STEM courses manifested lower GMS scores. Table 14 shows the correlations.

Furthermore, the multiple regression model did not predict a significant portion of GMS variance, $R^2 = .214$, $F(13,63) = 1.321$, $p > .05$. The model was not significant.

Furthermore, there were no multicollinearity problems. This is evident from the VIFs in Table 15, where all were < 3 . Concerns would be present if VIFs were > 10 .

Table 14

Correlations Among Predictors and the GMS

	GMS	Age*	If have traveled	Gender	If lived outside birth country*	Number languages spoken	Yrs Tchng	IB Courses	YrsTch IB	School type	D1_USACanada	D2_European	D1_STEM*	D2_CASTOK
GMS	1.000	.203	-.138	-.138	-.226	.099	.186	-.186	.080	-.010	.111	.059	-.255	.047
Age*	.203	1.000	.009	.040	-.260	.179	.700	-.036	.359	.202	.210	.162	-.114	.046
If they have traveled	-.138	.009	1.000	-.123	.382	-.363	-.006	.107	-.176	-.320	-.101	-.175	.237	-.156
Gender	-.138	.040	-.123	1.000	-.106	.122	-.016	-.078	.004	.129	.090	.064	-.110	-.002
If lived outside birth country*	-.226	-.260	.382	-.106	1.000	-.580	-.085	.021	-.316	-.554	-.263	-.459	.114	-.165
Number of languages spoken	.099	.179	-.363	.122	-.580	1.000	.086	-.006	.229	.335	.133	.390	-.154	.207
YrsTchng	.186	.700	-.006	-.016	-.085	.086	1.000	-.090	.396	-.068	.122	-.045	-.173	.017
IBCourses	-.186	-.036	.107	-.078	.021	-.006	-.090	1.000	-.064	-.108	-.041	-.094	.320	.630
YrsTchIB	.080	.359	-.176	.004	-.316	.229	.396	-.064	1.000	.283	.090	.296	.047	-.096
School type	-.010	.202	-.320	.129	-.554	.335	-.068	-.108	.283	1.000	.256	.373	-.020	-.007
D1_USACanada	.111	.210	-.101	.090	-.263	.133	.122	-.041	.090	.256	1.000	-.096	-.162	.097
D2_European	.059	.162	-.175	.064	-.459	.390	-.045	-.094	.296	.373	-.096	1.000	-.204	.083
D1_STEM*	-.255	-.114	.237	-.110	.114	-.154	-.173	.320	.047	-.020	-.162	-.204	1.000	-.252
D2_CASTOK	.047	.046	-.156	-.002	-.165	.207	.017	.630	-.096	-.007	.097	.083	-.252	1.000

Note: * Predictor criterion score was $p < .05$

Table 15

Multiple Regression Coefficients of All Variables Predicting GMS

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	<i>B</i>	Std. Error	Beta	<i>t</i>	<i>p</i>	Tolerance	VIF
1 (Constant)	152.017	12.012		12.656	.000		
Age	.848	.795	.186	1.066	.291	.410	2.439
If they have traveled	-1.767	3.473	-.067	-.509	.613	.714	1.401
Gender	-3.508	2.191	-.183	-1.602	.114	.957	1.045
If lived outside birth country	-6.094	3.199	-.318	-1.905	.061	.449	2.229
Number of languages spoken	-.907	1.935	-.067	-.468	.641	.604	1.655
YrsTching	-.203	.928	-.040	-.219	.827	.375	2.668
IBCourses	-2.909	2.321	-.241	-1.253	.215	.339	2.954
YrsTchIB	.074	.707	.015	.105	.916	.639	1.566
School type	-3.989	2.858	-.208	-1.396	.168	.559	1.789
D1_USACanada	.619	5.438	.014	.114	.910	.777	1.286
D2_European	-2.092	3.992	-.077	-.524	.602	.580	1.724
D1_STEM	-2.686	3.191	-.132	-.842	.403	.507	1.972
D2_CASTOK	3.347	5.686	.113	.589	.558	.339	2.948

Note. Dependent variable: GMS

Conclusion. In summary, the data revealed a weak relationship between the variables and the GMS scores. There was no significant difference between private and public school teachers on the GMS scores. Older participants and those who have traveled outside of their birth country had slightly higher GMS scores, and teachers who taught a STEM subject had slightly lower scores. The next section presents the analysis

of the teacher interviews in order to have a richer understanding of the IB teachers' perceptions and approaches of implementing the IBDP.

Research Questions 2 and 3: Interviews

The next research questions asked:

2. How do select high GMS scoring and low GMS scoring Costa Rican teachers perceive the International Baccalaureate Diploma Program?
3. How do select high GMS scoring and low GMS scoring Costa Rican teachers describe the implementation of the IBDP in their schools and classrooms?
 - a. How do the teachers' perception, attitudes, beliefs, and described approaches to implementation of the IBDP reflect a critical perspective, if at all?

To answer these questions, I interviewed four IBDP teachers in Costa Rica. The intention behind the interviews was to provide a richer understanding of the IBDP teachers in Costa Rica. The interviewees were selected purposefully based on their GMS scores and the type of school where they taught. The profiles of the interviewees are outlined in Table 16.

From the interviews, the coding cycles led to 14 categories. Four main themes emerged from those categories. What follows is a diagram (Figure 4) that demonstrates the four main themes with the categories that support those themes.

Table 16

Profile of Interviewees

Pseudonym	GMS Score	Percentile Rank	Type of School	School Location	Gender	Born in Costa Rica?	Years Teaching IBDP
Teacher A	143	96	Public	Semi-rural	Male	Yes	4
Teacher B	138	88	Private	Urban	Female	Yes	7
Teacher C	125	40	Public	Urban	Male	No	5
Teacher D	117	10	Public	Semi-rural	Male	Yes	4

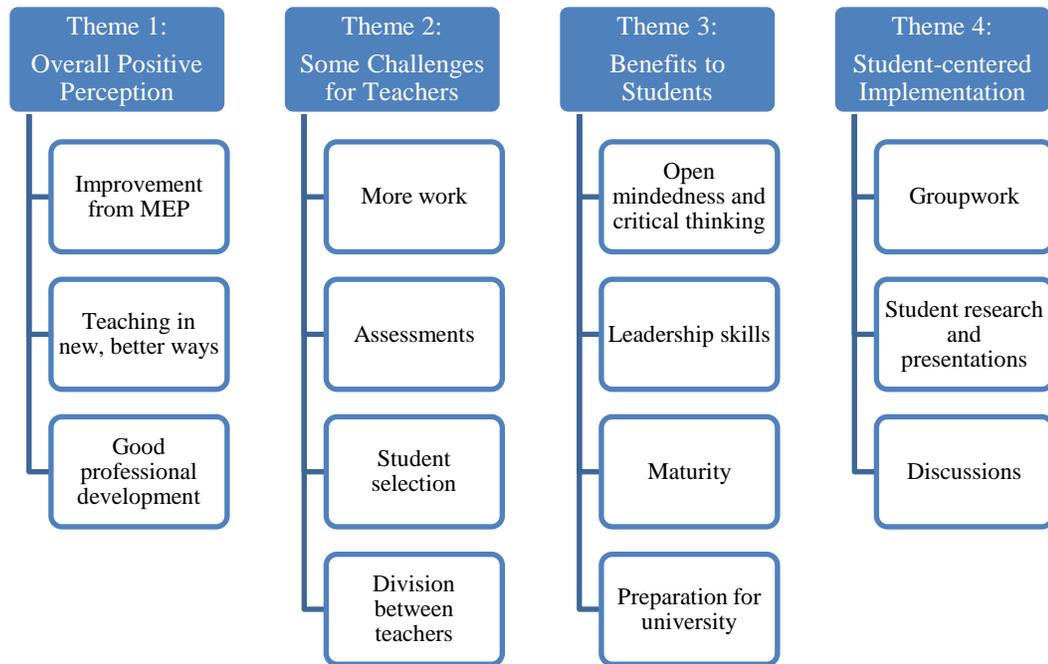


Figure 4. Themes from interviews.

Interview Findings

Theme 1: Overall positive perception. With reference to research question two, all the interviewees generally had positive perceptions of the IBDP. The two high-scoring teachers on the GMS spoke at length and enthusiastically about their perceptions of the IBDP. Teacher A, who had the highest GMS score of the four interviewees, said that he was so impressed with the IBDP implemented in another public school that he was one of five teachers at his school that worked to get it implemented there. Teacher B, another high GMS scoring teacher, said, “For me, it’s been a dream come true to teach the IB. It’s what I’ve wanted to do with my profession.” One participant was more measured in this response. Teacher C, who scored in the average range of the GMS, expressed that he was generally satisfied with the IBDP, but he said, “It’s a good alternative, but it’s not for everyone. The IB is just one alternative.” When asked to elaborate, he indicated there are other options for schooling in Costa Rica that may be better options for some students.

All the interviewees said that the IBDP was an improvement over the Costa Rican Ministry of Education curriculum (MEP). Teacher B called the MEP curriculum “very square” and said the IBDP is “colorful and flexible.” Teacher D said, “In Costa Rica, you have the curriculum and it stays the same. In IB, you have to keep updated and keep updating, keep changing to keep current.” Teacher C called the MEP curriculum “obsolete.” Teacher A articulated the difference this way: “The differences are marked. The evaluation system is the main difference. In the MEP, there are a lot of evaluations – papers, exams – that shows memory. In the IB, it is formative. There are discussions.”

All the interviewees agreed that the IBDO is appropriate for Costa Rican students and schools. They all expressed a sense of pride in Costa Rica's ability to offer the IBDP to its students. Teacher B explained:

It's what was needed here. One problem is that the curriculum in Costa Rica is monotonous. It's closed. The IB fills that gap. The teachers are not just your typical teachers. They chose to teach the IB. They make sacrifices to attend the workshops. They want to learn and grow.

Teacher A also expressed why the IBDP is appropriate for Costa Rica:

We have demonstrated this in Latin America, where Costa Rica has the largest growth of the IB in public schools. We have quality, primary material to deliver not only the IB, but also beyond the IB. The IB is a tool – to resolve conflict, find solutions. When this curriculum is given, it awakens students.

All interviewees generally had positive perceptions of the IBDP trainings they attended, which were offered by ASOBITICO in Costa Rica. They indicated that the trainings are intense but good; they always learn something. Teacher A, who has attended over 15 trainings, said, "You never stop learning with the IB. As an IB teacher, you are always learning." When asked about their pre-service teacher education, the participants indicated that it did not prepare them to teach a global curriculum like the IBDP. Teacher A expressed this most clearly when he said, "It gave me in general knowledge of the content and pedagogy, but not for the IB. The focus was totally different than the IB." All the interviewees said that the IB trainings were most helpful in their preparation to teach the IBDP.

Theme 2: Some challenges for teachers. All the interviewees expressed some criticism of the IBDP. Teachers A, B, and C stated that teaching the IBDP required more work from teachers than those who teach the regular Costa Rican curriculum (MEP).

Teacher A said:

It's very hard, the human sacrifice, to become familiar with the curriculum, to deliver quality classes. I'm also the IB coordinator, so it all falls on me. It's a lot of hard work – it requires a lot, but it's so gratifying.

He continued talking about the dedicated IB teachers at his school:

It's the hardest working group – we all work – a ton of work and projects – a lot of outside work. MEP teachers are used to working only to 3:00 or 4:00, so to achieve this group, that are working beyond the school day without additional pay – we also have to pay for our own transportation and food – it's hard to convince colleagues. It's been our biggest achievement – my colleagues who give a thousand extra.

Teacher B explained that teaching the IBDP requires more preparation for the class, and teachers need to keep themselves up-to-date with the content and curriculum. She said, “You need to study and prepare, even though it's the same class you taught before. It's a different preparation each year. You need to keep it new...It can be challenging to keep studying, keeping up to date.”

One teacher expressed some frustration with the IB evaluations. When asked if there are aspects of the IBDP that she disagreed with or did not like, Teacher B said:

The evaluation – the form in which they are evaluated. Not the criteria; the criteria is good, but excessive. It should be less fragmented, more integrated. If

one evaluation could evaluate all the work, one on one, that would better. It's fragmented and there's incongruence, inconsistency, so it can be confusing. Another teacher said that he disagreed with the way students are selected for the IBDP. Teacher D said, "Here at this school, we're not selecting the students for the IB really well. There is no profile for selection – it's open to anyone." Curiously, Teacher B pointed to the fact that it was open to everyone as a positive aspect of the IBDP. Teacher B teaches at a private school, so perhaps the difference may be related to the different student populations.

Division within IBDP and non-IBDP teachers was a challenge that two of the participants mentioned. Teacher A said, "Division between IB and non-IB teachers [is a major challenge]. We are working to bring them together, but some of the attitudes of teachers makes it hard." When asked to elaborate, he said that the MEP teachers (those who teach the regular Costa Rican curriculum) could be somewhat threatened by the IBDP teachers. They also said that there needed to be more unity between the IBDP teachers. Teacher D expressed this when he said, "We're very individual, so we need to work better together. We try, but it's been challenging here. At the school we need to unify more." Indeed, this is a challenge many schools face, regardless if they have the IBDP program.

Theme 3: Benefits to students. All the interviewees discussed the benefits of the IBDP to students. A key feature of the IBDP in Costa Rica is that students who participate in the program stay in high school for an additional year, since public schools end at Grade 11. They expressed that the IBDP offers students a very good opportunity for a different and rigorous kind of education. Several of them spoke about how the IBDP

prepares students for university. Two interviewees even discussed how some local universities offer scholarships to IBDP graduates, making university more of an attainable goal. The interviewees also said that the IBDP helps to develop the students' leadership skills. Teacher A said, "They project out and see themselves as leaders. Some come in quiet and leave with a strong voice." Two interviewees discussed how the IBDP matures students. Teacher C said: "It matures students, gives them one more year of school. Yes, I notice the improvement in the student who take the IB. They have a lot of respect. They are enthusiastic – they want to learn more."

Teacher B said:

It gives student maturity, options, and clarity. It plants seeds for our students.

Going to the university becomes easier with the IB education. Student lose their fear of continuing in the world. It's a great growth opportunity for students, whether or not they pass the IB exam. They learn to take risks.

Student development of critical thinking skills and open mindedness were other benefits the interviewees discussed. Teacher D said, "They show an open mind and are open to feedback. They know how to accept criticism and take that criticism for improvement."

Teacher C, however, said that a limitation of the IBDP is that it is "...missing a practical aspect. It's theory-heavy, but not very practical. What's missing is the technical part." It should be noted, though, that that IB created a Career-related Program (IBCP), which combines some of the rigorous academic coursework with classes to prepare students for practical work. This program, however, has not yet been implemented in Costa Rica.

Theme 4: Student-centered implementation. All the interviewees said that the way they teach has changed as a result of teaching the IBDP. They indicated that they are

more reflective, open-minded educators who are intentional in creating learning activities that are more flexible. Three of the interviews said that they apply teaching strategies they learned in the IB to their other non-IBDP classes. Teacher B said:

Of course, I changed a lot in the way that I teach. I also changed the way I teach non-IB classes. The way I teach in my other classes are informed by being an IB teacher. I help prepare my other students for the IB. I prepare much more, I know the material better. I have activities that are more open and creative. My exams are more creative and open, flexible, so students can express themselves more. It's changed the way I work with differences, with students with learning differences, the IB gives you more opportunities.

Teacher D also said that he applied what he learned from the IBDP training to other classes he teaches, which are not IBDP classes. He said:

Sometimes my way of thinking is different from students. One has to be auto-didactic [self-taught] and prepare oneself - analyzing, preparing, revising, investigating, staying up-to-date, and open to different perspectives. We don't apply these to just to IB, but to all other courses.

From these responses, it became clear that the IB training not only benefits the IBDP students, but it can also benefit students in other classes whose teachers teach an IBDP class.

Conclusion. The four themes that emerged from the interviews were overall positive perception of the IBDP, the recognition of some challenges to IBDP teachers, the benefits of the IBDP to students, and the student-centered implementation teachers expressed. The responses were generally positive, although the teachers did acknowledge

some challenges associated with teaching the IBDP. The benefits students receive from taking part in the IBDP seem to motivate the teachers to continue their work, and the way the teachers explained how they implement the program indicates a shift towards contemporary, student-centered pedagogy.

Addressing research question 3. Research question three had two parts. The first part asks “How do select high GMS scoring and low GMS scoring Costa Rican teachers describe the implementation of the IBDP in their schools and classrooms?” and the second part asks “How do the teachers' perception, attitudes, beliefs and described approaches to implementation of the IBDP reflect a critical perspective, if at all?” This section will address these two questions.

Description of implementation. The interviewees varied in their descriptions of how they implemented the IBDP and teaching strategies and activities they used the most. What emerged as common themes from their descriptions included student-centered activities, hands-on activities, group work, reflections, presentations, and discussions.

The two interviewees who scored the highest on the GMS, Teachers A and B, were the ones who spoke with much enthusiasm and elaborated about how they implement the IBDP in their classes and school. During the interview with Teacher A, IBDP students were working in pairs on a research project about World War II in Latin America. They had to create a 20-30 minute video with bibliography and summary. The students were focused and engaged. When asked to describe a typical day teaching the IBDP, Teacher A said:

They are very different. What I can assure you is that it's not a class where I lecture. Many times it's when the teacher leaves – I compare it with the referee in a soccer game who doesn't get involved in playing the game – it's a much better game when the referee lets the players play. It's a much better game. I initiate the topic and then the students take it on. A good IB class is when the students construct their understanding. Students have a say in the class – they are the ones who have to develop the class.

His constructivist, student-centered approach to teaching was evident from the paired research work the students were doing. It also appeared that this was not the first time students were working independently on a project; they appeared to be comfortable with the activity and knew what to do. Teacher B described her student-centered approach to teaching the IBDP in the following ways:

I get to class with a plan, but I have to be flexible...The activities I do most are student presentations and student research... They review articles and literature, create concept maps, and have homework. They work in groups to do an investigation project. They must have support and research, their original thought and citations...They do a lot of reading aloud. I bring music into class. Also, art and role-plays. We all need to get together and have conversations about the readings, to give opinions and presentations. There is a lot of collegiality; we are always doing group work.

Teacher B indicated that she uses the IB criteria for presentations and written assignments so that her students become accustomed to the IB's evaluation format.

The other two interviewees, who scored lower on the GMS, were much briefer in their descriptions of how they implement the IBDP. Teacher C, for example, said, “It’s hands-on, using all senses. I ask lots of questions,” when asked which instructional activities he used most frequently. Teacher D explained his implementation with a little more explanation. He said he starts with a reflection, asking students to think about “Where are we, what are we doing, where are we going to go.” He said that he then introduces the topic, provides a closing, and then clarifies and addresses any doubts or questions. When asked which activities he uses the most and which he thinks best helps them to become globally minded, he said, “I give them time to reflect. And through conversations. It’s the most useful tool – to be in contact with each other and talk.” He added that to prepare his students for the IB exams, he gives them old exams to practice. He added, “I give them case studies, I ask questions, they do oral presentations, often they research and present. I give an introduction and they do the research.” All the interviewees’ descriptions of how they implement the IBDP align with the student-centered, inquiry-based approach that is promoted by the IB. Although the higher-scoring teachers spoke in greater detail about their implementation of IBDP, the two lower-scoring teachers also mentioned similar strategies, albeit with less detail and elaboration.

Reflection of critical approach. To determine whether the interviewee’s responses reflected a critical approach, I began by establishing criteria for determining whether their responses were critical. The criteria was informed by Andreotti (2006, 2011a), DeJaeghere (2009), and Freire (2000). The criteria has four parts: content, instruction, role of teacher, and purpose. Table 17 outlines the criteria and codes used to evaluate the interviewee’s approach and perception as critical or not.

Table 17

Codes for Critical Analysis

Part	Code	Code Explanation
Content	C-MultPers:	Includes marginalized knowledge and voices; multiple perspectives
	C-Power	Examination of status-quo and unequal power-relations; critique of mainstream and dominant narratives
	C-SelfAnalysis	Analyze own perspective, positions, and contexts in relation to others
	C-CauseConseq	Causes and consequences of discrimination and oppression
	C-Intercult	Authentic intercultural understanding
	C-Priv	Understanding their privilege
	C-Others	Learning from others
	C-Unjust	Examining unjust practice and inequality
	C-Attitudes	Understand attitudes that create and maintain exploitation and enforced disempowerment
	C-Action	Knowledge that leads to action in order to transform the world but without replicating historical patterns of cultural superiority
Instruction	I-Dialogue	Dialogue: exchange between teachers and students, where both learn, both question, both reflect and both participate in meaning-making.
	I-LrnOthrs	Learning from/with others
	I-Debates	Debates
	I-Listen	Listening
	I-CoCreate	Students co-create knowledge
	I-Engage	“Promoting engagement with global issues and perspectives and an ethical relationship to difference, addressing complexity and power relations.” (Andreotti, 2006, p. 48)
I-Praxis	Praxis: “the action and reflection of men and women upon their world in order to transform it” (Freire, 2000, p. 60).	
Role of Teacher	T-IncrsCap	Increase students’ capacity and ability to see the world from different perspectives
Purposes	T-Connect	Connect with students’ worlds in order to challenge and expand their limits
	T-Facilitate	Facilitator of knowledge creation and co-creation; less hierarchical
	T-Discover	Allow students to discover through dialogue, experience, and reflection
	T-Impose	What to think not imposed by the teacher

I then went back to the interviews in Atlast.ti and recoded the interview responses based on those criteria. In this analysis, I was only looking for instances where a critical approach was evident in the interviewees' responses.

After coding the interviews, I examined which teachers reflected more a critical ideology in their responses. The teachers who had many coded responses reflected a more critical approach. Using the criteria outlined previously, the interviews revealed some critical approaches to understanding and implementing the IB, but the interviewees' responses most often aligned a traditional, noncritical view.

Teacher A, who scored the highest on the GMS, reflected a critical approach when discussing the IB curriculum, global education, and his approach to teaching. Teacher A spoke at length about his perception of the IB as a form of global education. He highlighted the way that the curriculum teaches students that they do not have all the knowledge, to tolerate disagreements, and to be self-critical. He said:

Global education is to help students understand that they don't just exist in our village, but they exist in the world, which is complicated and different. It's when students use all their knowledge to better understand the world. It's very needed. It's not based on memorization. It's knowledge of what's happening in the world. It's a fully integrated education – knowledge, soul, and body. It helps students become analytical, critical, and reflective.

Teacher A's response demonstrated a critical approach in that students are learning from each other and seeing the complexities in our world, which they are trying to understand with the acknowledgement of their role in the world. He said he tries to

make the lessons more relevant to the students by tying history, which is the subject he teachers, into what is happening in the world. He said:

[Each class] is very different. What I can assure you is that it's not a class where I lecture. Many times it's when the teacher leaves – I compare it with the referee in a soccer game who doesn't get involved in playing the game – it's a much better game when the referee lets the players play. It's a much better game. I initiate the topic and then the students take it on. A good IB class is when the students construct their understanding. Students have a say – they are the ones who have to develop the class.

His description of his teaching methodologies reflects a critical approach, where students are at the center of their own learning. This was witnessed during the interview, where the students appeared to be enthusiastically working on group projects.

Teacher B, who also scored high on the GMS, was somewhat critical in her responses, but mostly reflected a traditional approach. For example, when asked to define global education, she said:

It has to do with holistic (integral) education. It's a way to develop the capacity of students to be leaders in any place in the world. Not only here, but in anywhere in the world. It's to develop the intellectual, emotional, and linguistic capacity of students to be able to take on the challenges of the world. They have to have excellent language skills. It's to develop human beings that can work with anyone.

Critical global educator Andreotti (2006) questioned the premise of developing students who can be leaders anywhere in the world. This could reproduce colonial mindset where

the educated elite have a sense of "...moral supremacy and vanguardist feeling of being responsible for changing or saving the world 'out there'" (Andreotti, 2006, p. 40).

Therefore, the idea of developing students who can be leaders anywhere reflects a traditional mindset of global education.

Teacher B said that she teaches students to be globally minded through literature and different texts. She suggested that literature can take readers to different places and introduces different perspectives. Her description of how she teaches reflects a more critical approach.

We can read about everything and talk about everything. Our work is interdisciplinary...I don't like to sit in the teacher's chair. IB teaching is not about sitting, but being with the students and talking. I change the environment, sometimes I take them out of class.

When asked about the added value of the IB and why she thinks the IB is growing in Costa Rica, Teacher B's response mirrored the neoliberal ideology. She said that a benefit of the IB is that it helps students clarify their career choices. Neoliberalism is an ideology that counters critical theory and advocates for deregulation, economic growth, and competition. Her response about student clarity of career goals aligns with neoliberalism because it stresses the economic imperative of schooling. Teacher B's response about why the IB is growing in Costa Rica also reflected neoliberal ideology: "It's not sufficient what we do here in Costa Rica. The objective is to have here in Costa Rica a different education that can help the country politically and economically. It helps employers because the IB alumni are innovative." Her response implies that the traditional Costa Rican education is inferior to the IB and that IB graduates can help push

the country towards a stronger economy. The focus on employers is a hallmark of neoliberalism.

Teacher C, who scored in the average range of the GMS, was more critical of the IB, even though his overall perception of the IB was positive. He expressed skepticism that the IB helps developed open-minded students. He was concerned that the IB was growing in Costa Rica at the expense of traditional public education. He said, “What calls my attention is that in all countries, education has been globalized. Public education should be public.” In other words, education should reflect local realities. This viewpoint is aligned with a critical perspective.

Teacher D, who scored the lowest on the GMS of the four interviewees, had some responses that reflected a critical approach when asked how he implemented the IB. When asked how he prepares his students to be globally-minded, he said, “Through conversations. It’s the most useful tool – to be in contact with each other and talk.” Critical educators advocate for a dialogical approach to teaching. Teacher D said that one of the most significant successes he has had as an IB teacher is the teacher-student relationships. He said, “There is equality. It’s really beautiful.” In a critical approach to teaching, the hierarchical teacher-student relationship diminishes. When asked his thoughts about whether the IB is appropriate for Costa Rica and why he thinks it is growing there, his responses reflected neoliberal thinking. He discussed the incentives from ASOBITICO to implement the program in public schools and the scholarships available to IB students for college. He also said, “The IB opens doors to possibilities beyond here. Students project beyond [our village].” This response reflects neoliberal values of human capital.

Conclusion. The findings from the four interviews indicated a positive perception of the IBDP. The interviewees discussed the benefits of the IBDP to the students, and they acknowledged how they also benefited as teachers. However, they all discussed how much extra work it is to teach the IBDP, and some interviewees mentioned the division between IB and non-IB teachers in their schools. The interviewees who scored higher on the GMS spoke with more enthusiasm and details of their implementation of the IBDP, discussing their use of student activities, dialogue, research projects, and presentations. The other two interviewees also discussed student-centered activities that they use to teach the IB. In terms of how their responses reflected a critical approach, it was mixed. Teacher A, who scored the highest on the GMS, had responses that most reflected a critical perspective. The other interviewees' responses were a mix of critical and traditional approaches.

Research Question 4: CAS Document Analysis

In this section, the unique IB requirement, Creativity, Activity, Service (CAS) was analyzed to determine the degree to which it reflects a critical perspective of global education. I chose to analyze the CAS project, as it is a requirement for students to graduate in the IBDP. It is an essential piece of the IBDP, and it aligns with contemporary conceptualizations of global citizenship education. The data used for analyzing CAS included the following:

- Creativity, activity, service guide for students graduating in 2017 and after (IBO, 2015a);
- Creativity, action, service: Additional guidance for students graduating in 2010 and thereafter (IBO, 2012);

- Creativity, activity, service teacher support material (IBO, 2015b);
- Training Manual for July 2016 workshop: IB Américas CAS Categoría 1 by Andrés Murillo y Alexis Zúñiga (2012); and
- Observation notes from July 4 and 5, 2016 CAS training in Costa Rica.

To gather the data, I observed the CAS training taking place in July, 2016, offered by ASOBITICO. The two facilitators were CAS coordinators and teachers at two different public schools that had implemented the IBDP, and there were 21 participants. The participants came from Colombia, Dominican Republic, Ecuador, El Salvador, and Costa Rica, including from schools in rural areas and one participant from an indigenous community.

The framework used for the analysis of CAS was Andreotti's (2006) "Soft versus critical global citizenship education" (p. 46). Table 18 outlines the distinction she makes between a more traditional, soft, and a critical conceptualization of global citizenship education. By soft Andreotti means a superficial approach to global citizenship education that maintains colonial ideas of supremacy. This contemporary conceptualization of global citizenship education was discussed in the literature review in Chapter 2.

Table 18

Soft Versus Critical Citizenship Education

	Soft Global Citizenship Education	Critical Global Citizenship Education
Problem	Poverty, helplessness	Inequality, injustice
Nature of the problem	Lack of 'development', education, resources, skills, culture, technology, etc.	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment and tend to eliminate difference.
Justification for positions of privilege (in the North and in the South)	"Development," "history," education, harder work, better organisation, better use of resources, technology.	Benefit from and control over unjust and violent systems and structures.
Basis for caring	Common humanity/being good/sharing and caring. Responsible FOR the other (or to teach the other).	Justice/complicity in harm. Responsibility TOWARDS the other (or to learn with the other) – accountability.
Grounds for acting	Humanitarian/moral (based on normative principles for thought and action).	Political/ethical (based on normative principles for relationships).
Understanding of interdependence	We are all equally interconnected, we all want the same thing, we can all do the same thing.	Asymmetrical globalisation, unequal power relations, Northern and Southern elites imposing own assumptions as universal.
What needs to change	Structures, institutions and individuals that are a barrier to development.	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships.
What for	So that everyone achieves development, harmony, tolerance and equality.	So that injustices are addressed, more equal grounds for dialogue are created, and people can have more autonomy to define their own development.
Role of 'ordinary' individuals	Some individuals are part of the problem, but ordinary people are part of the solution as they can create pressure to change structures.	We are all part of the problem and part of the solution.
What individuals can do	Support campaigns to change structures, donate time, expertise and resources	Analyse own position/context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts.
How does change happen	From the outside to the inside (impose change).	From the inside to the outside.

Table 18 (cont.)

	Soft Global Citizenship Education	Critical Global Citizenship Education
Basic principle for change	Universalism (non-negotiable vision of how everyone should live what everyone should want or should be).	Reflexivity, dialogue, contingency and an ethical relation to difference (radical alterity).
Goal of global citizenship education	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world)	Empower individuals to reflect critically on the legacies and processes of their cultures, to imagine different futures and to take responsibility for decisions and actions.
Strategies for global citizenship education	Raising awareness of global issues and promoting campaigns.	Promoting engagement with global issues and perspectives and an ethical relationship to difference, addressing complexity and power relations.
Potential benefits of global citizenship education	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel good factor.	Independent/critical thinking and more informed, responsible and ethical action.
Potential problems	Feeling of self-importance and self-righteousness and/or cultural supremacy, reinforcement of colonial assumptions and relations, reinforcement of privilege partial alienation, uncritical action.	Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness.

Note. From “Soft versus critical global citizenship education,” by V. Andreotti, 2006, *Policy and Practice: Development Education Review*, 3, pp. 46-48. Reprinted with permission (Appendix H).

The Venn diagram (Figure 5) demonstrates the two themes of soft global citizenship education and critical global citizenship education and the codes most frequently found in the data, with the overlapping codes in the middle. The overlapping codes indicated that both soft and critical data were present in the documents and observation notes.

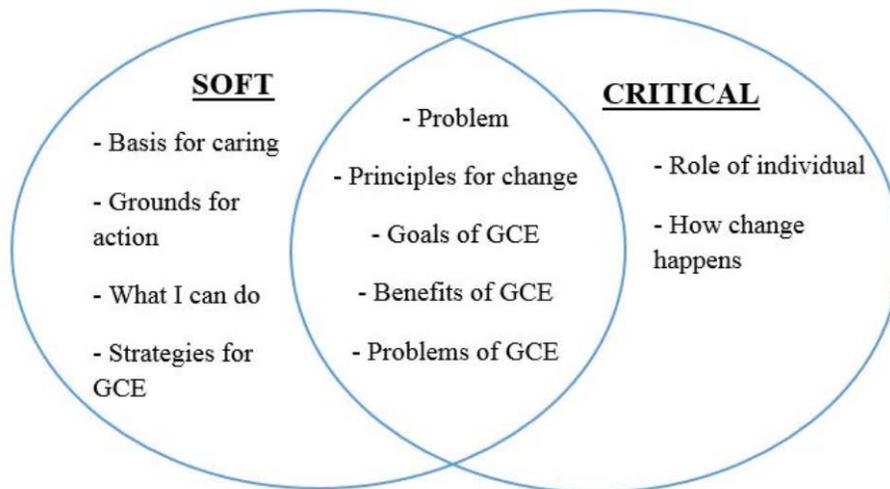


Figure 5. Soft and critical global citizenship education codes from data.

The data revealed that CAS tends to reflect a more soft approach to global citizenship education, but there are aspects of CAS that do lean towards a critical approach. Interestingly, there were several codes that had many instances of soft and critical approaches; these are outlined in the overlap of the Venn diagram. Examples of how this manifested in the data is now be presented.

Soft Global Citizenship Education

There were many instances in the documents and in the observation of the training that demonstrated CAS as a soft form of global citizenship education. Basis for caring in order to act was predominantly shaped by the notion of feeling responsible for other people and with concern about our common humanity. For example, the Learner Profile, to which CAS is linked, states: “Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us” (IBO, 2015a). This is linked with the grounds for student action, which most often reflected a soft approach. In a soft perspective, grounds for action are based on humanitarian and/or moral principles

(Andreotti, 2006). The documents reflected this in several instances. For example, when discussing service learning, the CAS guide says, "...students undertake service initiatives often related to topics studied previously in the curriculum, utilizing skills, understandings and values developed in these studies" (IBO, 2015a, p. 21). In other words, normative values developed in the academic subject areas can be the inspiration for students to undertake service projects.

The most common code used in analyzing the documents was related to what individual students can do. There were numerous examples that reflected a soft approach, which Andreotti (2006) described as "support[ing] campaigns to change structures, donat[ing] time, expertise and resources (p. 47). In the training, student personal development was stressed much more than the benefit to the community or recipient of the student's service. The examples of service projects offered by the training facilitators as well as the documents most often reflected this impersonal or detached view of what individuals can do. Some of the suggestions and ideas included fundraising for a cause, volunteering for the school or outside group, tutoring others, painting houses or schools, create a petition for a local issue, etc. Although these are valuable and significant contributions, they are soft because they do not necessarily require students to examine their own positions and/or context, and they do not explicitly "participate in changing structures, assumptions, identities, attitudes and power relations in their context" (Andreotti, 2006, p. 47), which Andreotti identified as critical aspects of what individuals can do. In the CAS teacher support material, it said, "Our CAS programme is based in what students enjoy doing. If we begin there, we find students more willing to participate and follow through on their commitments (IBO, 2015b, p. 3). It may be true that if

students find joy in their service activity they will be more committed, but absent from this student-centered focus is the need of the community may not challenge students to analyze their own perspectives, experiences, and identity, which could lead to profound learning.

Furthermore, strategies for global citizenship education in CAS seemed to reflect a soft approach. A critical approach emphasizes an attention to differences, complexity, and power relations (Andreotti, 2006), but there were more examples of a softer approach in the documents and observation notes. One of the seven learning objectives of CAS is “Demonstrate engagement with issues of global significance” (IBO, 2015a, p. 12). In the descriptor of that learning outcome, it says, “Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally” (IBO, 2015a, p. 12). Although the strategy could include a critical reflection of differences and power relations, it was not explicitly stated in the documents or training.

Conclusion. Using Andreotti’s (2006) framework to analyze the CAS documents and observation notes, there were more instances where the CAS data pointed to a soft approach of global citizenship education than a critical approach. Frequently, the emphasis was on students devising humanitarian projects, fundraising, or volunteering to improve the situation of others. Although these are important steps towards a more critical understanding of service, these approaches do not explicitly encourage students’ own self-reflection and analysis.

Critical Global Citizenship Education

The documents contained several instances that were identified as reflecting a critical perspective. In particular, the role of ordinary individuals and how change happens were expressed in critical approaches in the CAS documents. Andreotti (2006) wrote that a critical perspective of individuals' roles is a humble one that adopts the idea that "[w]e are all part of the problem and part of the solution" (p. 47). An example of this manifested in the CAS guide is in the discussion of ethics: "Increased ethical sensibility supports students in understanding that they are responsible and accountable for their actions, and leads to their acting with integrity" (IBO, 2015a, p. 6). This sentiment – that students adopt humility when working with others and understand the consequences of their actions – was expressed in other areas of the documents.

The documents had instances where the idea of creating change "from the inside to the outside" (Andreotti, 2006, p. 48) was expressed. Significantly, in a section of the CAS additional guidance document, it said:

Working with cross-cultural communities must be developed as acts of partnership that emphasize shared humanity. The purpose should be both to learn and to serve. As such, CAS activities are not designed to fix problems in other peoples' communities but rather to build an appreciation of cultural diversity through an attitude of service. For this reason, CAS activities that emphasize deficiency rather than richness and diversity are unlikely to build an ethos of partnership. Cultural sensitivity must be paramount to the conduct of CAS. It is, therefore, important that students have a contextual understanding for their

service, which might include cultural, religious, economic and linguistic awareness. (IBO, 2012, p. 6)

This idea of doing service *with* others rather than *for* them was expressed various times in other CAS documents as well and reflects a critical approach to understanding how change happens.

Conclusion. Although the critical approach was not expressed as frequently as the soft approach, the instances which were marked as critical were important. There was an emphasis on working with community partners, not just imposing one's idea and values onto the other.

Both Soft and Critical Global Citizenship Education

Across the documents and observation notes, examples of both soft and critical conceptualization of global citizenship education (GCE) was present. In terms of problems that the CAS guides and training workshop provided as ideas for students to undertake, they ranged from the soft focus on poverty and helplessness to the more critical issues of inequality and promoting justice. Examples in the documents included volunteering at an orphanage (e.g., soft) or working with an organization to promote a cause (e.g., critical).

Another category is the basic principle for change. In the soft approach, a universal idea of how everyone should live (i.e., universalism) is emphasized as the basis for change, while in the critical approach, reflexivity and engagement to differences prompts change (Andreotti, 2006). The CAS documents and observation record expressed both soft and critical principles for change. During the CAS training workshop, 10 current and recently graduated IB students came on the final day to speak about their

experiences. Their statements reflected a soft perspective of principles for change. Student 1 stated: Now that you see a problem, you begin to try to resolve it. You also note that there are a lot of indifferent people. Thanks to CAS, I have a social consciousness.” Student 2 said “You learn to view issues with problem-solving lens.” Student 3 claimed, “I’m always looking for solutions to problems now.”

This notion of students having the solution to problems was also expressed in a few other parts of the CAS training. At the same time, though, there were many instances of a critical perspective on principles for change. The reflection part of CAS was discussed extensively and one facilitator said, “The reflection part is the most important part of CAS.” He stressed that the students’ reflections of their CAS experiences and projects should move “from a descriptive reflection to a critical reflection.”

The goals, benefits, and problems of global citizenship education were also expressed in soft and critical ways in the documents. The soft perspective of the goals of GCE can be characterized as students becoming active based on what they have learned to be a good life. The benefits include greater awareness of problems that leads students to do something to help. The problem is that this perspective can lead to students having a sense of self-importance and righteousness. Although these ideas were not explicitly expressed in the CAS documents, there were instances where these notions were insinuated. For example, the Learner Profile’s section on caring states, “We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us” (IBO, 2015a). In the CAS guide, it discusses ways to help students develop self-awareness and identity, and one suggestion is “encouraging students in CAS to evaluate their commitment to helping those in need and exploring the

notion of advocacy” (IBO, 2015a, p. 4). At the same time, though, there were many examples of a critical approach to GCE. The Learner Profile description of reflective says, “We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development” (IBO, 2015a). The development of one’s self-awareness and role can lead to responsible and ethical action. The CAS learning outcome seven is also reflective of a critical approach to GCE: “Recognize and consider the ethics of choice and action” (IBO, 2015a, p. 12). The CAS additional guidance book discusses how reflection can support students if they experience a challenge “to a student’s ideas, instinctive responses or ways of behaving (for example, towards other people)... This should then lead students to explore the ethical implications associated with their actions in CAS activities” (IBO, 2012, p. 9). Clearly, the reflection piece of CAS is an aspect of that requirement that aligns with critical GCE.

Conclusion. The analysis found that CAS reflects both a soft and critical approach to global citizenship education, although it tends to lean more towards the soft perspective. There were aspects of the CAS data that clearly reflected a critical approach, but there were also various instances where a critical approach was apparent. Ultimately, its implementation depends largely on the CAS teacher, who may put more emphasis on a critical approach.

Research Question 5: Document Analysis of Neoliberalism

The last research question asked: How is neoliberalism driving the expansion of the International Baccalaureate in Costa Rica? In order to address that question, I analyzed primary and secondary documents from multiple sources, including

governmental documents, various related websites, and multiple organizations that work in Costa Rica. This section explains the findings from the data gathered from that analysis that address the final research question.

Neoliberalism as a Driving Force Behind the IB’s growth in Costa Rica

In order to understand the influence of neoliberalism in the expansion of the IB in Costa Rica, I reviewed dozens of primary and secondary documents related to education and the International Baccalaureate in Costa Rica. Table 19 identifies the documents that were analyzed for this study.

Table 19

Documents Analyzed Related to Costa Rican Education and the International Baccalaureate

Source	Documents
International Monetary Fund (IMF)	<ul style="list-style-type: none"> • Speech transcript by Rodrigo de Rato, IMF Managing Director in San José, Costa Rica, February 2, 2007 • IMF Country Report No. 13/80, March 2013 • IMF Country Report No. 16/131, May 2016
Inter-American Development Bank (IDB)	<ul style="list-style-type: none"> • Innovation and Employment Growth in Costa Rica A Firm-level Analysis Technical Report No. IDB-TN-318, October 2011 • IDB Country Strategy with Costa Rica (2015-2018), September 2015
Organization for Economic Co-operation and Development (OECD)	<ul style="list-style-type: none"> • Education at a Glance Costa Rica Country Note, 2015 • Education at a Glance Costa Rica Country Note, 2016 • Reviews of Vocational Education and Training A Skills beyond School Review of Costa Rica, 2016 • Reviews of Innovation Policy: Costa Rica, 2017
World Bank (WB)	<ul style="list-style-type: none"> • Report No. 8519-CR Costa Rica Public Sector Social Spending, October 23, 1990 • Lifelong Learning in the Global Knowledge Economy Challenges for Developing countries, May 2003

Table 19 (cont.)

Source	Documents
Costa Rican Organizations	<ul style="list-style-type: none"> • Report No. 36180-CR Costa Rica Country Economic Memorandum: The Challenges for Sustained Growth, September 20, 2006
	<ul style="list-style-type: none"> • The Impact of Intel in Costa Rica Nine Years After the Decision to Invest, 2006
	<ul style="list-style-type: none"> • Report No. 35910-CR Costa Rica Poverty Assessment Recapturing Momentum for Poverty Reduction, February 12, 2007
	<ul style="list-style-type: none"> • Report No. 40774-CR Costa Rica Public Expenditure Review Enhancing the Efficiency of Expenditures, March 31, 2008
	<ul style="list-style-type: none"> • Report No. AAA39 – CR Costa Rica Competitiveness Diagnostic and Recommendations Volume 1, July 1, 2009
	<ul style="list-style-type: none"> • Enterprise Surveys: Costa Rica Country Profile, 2010
	<ul style="list-style-type: none"> • Costa Rica’s Development: From Good to Better, 2015
	<ul style="list-style-type: none"> • Report No. 94686-CR International Bank for Reconstruction and Development, International Finance Corporation, and multilateral investment guarantee agency country partnership framework for the Republic of Costa Rica for the period FY16-FY20, April 23, 2015
	<ul style="list-style-type: none"> • Costa Rica United States Foundation for Cooperation (CRUSA) Annual Report 2012
	<ul style="list-style-type: none"> • Costa Rica United States Foundation for Cooperation (CRUSA) Tri-Annual Report 2012 – 2014
	<ul style="list-style-type: none"> • Costa Rica United States Foundation for Cooperation (CRUSA) Tri-Annual Report 2015 – 2017
	<ul style="list-style-type: none"> • <i>La Republica</i> newspaper article “Business sector benefits from International Baccalaureate,” January 11, 2017
	<ul style="list-style-type: none"> • Costa Rica Ministry of Education “Convenio Marco d Cooperacion Institucional entre el Ministerio de Educacion Publico de Costa Rica y la Asociacion de Colegios de Bachillerato Internacional de Costa Rica, UAI-35-2012, March 29, 2012
	<ul style="list-style-type: none"> • Consejo Superior de Educacion, Acta Ordinaria No. 60-2015, October 26, 2015
	<ul style="list-style-type: none"> • Costa Rica Ministry of Planning and Political Economy “National Development Plan 2015-18,” November 2014
<ul style="list-style-type: none"> • ASOBITICO website (http://asobitico.org) 	
<ul style="list-style-type: none"> • State of Costa Rican Education: Sixth State of Education Report. Teaching staff, learning environments and academic results. What conclusions are drawn from PISA Costa Rica? By Dr. Gregorio Giménez Esteban and Dr. Rafael Arias Ramírez, August 2016 	
<ul style="list-style-type: none"> • State of Costa Rican Education, July 2017 	

A qualitative analysis of the documents resulted in three categories of themes that relate to neoliberalism as a driving force behind the IB's expansion in Costa Rica. The themes that emerged are human capital and economic growth, financing education and business interests, and education quality and international competitiveness. Distilled under these are the categories that shaped the themes. Figure 6 outlines the categories and themes.

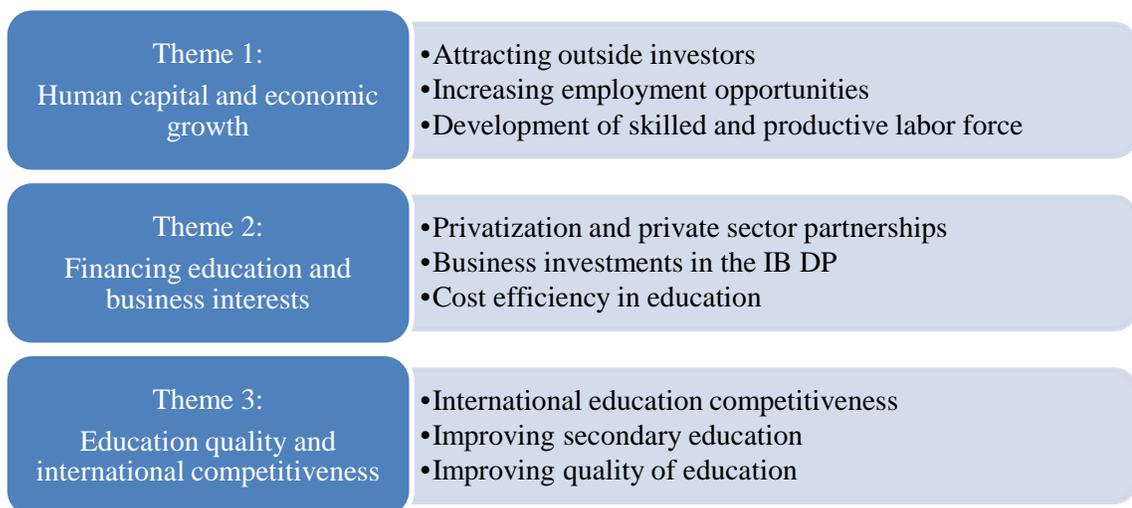


Figure 6. Broad themes and subthemes from documents.

Theme 1: Human Capital and Economic Growth

The documents analyzed strongly emphasized investment in human capital in order to spur economic growth, employment opportunities, and poverty alleviation. There was a strong and clear message from the documents that Costa Rica needed to improve its education to attract foreign investments and make Costa Rica's labor force more globally competitive. These are themes that reflect neoliberal ideology; neoliberalism is concerned about opening markets for economic growth and developing a skilled workforce that can work in the global marketplace. Under this theme of human capital

and economic growth are the subthemes of promoting education in order to attract outside investors, increase employment opportunities, and develop a skilled labor force.

Attracting outside investors. Much of the push for reforming the education sector was linked to making Costa Rica more attractive to foreign investment. The following excerpts from the analyzed documents, presented in Table 20, are examples of how this issue was discussed.

Table 20

Excerpts Demonstrating “Attracting Outside Investors” Theme

Document	Excerpt
International Monetary Fund: Country Report No. 16/131, May 2016	“Boosting Costa Rica’s growth potential and competitiveness requires energy sector reform, infrastructure upgrades, and education reform” (p. 34).
Organization for Economic Co-operation and Development: Reviews of Vocational Education and Training A Skills beyond School Review of Costa Rica, 2016	“In Costa Rica, technical education is recognised as a key contributor to both economic development and social cohesion. There is a consensus among stakeholders that more skilled technicians are required by industry while these jobs are attractive and may enhance social mobility and cohesion. Also, an adequately skilled labour force supports the attraction of foreign direct investment (FDI), while it improves the level of productivity and competitiveness of the country” (p. 8).
World Bank: Lifelong Learning in the Global Knowledge Economy Challenges for Developing Countries, May 2003	“Developing countries and countries with transition economies risk being further marginalized in a competitive global knowledge economy because their education and training systems are not equipping learners with the skills they need” (pp. xvii).
World Bank: Report No. 35910-CR Costa Rica Poverty Assessment Recapturing Momentum for Poverty Reduction, February 12, 2007	“Costa Rica’s ability to attract employers who create higher-paying jobs will be limited by not having enough workers who have at least secondary school educations” (p. 105).

The World Bank even used Intel and Hewlett Packard as examples of corporations investing in Costa Rica because of its skilled labor force. The documents clearly signal that Costa Rica is at risk of decreased economic growth and losing foreign investment if its education system does not produce more citizens who have the skills needed for the modern global economy, which is reflective of neoliberal ideology. There is a strong call for improving secondary education in order to produce these required skilled employees.

Increasing employment opportunities. A significant number of documents analyzed make the case that education is necessary for increased employment opportunities. The more access to education, especially secondary education, the more employment opportunities are available to Costa Ricans, the documents stress. Table 21 presents excerpts from the documents that reflect the theme of increasing employment opportunities.

Table 21

Excerpts Demonstrating “Increasing Employment Opportunities” Theme

Document	Excerpt
Inter-American Development Bank: Innovation and Employment Growth in Costa Rica A Firm-level Analysis Technical Report No. IDB-TN-318, October 2011	“In general, one can conclude that Costa Rican firms involved in product innovation are those that generate more employment opportunities. This is a very important result for policymakers since it shows that appropriate policies to promote innovation activities, such as facilitating the supply of people with higher education levels (technical and professional), is the best way to keep creating jobs opportunities in the future” (p. 40).

Table 21 (cont.)

Document	Excerpt
<p>Organization for Economic Co-operation and Development: Reviews of Vocational Education and Training A Skills beyond School Review of Costa Rica, 2016</p>	<p>“Upper-secondary [Vocational education and training] seems to have a relatively good reputation among the population, especially as an option for students from vulnerable groups to find work in combination with pursuing higher education after completing their technical degrees ... Both employers and government sources in Costa Rica argue that there are insufficient graduates in technical specialties of increasing labour market demand” (p. 9).</p>
<p>Organization for Economic Co-operation and Development: Education at a Glance Costa Rica Country Note, 2016</p>	<p>“Women find transition from education to labor market more difficult than men... 4/10 of young men (15-29) found employment after finishing their studies, and 2/10 for young women in 2015... Gender gap is narrowing for tertiary education men and women salaries - full time earnings of tertiary-educated women is 92% of tertiary-educated men - higher than other OECD countries with available data” (pp. 1-2).</p>
<p>World Bank: Lifelong Learning in the Global Knowledge Economy Challenges for Developing Countries, May 2003</p>	<p>“Traditional educational systems, in which the teacher is the sole source of knowledge, are ill suited to equip people to work and live in a knowledge economy” (p. 28).</p>
<p>World Bank: Report No. 36180-CR Costa Rica Country Economic Memorandum: The Challenges for Sustained Growth, September 20, 2006</p>	<p>“Strengthen the <i>human capital</i> of all Costa Ricans, with emphasis on improving secondary school education among the poor and bolstering skills formation among low-skilled workers so they can take full advantage of emerging economic opportunities” (p. xii).</p>
<p>World Bank: Report No. AAA39 – CR Costa Rica Competitiveness Diagnostic and Recommendations Volume 1, July 1, 2009</p>	<p>“...not enough students are being adequately trained in fields that are highly relevant to the nation’s competitiveness, such as math, science, and technical programs. This has contributed to an oversupply of professionals in the social sciences, law, and administration, while there is a shortage of technicians, scientists, and engineers” (pp. 22-23).</p>
<p>World Bank: Costa Rica’s Development: From Good to Better, 2015</p>	<p>“With weak educational outcomes, the Costa Rican labor force is not well adapted to a labor market that increasingly demands high skills, and unemployment has increased among the poor and low skilled workers, particularly since the global crisis” (p. 41).</p>

As the excerpts from the documents show, there is a call for Costa Rica to increase its supply of qualified workers, especially in high-tech industries. The documents insist that educational opportunities, especially at the secondary and tertiary levels, need to increase in Costa Rica to provide more work opportunities for its citizens. This again links to neoliberalism, where education for employment is the focus (Patrick, 2013; Spring, 2009). The documents suggest that education is key to decreasing poverty; as more citizens have higher levels of education, they should be able to enter the workforce more readily. As the OECD Education at a Glance Costa Rica Country Note, 2016 document pointed out, though, there is a gender gap in work opportunities for educated women that must be addressed. The issue of gender inequality was, surprisingly, not a strong issue emerging from the documents related to education and work.

Development of skilled and productive labor force. Related to the two previous subjects is the theme the development of a skilled and productive labor force. As the excerpts in Table 22 show, greater technological and scientific education is needed at the secondary level in order to meet the demands of the changing labor market. Patrick (2013) refers to this when he wrote, "...the end of education can be considered as the creation of the knowledge worker" (p. 2). In other words, preparing students with relevant and contemporary job-related skills, especially in science and technology, will fill the labor needs of corporations.

Table 22

Excerpts Demonstrating “Development of Skilled and Productive Labor Force” Theme

Document	Excerpt
International Monetary Fund: Country Report No. 16/131, May 2016	“ <i>Productivity</i> . The country is making progress in addressing issues of universal coverage and quality in secondary education, and is seeking to develop its scientific and technological capabilities, which would help maintain Costa Rica’s growth of knowledge-intensive exports” (p. 78).
Organization for Economic Co-operation and Development: Reviews of Vocational Education and Training A Skills beyond School Review of Costa Rica, 2016	“In Costa Rica, the educational system favours technical education and training aiming at responding to the demands of the productive sector. Additionally, this system fosters the development of the skills people need, whether for people already in a job or for those unemployed people trying reinsertion into the labour market” (p. 18).
Organization for Economic Co-operation and Development: Education at a Glance Costa Rica Country Note, 2016	“7% of students graduate from science and engineering bachelors programs in CR as compared to 9% and 13% for other OECD” (p. 3).
World Bank: Report No. 36180-CR Costa Rica Country Economic Memorandum: The Challenges for Sustained Growth, September 20, 2006	“A strong education base is a prerequisite for innovation and technological change. Bosch, Lederman, and Maloney (2005), for example, find that educational attainment of the labor force is an important determinant of the efficiency of R&D investments. Costa Rica’s educational attainment is among the highest in Latin America, but there is still room for improvement, especially when one compares this performance to other countries with similar income level” (p. 135).
World Bank: Report No. 35910-CR Costa Rica Poverty Assessment Recapturing Momentum for Poverty Reduction, February 12, 2007	“All-in-all, despite progress and advance in education since the early 1990s, Costa Rica has not been able to keep pace with changes in the economy and in the labor market. This has had an adverse impact on the ability of the poor to participate fully in and benefit from emerging economic opportunities, and that, in turn, has potentially important implications for the country’s economic competitiveness” (p. 103).
World Bank: Report No. AAA39 – CR Costa Rica Competitiveness Diagnostic and Recommendations Volume 1, July 1, 2009	“The current secondary curriculum is weak in math and science; making it more relevant to job market demands should encourage students to stay in school. Expanding the number of students in upper secondary science schools would also be a big step in the right direction. This would lead to an increase in the number of higher education students in high-demand fields such as engineering and the sciences” (p. 24).
World Bank: Costa Rica’s Development: From Good to Better, 2015	<p>“The widening income gap between rich and poor reflects changes in the labor market, weak educational outcomes, and a mismatch between the pattern of growth and the skills profile of the workforce” (p. 21).</p> <p>“With weak educational outcomes, the Costa Rican labor force is not well adapted to a labor market that increasingly demands high skills, and unemployment has increased among the poor and low skilled workers, particularly since the global crisis” (p. 41).</p>

A point clearly made in the documents is that the Costa Rican education system needs to improve to help develop a skilled labor force that is prepared to work in the shifting economy. An idea promoted and emphasized in the documents is that an improved education system, particularly in the areas of science and technology, would help put more people to work and lift people out of poverty. Ward (2012) points out the misplaced conceptualization of the causes of poverty in human capital theory, when “...systemic failures of the market economy” are not address, but instead poverty is viewed as “... an individual problem resulting from a lack of skills or skills being out of alignment with economic need” (p. 164). In other words, the neoliberal perspective places the causes of poverty on the individual and his/her lack knowledge and training rather than the problems caused by the economic environment.

Theme 2: Financing Education and Business Interests

Neoliberal ideology runs through the next broad theme of financing education and the involvement of business interests in the expansion of the International Baccalaureate Diploma Program (IBDP) in Costa Rica. The documents analyzed favored privatization and private sector involvement in education. Specific to Costa Rica, the documents show that large local companies and multinational corporations invested in the growth of the IBDP in the public schools. Furthermore, international organizations and aid agencies show a concern about cost efficiency in the education sector. These themes align directly with the ideals of neoliberalism, where cost efficiency is prioritized and private sector participation in education is valued.

Privatization and private sector partnerships. In many of the documents analyzed, there was a clear push for privatizing aspects of public education and for

greater partnerships between the education sector and the private sector. Table 23 presents some excerpts from the documents that show how this theme was present in the documents.

Table 23

Excerpts Demonstrating “Privatization and Private Sector Partnerships” Theme

Document	Excerpt
Inter-American Development Bank 2011 Innovation and Employment Growth in Costa Rica	“[Hewlett Packerd] is constantly searching for new ways to find and help create the types of human resources needed to maintain and expand its global services delivery operations in Costa Rica. It has coordinated with the Ministry of Education (MEP) to provide technology for rural schools (more than US\$800,000 worth of equipment in 2009), and has made a number of efforts to inform institutions in the educational system of the types of skills that modern high-technology companies require” (pp. 62-63).
Organization for Economic Co-operation and Development: Reviews of Vocational Education and Training A Skills beyond School Review of Costa Rica, 2016	“Stronger partnerships are needed between the government, universities, R&D centres and the private sector to develop appropriate skills for a knowledge-intensive economy” (p. 27).
Organization for Economic Co-operation and Development: Education at a Glance Costa Rica Country Note, 2016	“In elementary, secondary and non-tertiary 85% of total education expenditures comes from public sources, which is higher than other Latin American countries” (p. 1).
World Bank: Report No. 8519-CR Costa Rica Public Sector Social Spending, October 23, 1990	“The remaining necessary resources could and should be of private origin. At the level of higher education the participation of the private sector should be encouraged, not only through the creation of private centers as is currently done but also through a direct partial financing of public ones (with the introduction of tuition feeds)” (pp. vi-vii).

Table 23 (cont.)

Document	Excerpt
World Bank: Lifelong Learning in the Global Knowledge Economy Challenges for Developing countries, May 2003	<p>The state will have to increase its cooperation with the private sector and civil society. The private sector can provide education in both traditional ways (owning and operating private schools and providing inputs, such as books, materials, and equipment) and novel ways (operating public schools under contract). Enterprises also provide training and are increasingly involved in developing occupational standards and curricula” (pp. xxi – xxii).</p> <p>“The growth of the private education sector signals an important change in the market for education. Clearly the demand for more and better education is increasing. The growth of the education industry in industrial countries has much to do with dissatisfaction with the traditional education and training system” (p. 19).</p>
World Bank: Report No. 35910-CR Costa Rica Poverty Assessment Recapturing Momentum for Poverty Reduction, February 12, 2007	<p>“Private institutions prepare students better for the standardized tests, and no difference is found between urban and rural institutions. There are significant differences in average pass rates between public and private institutions for cycle IV (grade eleven) tests. On average, private institutions’ pass rate is 28 percentage points higher than that of public institutions” (p. 125).</p>
Costa Rica Ministry of Education: “Convenio Marco d Cooperacion Institucional entre el Ministerio de Educacion Publico de Costa Rica y la Asociacion de Colegios de Bachillerato Internacional de Costa Rica, UAI-35-2012, March 29, 2012	<p>This agreement outlines the privileges and obligations established for both the Ministry of Public Education and ASOBITICO. This agreement served to strengthen the bond between the two institutions in order to work towards the implementation of the IB Diploma Program in 20 public schools.</p>

One can see from the excerpts that international organizations and banks recommend that Costa Rica open the space for the private sector to take some role in financing education and for there to be stronger ties between the education sector and private industry. In particular, the World Bank has been a strong advocate for an

increased role of the private sector in education, as can be seen in the excerpts from the documents (Torres, 2013). This is important to note since Costa Rica still has loans in effect with the World Bank. As noted earlier in this chapter, when countries seek aid, they tend to bend to the reforms required by those lenders (Dale, 2005; Spring, 2009). One example of such cooperation between the state and private sector is the agreement between the Costa Rican Ministry of Education with ASOBITICO, the organization, founded by private sector groups, that advocates for the expansion of the IBDP.

Business investments in the IBDP. In the documents analyzed, there were many references to the involvement of Costa Rican corporations and employers in the investment and expansion of the IBDP. ASOBITICO, the non-profit organization that supports the expansion of the IBDP, was started by founders of two private schools that offer the IBDP. One of the founders, Steve Aronson, is a successful business owner and philanthropist, and he serves as chair of the Demain Foundation, one of the primary donors of ASOBITICO. Furthermore, the Costa Rica United States Foundation for Cooperation (CRUSA) is a strong supporter of the IBDP in Costa Rica. CRUSA was founded in 1996 after the United States Agency for International Development (USAID) withdrew from the country. CRUSA was set up as a way for U.S. interests to support the government of Costa Rica to continue improving policies, infrastructure, and public services. As they state in their documents, CRUSA has made significant financial contributions to the expansion of the IBDP since 2007 through ASOBITICO, and it has repeatedly been referenced in its documents as a priority for CRUSA. Table 24 shows excerpts from the documents that reveal business investments in the IBDP theme.

Table 24

Excerpts Demonstrating “Business Investments in the IBDP” Theme

Document	Excerpt
ASOBITICO website (http://asobitico.org)	<p>“Since 2008, and with the help of the private sector, the International Baccalaureate Organization (IBO), the Ministry of Public Education (MEP), Demain Foundation and a group of private partners, we have worked toward implementing the International Baccalaureate (IB) program in public schools in Costa Rica.”</p> <p>Over \$2.5 million invested in the project of presenting the IB program to public schools in Costa Rica. 1500 students from public schools have received scholarships, from 2008-2016.</p> <p>Over 1000 trained educators. 18 public schools graduating IBDP students every year. Two public schools currently in the process of obtaining authorization. 12 IB educators trained as International Workshop Leaders. Three Interscholastic events are held per year for community building between public and private schools.</p>
<i>La Republica</i> newspaper article “Business sector benefits from International Baccalaureate,” January 11, 2017	<p>Boston Scientific, DHL, Café Britt, and Citi are some of the companies that collaborated with the Association of International Baccalaureate Schools (ASOBITICO), to launch the social responsibility project.</p> <p>Companies offer scholarships and materials, as well as training students through lectures and workshops, about personal branding, how to conduct a curriculum, the development of soft skills or financial education topics, while companies begin to select candidates for internships. In this way, the student gains experience before entering the university and the company benefits from professionals with B2 level of English.</p>
Costa Rica United States Foundation for Cooperation (CRUSA) Annual Report, 2012	<p>One of six education strategies 2012-14: Support the improvement in secondary education through the implementation of the International Baccalaureate in public schools.</p> <p>Invested \$206,906 towards the implementation of the IBDP in Costa Rica in 2012. CRUSA support for the IB between 2007 and 2012 amounted to \$350,440.</p>
Costa Rica United States Foundation for Cooperation (CRUSA) Tri-Annual Report 2012 – 2014	<p>Invested \$403,333 in the IB in Costa Rica. Results: 410 students have completed the IB program in eight public schools. In addition, 675 teachers and 13 MEP advisors have been trained. The schools that already offer the BI continue to be re-equipped with technological, bibliographic, chemical, and reactive material according to their needs for the school year.</p>

On the ASOBITICO (n.d.) website, they list corporations and organizations that have financially supported their efforts to expand the IBDP in Costa Rica in addition to the organizations already discussed. Listed supporters of ASOBITICO include the following:

- Cosi, a sandwich chain from the United States that has nine stores in Costa Rica
- Tecno Ambiente
- Mapache Rent-A-Car
- I.S. Corporation
- DHL
- Kognity textbooks
- ManageBac learning systems
- Intense Language Institute
- INTENSA, Instituto Interamericano de Idiomas, S.A.
- Private schools, including the British School, European School, Marion Baker School, St. Mary's School, SEK Costa Rica, Yorkin School
- Private universities, including Latin University of Costa Rica (part of the group of Laureate International Universities), Invenio, Universidad Latinoamericana de Ciencia y Tecnología (ULacit), LEAD University
- Deloitte
- American – Costa Rican Chamber of Commerce
- Costa Rica – North America Cultural Center
- British – Costa Rican Chamber of Commerce

- Britt Coffee (owner is Steve Aronson, one of the founders of ASOBITICO and Chair of the Demain Foundation)
- BAC Credomatic Bank
- Citi
- Fundacion Monge, the private foundation established by the Monge group of large Costa Rican businesses

These companies and organizations have a vested interest in supporting the expansion of the IBDP in Costa Rica, and the students and country benefit from having their support.

Cost efficiency in education. Another theme that emerged from the documents relates to cost efficiency of Costa Rican public education. The World Bank, in particular, has been advocating for greater efficiency in education spending. Their recommendations evolved from the 1990s where quality primary education was a priority to their recent policy recommendation for improving secondary education. One point that has been consistent with the World Bank, though, is the percentage of spending on teachers' salaries, which they criticize. Table 25 provides key excerpts that demonstrate the theme of cost efficiency derived from the documents.

Table 25

Excerpts Demonstrating “Cost Efficiency in Education” Theme

Document	Excerpt
International Monetary Fund: Country Report No. 16/131, May 2016	“Sizable government education expenditures, already close to the constitutional mandate of 8 percent of GDP, should put more emphasis on early childhood and the secondary level with the goal of reducing drop-outs in secondary grades. More generally, gains in efficiency of education and social spending would especially benefit the most vulnerable segments of the population and foster more inclusive growth” (p. 34).
Organization for Economic Co-operation and Development: Education at a Glance Costa Rica Country Note, 2016	“In elementary, secondary and non-tertiary 85% of total education expenditures comes from public sources, which is higher than other Latin American countries...Teacher salaries account for 74% of total education spending for primary education and 81% for secondary education” (p. 2).
World Bank: Report No. 8519-CR Costa Rica Public Sector Social Spending, October 23, 1990	“Efficiency issues are important in the education sector. In this respect this sector faces two main problems: i) the low quality of basic education characterized by high repetition rates, slow progression of students and low cognitive achievement; and ii) a misallocation of resources between the different levels of education” (p. v). “In the education sector there is an urgent need to put new emphasis on the quality of primary education and to counteract current trends towards increased inequality of opportunities...This does not, in fact, require additional public resources for the sector but rather a different distribution” (pp. vi-vii).
World Bank Report No. 35910-CR Costa Rica Poverty Assessment Recapturing Momentum for Poverty Reduction, February 12, 2007	“The Ministry of Education spends the vast majority of its budget on salaries - roughly 93 percent of its budget during the 1998-2001 (among the highest shares in Central American). This leaves only around 3 percent of spending for capital expenses and investments, and another 3-4 percent for non-salary, recurrent spending” (p. xxv). “This will require reallocation of education-sector resources toward secondary schooling, along with increases in the share of non-salary, recurrent spending in education, whether on quality enhancing measures (both at the primary and secondary levels) or on efforts to improve secondary school access and achievement among the poor” (p. xxix).

Table 25 (cont.)

Document	Excerpt
World Bank: Report No. 40774-CR Costa Rica Public Expenditure Review Enhancing the Efficiency of Expenditures, March 31, 2008	<p>“Since teacher salaries and pensions account for the bulk of educational expenditures, reforms in the education area will need to focus on improving educational outcomes.” (p. xvii).</p> <ul style="list-style-type: none"> • “Within the next three to five years, increase the share of education budget going towards goods and services and investment to ensure adequate teaching materials and reverse the erosion in school infrastructure. • Introduce a transparent system of teacher evaluation and provide bonuses to strong performers and better-qualified teachers, linking pay to performance. • Reform rules and regulations for hiring and firing permanent staff to provide improved flexibility and appropriate performance incentives. • Bring more temporary teachers into the current more flexible permanent cadre, thereby motivating such teachers and enhancing fairness” (p. 38).
World Bank: Report No. AAA39 – CR Costa Rica Competitiveness Diagnostic and Recommendations Volume 1, July 1, 2009	<p>“Costa Rica has alarming failure, grade repetition and dropout rates at the secondary school level. This situation not only has serious individual and social ramifications, but also costs the nation close to 0.5% of the GDP each year. Currently only 1/3 of students who enter 7th grade successfully conclude secondary school” (pp. 22).</p>
World Bank: Costa Rica’s Development: From Good to Better, 2015	<p>“Although high rates of secondary school dropout are a <i>symptom</i> of the broader challenges in the system, imbalances in the allocation of public spending favor primary (41 percent) and tertiary education (32 percent) with relatively little allocated to the secondary level (27 percent). Indeed, both the share of public spending and the allocation per student in secondary education are low by international standards and given Costa Rica’s level of development” (p. 11).</p>

One can see from the documents that the World Bank is not alone in its criticism of public education expenditures allocated to salaries. OECD also highlights the large percentage of monies spent on salaries. The World Bank’s policy recommendations to remedy this include reallocation of money from salaries to other educational inputs, such as resources and materials. Other organizations also promote the idea of devoting resources to improving the quality of secondary education. The World Bank also suggests

implementing a form of payment structure tied to teacher evaluations. These recommendations are reflective of neoliberal ideals, whereby cost efficiency is prioritized (Ambrosio, 2013; Torres, 2013). Another neoliberal idea that appeared from this theme is that the public sector should not be the only provider of education, and several of the documents, particularly from the World Bank, suggest that the private sector should be involved in the financing and delivering of educational services. These examples point to a strong focus on cost efficiency in the education sector.

Theme 3: Education Quality and International Competitiveness

The last broad theme that emerged from the documents is that Costa Rica needs to improve the quality of its education, particularly secondary education, and that it needs to improve its international standing. These themes are now be explored in greater depth.

International education competitiveness. There were many references and points made in the documents related to Costa Rica becoming more competitive international with its education. As previously discussed, neoliberalism has brought forward the idea that countries compete with each other in terms of educational outcomes (Baker, 2009; Dale, 2005; Spring 2009). The Costa Rican education sector is well aware of the global education competition, as demonstrated in the documents, and it is a willing participant in the competition. Costa Rica's participation in the OECD's PISA examination is evidence of this. Table 26 highlights excerpts from the documents that demonstrate the theme of international education competitiveness.

Table 26

Excerpts Demonstrating “International Education Competitiveness” Theme

Document	Excerpt
Consejo Superior de Educacion, Acta Ordinaria No. 60-2015, October 26, 2015	ASOBITICO director: “It is important that Costa Rica show the capacity that its public sector has by expanding the IB offerings in public schools. Chile couldn’t do it, the Mexicans couldn’t do it, the Colombians couldn’t do it. Ecuador does it, but only 30% pass the IB exams, Peru is trying, Argentina is trying. Basically, the United States and us are the ones with most success in the region, and this region has the most IB schools in the world. Therefore, it is of great value. We are at this level, but we want to be more, we want to be even better” (p. 243).
Organization for Economic Co-operation and Development: Education at a Glance Costa Rica Country Note, 2016	<p>“... 85% of total education expenditures comes from public sources, which is higher than other Latin American countries” (p. 3).</p> <p>“As in other OECD countries, women are over-represented in teaching or health-related fields” (p. 3).</p> <p>“In 2015, 16% of adults had upper secondary education as their highest level, which is lower than other OECD countries” (p. 3).</p>
World Bank: Report No. 36180-CR Costa Rica Country Economic Memorandum: The Challenges for Sustained Growth, September 20, 2006	<p>“Although Costa Rica continues to make important progress in education...the country still lags behind the Latin America and Upper-Middle Income country averages at the secondary school level” (p. 2).</p> <p>“Costa Rica’s educational attainment is among the highest in Latin America, but there is still room for improvement, especially when one compares this performance to other countries with similar income level... Average years of educational attainment are still somewhat lower than other Latin American countries with similar income per capita, and far from innovating countries such as Israel and Ireland” (p. 135).</p>
World Bank: Report No. 35910-CR Costa Rica Poverty Assessment Recapturing Momentum for Poverty Reduction, February 12, 2007	“Despite significant levels of public spending on education outcomes – particularly at the secondary level - remain low compared to other Latin American countries and other upper middle income countries” (p. 103).
World Bank: Report No. 40774-CR Costa Rica Public Expenditure Review Enhancing the Efficiency of Expenditures, March 31, 2008	“The one area where Costa Rica lags behind Latin America and other upper-middle income countries is education. While its adult literacy rate is very respectable, its enrollment rates, especially in secondary school, are well below LAC averages, despite above-average public expenditures on education” (p. 1).
World Bank: Report No. AAA39 – CR Costa Rica Competitiveness Diagnostic and Recommendations Volume 1, July 1, 2009	<p>“First, make competitiveness a high priority and a <i>“política de estado”</i> by establishing a competitiveness ministry by law, rather than by decree as it is now” (p. 5).</p> <p>“Although Costa Rica has made considerable advances in its educational system and its literacy rates are among the highest in the region, the country still faces important challenges with respect to secondary and tertiary education completion rates and quality...” (p. 22).</p>

Table 26 (cont.)

Document	Excerpt
World Bank: Development: From Good to Better, 2015	“Costa Rica’s educational attainment is lower than in peer countries in LAC (such as Chile and Panama), and significantly lower than peer countries in Europe (such as Croatia and Lithuania), and far lower than graduation rates in the OECD. Moreover, indicators of the quality of education, such as OECD’s PISA or UNESCO’s TERCE tests, place Costa Rican students behind most countries with spending at comparable levels. Even more worrisome, scores on international tests have worsened in recent years” (p. 10).
State of Costa Rican Education: Sixth State of Education Report. Teaching staff, learning environments and academic results. What conclusions are drawn from PISA Costa Rica? By Dr. Gregorio Giménez Esteban and Dr. Rafael Arias Ramírez. August 2016	<p>“The results of PISA 2012 reveal that Costa Rican students scored higher in Mathematics, Science and Reading than their Latin American counterparts. Especially in Reading, a discipline in which Costa Rica achieved, along with Chile, the best regional average; and in Sciences, an area in which he was only behind the Andean country” (p. 5).</p> <p>“... the 407 points obtained in average in Mathematics, 441 in Reading and 429 in Sciences relegated the country to positions 56, 47 and 51 in the ranking of the 65 participating economies (34 of the OECD and 31 associated). Thus, the Costa Rican average was clearly below that of the OECD, which was around 500 points in each of the areas” (p. 6).</p> <p>“The differences in school performance between Costa Rican students and the average OECD countries are significant. Although the income of Costa Rica is lower and there is a greater proportion of students living in adverse socioeconomic environments, these elements contribute, but do not justify the differences in results alone” (p. 12).</p>

Throughout the documents, comparisons were made between Costa Rica’s spending on public education and quality with other countries in Latin America as well as OECD countries. In all comparisons, there was criticism of Costa Rica and the push to be more competitive. The documents showed a recognition of the good progress made in Costa Rican education, but the emphasis was on improvement, especially in comparison with other countries. Underlying this push for cost-efficiency is the neoliberal belief in prioritizing efficient allocation of resources and efforts that have the greatest payoffs.

Improving secondary education. Another theme in this section is the call to improve secondary education. In earlier documents, such as the World Bank 1990 report, the emphasis was on improving primary education. Costa Rica has achieved much success with primary school enrollment and completion and literacy levels are very high.

The new emphasis, as expressed in the documents analyzed, is on secondary education. In most of the documents, the focus on improving secondary education attainment was linked to poverty reduction strategies. Table 27 presents excerpts from the documents that exemplify this theme.

Table 27

Excerpts Demonstrating “Improving Second Education” Theme

Document	Excerpt
International Monetary Fund: IMF Country Report No. 16/131, May 2016	“Sizable government education expenditures, already close to the constitutional mandate of 8 percent of GDP, should put more emphasis on early childhood and the secondary level with the goal of reducing drop-outs in secondary grades” (p. 34).
Organization for Economic Co-operation and Development: Education at a Glance Costa Rica Country Note, 2016	“In 2015, 16% of adults had upper secondary education as their highest level, which is lower than other OECD countries. 29% of Costa Rican adults have primary education as their highest level of education attainment” (p. 3).
Organization for Economic Co-operation and Development: Reviews of Vocational Education and Training A Skills beyond School Review of Costa Rica, 2016	“It is estimated that 20% of the cohort in upper-secondary education attend VET schools in Costa Rica and they tend to perform slightly better than students in the academic track” (p. 9).
World Bank: Report No. 36180-CR Costa Rica Country Economic Memorandum: The Challenges for Sustained Growth, September 20, 2006	“The country has gone through an <i>unbalanced</i> educational transition characterized by excellent coverage for primary education, rising enrollment in tertiary, but dwindling enrollment and high dropout rates at the secondary level.” (p. 136). “Enhancing the educational attainment of the work force by emphasizing secondary school enrollment is a key challenge for Costa Rica’s long-term growth and innovation agenda” (p. 162).

Table 27 (cont.)

Document	Excerpt
World Bank: Report No. 35910-CR Costa Rica Poverty Assessment Recapturing Momentum for Poverty Reduction, February 12, 2007	<p>“Increasing enrollment and graduation rates at the secondary level in Costa Rica will increase the education level and earnings of the average Costa Rican worker, reduce inequality in the distribution of education, and increase wages for less-educated workers” (p. 99).</p> <p>“Despite significant levels of public spending on education outcomes – particularly at the secondary level – remain low compared to other Latin American countries and other upper middle income countries. In addition, important education gaps persist between the poor and non-poor in access to education, persistence in schooling and quality of education. These gaps are particularly apparent beginning at the secondary level” (p. 103).</p>
World Bank: Report No. 40774-CR Costa Rica Public Expenditure Review Enhancing the Efficiency of Expenditures, March 31, 2008	<p>“A more practical and desirable solution would be to devote resources to improving the quality of secondary education, as well as to disseminate information on the benefits of secondary and higher education, which appear to have grown over time. Not only this would improve learning, it would help raise Costa Rica’s below-average performance in secondary education, reduce repetition and dropout rates, and help improve educational attainment for the lower quintiles” (p. 41).</p>
World Bank: Report No. AAA39 – CR Costa Rica Competitiveness Diagnostic and Recommendations Volume 1, July 1, 2009	<p>“... address the dramatically high attrition rate of secondary education by improving the curriculum, strengthening teacher training programs, and expanding currently successful technical and scientific education programs” (p. 5).</p> <p>“Costa Rica has alarming failure, grade repetition and dropout rates at the secondary school level... Currently only 1/3 of students who enter 7th grade successfully conclude secondary school. Costa Rica has a very high rate of primary school attendance and a high promotion rate from primary to secondary school” (p. 22).</p> <p>“Costa Rica must improve the quality and pertinence of its secondary education system, with a focus on reducing dropout rates, improving student performance, and training students for the demands of tomorrow’s labor market” (p. 24).</p>

Table 27 (cont.)

Document	Excerpt
World Bank: Development: From Good to Better, 2015	<p>“With fewer than half of young adults graduating from secondary school, and with performance on test scores falling, Costa Rica’s labor supply does not appear to be well adapted to generate the skills needed for the labor market” (p. 10-11).</p> <p>“Although high rates of secondary school dropout are a <i>symptom</i> of the broader challenges in the system, imbalances in the allocation of public spending favor primary (41 percent) and tertiary education (32 percent) with relatively little allocated to the secondary level (27 percent)” (p. 11).</p>

The documents indicated that the efforts required to improve secondary education rests on increasing secondary enrollment, reducing dropout rates, promoting vocational education, improving teacher quality, and updating the curriculum with a focus on science and math.

Improving quality of education. Related to the theme of global education competitiveness and secondary education is the issue of educational quality. Quality of education proved to be a strong theme throughout nearly all the documents. Table 28 presents excerpts from the documents that demonstrate the theme of improving the quality of education.

Table 28

Excerpts Demonstrating “Improving Quality of Education” Theme

Document	Excerpt
ASOBITICO website (http://asobitico.org)	<p>Why do we do it? The quality of public education in Costa Rica has deteriorated over the last decades, which has led to the rise private schools and a growing gap in education.</p> <p>The IB program focuses on developing skills and abilities such as: Exploration, Communication, Analysis (including reading comprehension, construction of arguments, etc.), Problem solving, Synthesis and collaborative work focused on the community</p>
State of Costa Rican Education: Sixth State of Education Report. Teaching staff, learning environments and academic results. What conclusions are drawn from PISA Costa Rica? By Dr. Gregorio Giménez Esteban and Dr. Rafael Arias Ramírez, August 2016	<p>“Major problem lies with the quality of teachers: The quality of the teaching staff and the way in which they teach the classes constitute a key factor when explaining the differences in acquired knowledge” (p. 13).</p> <p>Continues to say that there are not sufficient studies on teaching practices and learning environments in CR.</p>
Government of CR National Development Plan 2015-18, Ministry of Planning and Political Economy, Nov. 2014	<p>“It is proposed to continue with the goal of having 20 schools - at least one in each province by 2018 - to expand the coverage of this program, with the purpose of enabling the development and implementation of the International Baccalaureate Diploma Program in the education system Costa Rican public, as a strategy of joint support for the improvement of public education in the country” (p. 217).</p>
World Bank: Lifelong Learning in the Global Knowledge Economy Challenges for Developing countries, May 2003	<p>“Schools and other training institutions thus need to prepare workers for lifelong learning. Educational systems can no longer emphasize task-specific skills but must focus instead on developing learners' decision making and problem-solving skills and teaching them how to learn on their own and with others” (p. 3).</p> <p>“Performing in the global economy and functioning in a global society require mastery of technical, interpersonal, and methodological skills. Technical skills include literacy, foreign language, math, science, problem solving, and analytical skills. Interpersonal skills include teamwork, leadership, and communication skills. Methodological skills include the ability to learn on one's own, to pursue lifelong learning, and to cope with risk and change” (p. 22).</p> <p>“Traditional educational systems, in which the teacher is the sole source of knowledge, are ill suited to equip people to work and live in a knowledge economy. Some of the competencies such a society demands-teamwork, problem solving, motivation for lifelong learning-cannot be acquired in a learning setting in which teachers dictate facts to learners who seek to learn them only in order to be able to repeat them” (p. 28).</p>

Table 28 (cont.)

Document	Excerpt
World Bank: Report No. 40774-CR Costa Rica Public Expenditure Review Enhancing the Efficiency of Expenditures, March 31, 2008	“... reforms in the education area will need to focus on improving educational outcomes. Policy options include: (i) launching an initiative to eradicate absentee workers and using the savings to buying teaching materials and investing in school infrastructure; (ii) introducing a transparent system of teacher evaluation and providing bonuses to strong performers and better-qualified teachers; (iii) reforming rules and regulations for hiring and firing permanent staff to provide improved flexibility and appropriate performance incentives; and (iv) bringing more temporary teachers into the now more flexible permanent cadre, thereby better motivating such teachers and enhancing fairness” (p. xvii).
World Bank: Report No. AAA39 – CR Costa Rica Competitiveness Diagnostic and Recommendations Volume 1, July 1, 2009	“One of the main shortcomings of the academic branch of the secondary education system appears to be the lack of quality and pertinence, which are associated with outdated curricula and evaluation systems, and poor teacher training. In addition and linked to this, not enough students are being adequately trained in fields that are highly relevant to the nation’s competitiveness, such as math, science, and technical programs” (pp. 22-23).
World Bank: Enterprise Surveys: Costa Rica Country Profile, 2010	“Given the country’s level of development and high education spending, the education system seriously underperforms in quality (as demonstrated by test results), retention (low completion rates), and relevance (as indicated by low returns to training and lower levels of education)” (p. 11). “...Costa Rica needs to strengthen teacher quality and improve accountability through regular monitoring with standardized learning assessments, and a more effective governance and incentive framework” (p. 11).

Noteworthy from this section is the prominence of the relationship between teacher quality and education quality. In several of the documents, there was the suggestion that teacher preparation needed to improve in Costa Rica to improve the overall quality of education. Also, several of the documents was suggested that secondary enrollment and graduation rates would increase if the quality of education improved; improvements included relevance of curriculum, development of critical thinking skills, and content that would enable students to more successfully enter the workforce. Those suggestions are essential elements of the IBDP. The neoliberal idea of increasing quality of education leading to economic growth was present as well (Ambrosio, 2013; Ward, 2012). Quality of education is measured by students’ performance on standardized tests;

this is also aligned with neoliberal ideology (Ambrosio, 2013; Torres, 2013). The World Bank, in particular, advocated for more standardization of assessments, which would logically lead to more standardization of curriculum. Adopting an internationally recognized and rigorous curriculum such as the IBDP and its associated tests would be a step towards achieving the demands expressed in these documents.

Conclusion. This section analyzed primary and secondary documents related to the research question: How is neoliberalism driving the expansion of the International Baccalaureate in Costa Rica? The analysis of primary and secondary documents in this section supports the theory that neoliberalism is the impetus for the IBDP's rapid growth in Costa Rica. International organizations, in particular, have offered assessments of Costa Rica education and strong suggestions for reform that follow neoliberal ideology. What is striking is that the narrative throughout the documents suggests the education system in Costa Rica is in crisis and needs reform. The reform that is promoted, in response to the apparent education crisis, resembles neoliberal goals of accountability, cost efficiency, competition, and human capital. The next chapter presents the discussion and implications of the findings. It also offers suggestions for future research.

CHAPTER 5. DISCUSSION AND IMPLICATIONS

The purpose of this study was to discern the global mindedness of IB teachers in Costa Rican public and private schools and to understand their perceptions of the IB. It also aimed to understand if CAS, a critical component of the IBDP, resembled a critical approach to global citizenship education. Additionally, I sought to analyze how neoliberalism was driving the expansion of the IB in Costa Rica. Ultimately, five research questions drove this sequential mixed-method study. This discussion section highlights the most dominant themes that emerged from across the research findings and the implications relevant to those findings.

Teachers' Global Mindedness

In the quantitative part of the study, the data revealed that there was no significant difference in scores of the Global Mindedness Scale (GMS) between public school and private school IB teachers in Costa Rica. This implies that teacher preparation and in-service training has been comparable in developing teachers' global mindedness. Furthermore, there was a weak relationship between the teachers' background variables to their GMS scores. Older participants and those who lived outside their country of birth manifested slightly higher GMS scores, indicating a higher level of global mindedness. Indeed, as one gets older and has more life experiences, one has a greater sense of global awareness. It is not surprising either that those who have lived outside their country of birth are also more globally minded; tremendous global learning can take place when one lives outside one's country. There was also a negative correlation between science,

technology, engineering, and mathematics (STEM) teachers and GMS scores; those who taught STEM courses scored a bit lower on the GMS, indicating a lower level of global mindedness. It is likely that STEM teachers are more concerned about the accumulation of concrete facts and conducting experiments than making connections with the global world. This could be due to humanities teachers exploring more the human condition worldwide while STEM teachers tending to be taught that their subjects are culturally neutral.

Another interesting finding was that the mean GMS score for all 80 participants in this study was 124.88, with scores ranging from 98 to 147. This mean score is higher than previous studies that used the GMS to measure pre-service and in-service teachers in the United States. In the studies where data was available to calculate, the difference between the mean GMS score in this study and previous studies was significant. The difference in mean GMS scores could be due to the fact that the U.S. is a vastly bigger country, and curriculum, media, and politics tend to focus more on matters related to the U.S. and its interests. Costa Rica, as a much smaller country, is more dependent on global politics and international news and media. Table 29 outlines the study with the mean score for their participants. It also provides the results of a t-test I conducted that determined if there was a statistical significance between the GMS means of other studies and the GMS mean of this study. T-test results for studies where the standard deviation information was not available could not be calculated.

Table 29

GMS Scores from Previous Studies

Study Author and Year	Pre-service or In-service teachers	Sample Size	Location	Mean GMS Score	<i>t</i> -test <i>p</i>
Abdullahi (2004)	In-service	90	U.S	105.42	<.001
Acolatse (2010)	Pre-service	102	U.S.	100.63	<.001
Carano (2010)	In-service	10	U.S.	121.5	n/a
Cui (2013)	Pre-service	184	U.S.	108.98	<.001
Hersey (2012)	In-service	115	International	124.38 (males)	n/a
				126.56 (females)	n/a
McGaha & Linder (2014)	Pre-service	337	U.S.	110.61	n/a
Walton (1997)	In-service	219	U.S.	118.3	<.001

The mean GMS scores for this study are on par with a study on elementary principals from international schools that have implemented the IB Primary Years Program (Hersey, 2012). This is an indication that teaching the IB, and the training that comes with being an IB teacher, may lead to high GMS scores.

Implications

Several implications can be drawn from the findings related to the GMS. To begin, there is a need for a survey instrument that can measure global mindedness on a more international population. Although the GMS served this study, it has many U.S.

nuances that made it exclusive for a U.S. population. For example, in the original GMS, eight items referred specifically to the U.S. or Americans. I had to translate it to Spanish and make some changes to make it an appropriate instrument to use in Costa Rica with international teachers. With the feedback I received from those who reviewed the translated instrument, I used the language of “my country” in order to make it more appropriate for an international audience. I replaced some references to the U.S. with Costa Rica, so modifications are needed to make it more general to other Spanish-speaking countries. The GMS was developed in the 1990s, so one could build on the successes of that survey, as well as the Spanish translation used for this study, to make it more appropriate for a wider, more global audience of researchers to use in the international context.

Even though it appears that IB teachers have higher GMS scores compared with other teachers in the United States, IB trainings need to be intentional about developing IB teachers’ global mindedness. To do this, the IB trainings should explicitly discuss with participants what it means to be globally minded. It would be useful to have teachers examine and compare conceptualizations of global competencies (Andreotti, 2012; Banks, 2004; Mansilla & Jackson, 2011; Reimers, 2009c; UNESCO, 2014) and provide opportunities for teachers to assess their own levels of global mindedness and global competencies. IB trainings could also tie the content areas to global issues and perspectives. It is a stated intention of the IB to develop students’ global mindedness, so it is logical that IB teachers also develop their own global mindedness.

As the IB and other forms of global citizenship education (GCE) continue to grow in public and private schools around the world, it is also necessary to include topics

related to GCE in pre-service teacher education. The review of literature in Chapter 2 discussed how teacher education programs in the United States generally lack international content and perspectives (Cogan & Grossman, 2009; K. O'Connor & Zeichner, 2011). Colleges of education could prepare their education students more adequately if they added a global education requirement. This could take the form of classes targeting the development of pre-service teachers' own competencies as global citizens. It could also be adding more travel abroad opportunities that provide pre-service teachers authentic experiences. Another possibility would be for the education courses to be intentionally integrated with global issues. These efforts could contribute to the development of pre-service teachers' global mindedness, enabling them to be more effective in delivering that type of curriculum.

Teachers' Perception and Implementation of the IB

The quantitative data led to the selection of four IB teachers for interviews. The findings from the interviews indicated that all the teachers had an overall positive perception of the IBDP. This is different from a study about education policy making in Costa Rica, where Thompson (1998) found that the influence of international organizations left teachers feeling dominated. It could be that 20 years later, and with neoliberal ideology firmly in place in Costa Rica, an outside organization like the IB is a welcome inclusion into Costa Rican education, where student achievement and high standards are in demand. In other words, as neoliberalism becomes Costa Rica's economic model, it becomes embedded as common sense, therefore resulting in today's teachers unquestioned acceptance of an elite, outside curriculum.

The interviewees spoke of the many benefits of the IBDP to themselves as teachers and to the students. Their responses confirm what other studies of the IB (Barnett, 2013; Twigg, 2010) have found: IB teachers change their pedagogical practices towards a more student-centered, inquiry-based approach, and they teach their non-IB classes with those contemporary methods as well. The improved teaching practices in IB teachers, therefore, benefit not only the IB students, but other students that the IB teachers might teach in non-IB classes. The teachers had all taken a number of IB trainings, and they expressed favorable opinions of the professional development workshops. These trainings appeared to have been effective in developing their abilities to teach the IB curriculum. In terms of benefits to the students, the teachers emphasized how it matured students, gave them leadership skills, and prepared them for university and work. Those benefits align with the goals of the IB.

The teachers I interviewed also expressed some drawbacks, including the amount of work it entails for IB teachers and the possible division between IB and non-IB teachers in their schools. The division between faculty might be a consequence of people perceiving the IB to be elite (Bunnell, 2011a). This perception of eliteness may lead to a dichotomous school culture of us versus them.

The interviewees' responses exhibited a mix of traditional and critical perspectives. However, the teacher who scored the highest on the GMS had responses that most reflected a critical perspective. Although one cannot generalize based on the limited number of interviewees, it is noteworthy that the person with the highest score on the GMS (a score of 143), aligned the most with a critical perspective.

Implications

Three main implications arise from the teacher interviews findings. Firstly, the positive perceptions of the IB and its perceived value for students should ensure that the public schools that have adopted the IBDP continue to receive support from the Ministry of Public Education as well as the other foundations and organizations. It is too soon to determine the larger benefit of the IB to Costa Rican society, but monetary and institutional support for the IB should be maintained. Secondly, professional development and support of IB teachers needs to be ongoing. Findings from other studies on schools that implemented global education highlighted the need for ongoing training and support (Cruz & Bermúdez, 2009; Larsen & Faden, 2010; Tye & Tye, 1998). Tye and Tye's (1998) study shows that teacher-centered professional development for global education is important; this means that professional development is centered on teachers' expressed needs and that trainings can be offered by teachers themselves. These strategies lead to more buy-in from teachers (Tye & Tye, 1998). Guo (2014) reminds us that professional development for global education teachers requires an open and safe environment in order for the teachers to share their experiences. Professional development should also help teachers learn how to address controversial issues, as those tend to emerge when covering global issues (Larsen & Faden, 2010). Cruz and Bermúdez (2009) and Tye and Tye (1998) underscore the value of developing and maintaining partnerships between the schools that have implemented global education and institutions that can support the training of teachers. ASOBITICO has taken the leadership role in providing the training workshops and supporting teachers, which is commendable, but it also must be sustained. Finally, school leadership needs to help create a culture of school unity, as the findings

indicated some tension between IB and non-IB faculty. Efforts to foster cooperation and understanding between all faculty should be taken seriously in order to dispel jealousy, resentment, misunderstandings, or rumors. More collaboration between teachers could help to reduce the perceived divisions. Efforts should be made that also highlight and celebrate achievements of MEP (i.e., Costa Rican standard education) students and teachers as much as IB students and teachers are celebrated. For example, an assembly could be had where IB and non-IB students could present science projects, or displays around the school could showcase work of both IB and non-IB students.

Creativity, Activity, Service as an Example of Global Citizenship Education

I also examined the CAS component of the IBDP to gauge the degree that it reflected a critical perspective of global citizenship education, if at all. The data showed that it more often reflected a soft approach to global citizenship education (Andreotti, 2006), where students were encouraged to become active in projects based on humanitarian concerns and could contribute to the improvement of a situation. This type of involvement often resembles a savior mentality (Andreotti, 2006). However, CAS documents also had many aspects that reflected a critical perspective, which entails an authentic self-reflection and engagement with others. For instance, there was a strong element of reflection embedded in the documents, which requires students to consider how their actions affect the partner organizations and themselves personally. Ultimately, how CAS is implemented depends largely on the teacher. CAS is flexible enough that a dedicated teacher could implement that IB requirement through a critical approach.

Implications

Since the study found that CAS leaned more towards a soft approach to global citizenship education, it would be beneficial for the IB to consider ways to incorporate more strategies and concepts that stem from a critical approach to global citizenship education. Andreotti's (2006) framework can serve as a guide to rethinking CAS as a critical part of the IBDP and to adapting it so that it reflects a more critical perspective of global citizenship education. On a more local level, however, adaptations can be made in how it is implemented. A teacher committed to the ideals of critical global citizenship education could implement CAS in a way that honors its intention and requirements but reflects a critical approach.

Neoliberalism Driving IB's Growth in Costa Rica

Finally, the documents that were analyzed to examine how neoliberalism is driving the expansion of the IB in Costa Rica showed that a history of economic reform instigated by loans from international organizations paved the way for neoliberalism to be firmly in place in Costa Rica. The document analysis revealed that there has been a strong push from international organization and business interests to reform the education system to make Costa Rica more globally competitive, and the introduction of the IB in Costa Rica's public schools appears to have been part of that ongoing education reform. The data show an effort to develop Costa Rica's human capital to drive the economy and attract outside investment. In particular, improving quality and pertinence of secondary schools has been a focus of recent education reform discourse, with a view of graduating more students who are able to work in the knowledge economy. Indeed, MEP's goal of

20 public schools offering the IBDP is consistent with the neoliberal ideology permeating Costa Rica.

The documents that were analyzed reveal how neoliberalism works. Many of the documents, especially those of the IMF, OECD, and the World Bank, present a narrative of crisis in Costa Rican education. Those powerful international organizations, with their focus on the weaknesses and problems of Costa Rican education, disrupt the education system. Ramírez and Hyslop-Margison's (2015) study shows how "neoliberal discourse of crisis [becomes] a catalyst for educational change" (p. 167). Costa Rica has enjoyed a history of a strong education system, social services, and democracy, so the narrative of crisis can be considered manufactured. Once that message of educational crisis is repeatedly promoted, policy change is inevitable, and the policies that follow reflect neoliberal ideology. Those same international organizations that advanced the idea that Costa Rican education system was weak and problematic then can enforce reform through funding. As Dale (2005) and Spring (2009) noted, countries with loans from international banks tend to bow to the will of those banks. As noted in Chapter 2, those banks favor neoliberal policy change.

Implications

It is understandable that Costa Rica wants to be more globally competitive and strengthen its economy by making its education stronger and more effective. However, policy makers and educators in Costa Rica need to proceed with caution when deciding to implement the IBDP. It is a costly and time-consuming endeavor, and an analysis must be done to determine whether the IBDP is the best and most effective alternative to secondary education in Costa Rica. Neoliberalism's attachment to competition may put

Costa Rica's unique cultural elements aside in favor of an elite outside curriculum. Apple (2017) warns that a stratified system of privilege can result from an unequal education system. Therefore, Costa Rican policymakers and education agencies need to consider whether the IB contributes to this social and economic hierarchy, and, if so, analyze who may benefit and who may be marginalized. Costa Ricans also need to be aware of the role of international organizations in shaping its education system and how their involvement leads to more standardization and global competition (Apple, 2017; Baker, 2009; Dale, 2005; Spring, 2009; Torres, 2013). Costa Rica sees itself as an exceptional Central American country with a resilient democracy and a narrative of peace, but the unquestioned acceptance of outside influence in its education can lead to fundamental changes in its society.

Research Limitations

This study sought to better understand IB teachers in public and private schools in Costa Rica as well as the IB's growth in a developing country. Furthermore, I was interested in examining the CAS requirement as a form of global citizenship education. It was an ambitious plan, but it had many limitations. Firstly, I had limited time to spend in Costa Rica, so securing the permission of school directors to participate in the study had to be done via email messages. Had I more time to spend in Costa Rica, I would have made more contact with schools, in person and through telephone calls, in order to get more participation. Secondly, I interviewed four teachers. The findings from those interviews cannot be generalized to the wider population of IB teachers, but it did provide insights to how IB teachers in Costa Rica perceive and implement the IBDP. Thirdly, I examined the CAS requirement of the IBDP to learn about how the IB conceptualizes

global citizenship education. With more time, I would have examined the Theory of Knowledge class, the extended essay requirement, and some of the core IB classes, especially in the humanities through a critical perspective.

Future Research

Six ideas for future research are offered. First, as this is the only known study utilizing a translated version of the GMS to participants who were not U.S. citizens, it would be beneficial to have more studies on the global mindedness of other teachers outside of the United States. This could lead to interesting comparative analyses. For example, another Latin American country that has a growing number of public schools implementing the IBDP is Ecuador. A comparative study of IB teachers in Costa Rica and Ecuador could yield interesting information about the global mindedness of those two groups as well as comparisons on teachers' perceptions of the IBDP in those two contexts. Second, a study that tracks IB teachers' GMS scores with their students' GMS scores would provide information about how a teacher's level of global mindedness impacts his/her students' development of global mindedness. Third, a study tracking students' IB test scores and their teachers' GMS scores would show if a teacher's global mindedness affects their student's achievement on the IB exams. Fourth, a critical study connecting the results of Thompson's 1998 study where teachers were suspicious and negative of outside educational intervention to new research where teachers are positive and excited about outside educational interventions could shed light on how ideology works through time. Bartolomé (2004) argued that teachers are typically uncritical in their thinking about existing social order of domination, so neoliberal ideology, as it penetrates Costa Rican society, becomes common sense. Fifth, a comprehensive critical

analysis of other aspects of the IBDP as a form of global citizenship education would be a thought-provoking study. Andreotti's (2006) framework on soft versus critical approaches to global citizenship education could be used as a tool for analysis. Finally, as the field of global education is growing, a study comparing the IBDP with other global curricula would shed light on how global education is conceptualized and implemented in other contexts.

Conclusion

Global citizenship education is a growing field. This mixed method study sought to contribute to the field of education by examining teachers of the IBDP in Costa Rica and its growth in that developing country. It also aimed to examine an aspect of the IBDP as a form of global citizenship education. The findings show that the type of school (i.e., public or private) does not affect teachers' global mindedness. Participants' age and whether they have lived outside their birth country had a positive but weak relationship to teachers' global mindedness as documented on the Global Mindedness Scale. Teachers who teach a STEM course tended to score slightly lower on the GMS. From the four teacher interviews, it was evident that teachers had a positive perception of the IBDP and saw many benefits of it for themselves, their students, and for Costa Rica. The teachers were mainly uncritical in their responses, but the interviewee who scored the highest did express critical ideas of the IB. A critical analysis of the Creativity, Activity, Service requirement of the IB concluded that it reflects both soft and critical approaches to global citizenship education. Finally, the document analysis confirmed that neoliberalism is a driving force in the IB's expansion in Costa Rica.

APPENDICES

Appendix A. FAU IRB Approval



Institutional Review Board
Division of Research
777 Glades Rd.
Boca Raton, FL 33431
Tel: 561.297.0777
fau.edu/research/researchint

Michael Whitehurst, Ed.D., Chair

DATE: April 26, 2016

TO: Traci Baxley
FROM: Florida Atlantic University Social, Behavioral and Educational Research IRB

PROTOCOL #: 893843-1
PROTOCOL TITLE: [893843-1] Going global in Costa Rica: A mixed method study examining teachers of the International Baccalaureate, its implementation, and its growth.

SUBMISSION TYPE: New Project
REVIEW CATEGORY: Exemption category # A3

ACTION: DETERMINATION OF EXEMPT STATUS
EFFECTIVE DATE: April 26, 2016

Thank you for your submission of New Project materials for this research study. The Florida Atlantic University Social, Behavioral and Educational Research IRB has determined this project is EXEMPT FROM FEDERAL REGULATIONS. Therefore, you may initiate your research study.

- It is important that you use the approved, stamped consent documents or procedures included with this letter. The documents approved are listed below.
 - Teacher Recruitment Letter (stamped)
 - Consent Form Interview Observation English (stamped)
 - Consent Form Interview Observation Spanish (stamped)
 - Consent Form Online Survey English (stamped)
 - Consent Form Online Survey Spanish (stamped)

We will keep a copy of this correspondence on file in our office. Please keep the IRB informed of any substantive change in your procedures, so that the exemption status may be re-evaluated if needed. Substantive changes are changes that are not minor and may result in increased risk or burden or decreased benefits to participants. Please also inform our office if you encounter any problem involving human subjects while conducting your research.

If you have any questions or comments about this correspondence, please contact Donna Simonovitch at:

Institutional Review Board
Research Integrity/Division of Research
Florida Atlantic University
Boca Raton, FL 33431
Phone: 561-297-0777

researchintegrity@fau.edu

* Please include your protocol number and title in all correspondence with this office.

**This letter has been electronically signed in accordance with all applicable regulations,
and a copy is retained within our records.**

Appendix B. GMS Scale Approval

Remove label     More 

Permission to use the Global Mindedness Scale for my dissertation study  Dissertation 

 **Eliana Carvalho Mukherjee** <ecarval3@my.fau.edu> Sep 18   
to boggs 

Dear Dr. Boggs,
Greetings from South Florida! I am a doctoral student at Florida Atlantic University, and my proposed study will examine the level of global mindedness of Costa Rican teachers of the International Baccalaureate Diploma Program (IBDP) and then see how they implement the IBDP in their classrooms. After researching various instruments, I have found that Hett's Global Mindedness Scale (GMS) best fits my research questions.

I understand that you are the owner of Hett's dissertation, where the GMS is presented. I would like to know if I may have permission to use the GMS for my study. Since my study will be in Costa Rica, I will need to translate the GMS to Spanish and make minor changes in some words to fit the Costa Rican context. I will be sure to maintain the integrity and essence of the GMS. Can you kindly let me know if I may use the scale and translate it appropriately for my study? I would be more than happy to share with you the translated and modified instrument. Also, if you would like more information about my study, I will be happy to send that to you.

Thank you in advance for your consideration.

Warm regards,
Eliana Mukherjee

 **Dallas Boggs** Sep 18   
to ecarval3 

Dear Eliana, You have my full permission to use Jane Hett's Global Mindedness Scale in your dissertation. Best wishes, Dallas Boggs

From: Eliana Carvalho Mukherjee [ecarval3@my.fau.edu]
Sent: Friday, September 18, 2015 8:16 AM
To: Dallas Boggs
Subject: Permission to use the Global Mindedness Scale for my dissertation study



 **Eliana Carvalho Mukherjee** <ecarval3@my.fau.edu> Sep 21   
to Dallas 

Dear Dr. Boggs,
Thank you very much for your positive and prompt reply to my request.
Warm regards,
Eliana

Appendix C. ASOBITICO Support Letter



Heredia, Costa Rica
Viernes 12 de Febrero del 2016

A quien corresponda

Por este medio yo, Elenilson Arroyo Bolaños, cédula 2-0511-0945, vecino de San José de Alajuela y Director Ejecutivo de ASOBITICO (Asociación de Colegios de Bachillerato Internacional de Costa Rica) hago constar el interés que tiene la organización en apoyar el trabajo de investigación de la señora Eliana Carvalho Mukherjee dado que el impacto de la misma será muy útil para mostrar algunos alcances que tiene la implementación del programa del Diploma de la Organización del Bachillerato Internacional en Costa Rica.

Agradezco de antemano todo el apoyo que le puedan dar a la señora Carvalho.

Cordialmente,

A handwritten signature in black ink, appearing to read 'Elenilson', is written over a set of horizontal lines.

Elenilson Arroyo B.
Director Ejecutivo
ASOBITICO (2267-1881)

Organización sin fines de lucro declarada de Utilidad Pública

Appendix D. Email to IB Teachers

English version of the email to IB teachers:

Eliana Carvalho Mukherjee

██████████ • Palm Beach Gardens, FL 33410
ecarval3@fau.edu • www.linkedin.com/in/elianamuk/

██████████ • Skype ID: elianamuk

May 27, 2016

Dear Fellow Educator,

Greetings from Florida in the United States. I am a doctoral student at Florida Atlantic University, and I am writing my dissertation about the implementation and expansion of the International Baccalaureate Diploma Program in Costa Rica. This will be part of the fulfillment of my Ph.D. in Curriculum and Instruction. I lived in Costa Rica for eight years until recently, so this is work that comes out of love of the country.

I am inviting you to participate in my study, titled “Going global in Costa Rica: A mixed method study examining teachers of the International Baccalaureate, its implementation, and its growth,” by taking the online survey. Your participation in this study will require you to answer 47 questions found in the online survey whose link is provided below. The survey is available in English and Spanish. The survey will take between 15-20 minutes to complete. If you do not wish to answer a question, simply skip it. If you have any questions you may contact me at ecarval3@fau.edu. I will also be happy to meet with you in person to answer any questions you may have. After you submit the survey, I will send you via email a folder with some education resources that you may find useful as a token of appreciation.

The purpose of my study is to examine global mindedness of public and private school Costa Rican teachers of the International Baccalaureate and to understand their perceptions of the IB and their approaches for implementing the curriculum. The study also aims to understand the IB as a form of global citizenship education. This is a two-part study, beginning with the online survey. Based on the results of the survey, I *may* ask to interview and observe you teach. I plan on only interviewing and observing a total of four teachers in Costa Rica. **All information will be kept confidential, and no school nor teacher will be identified by their name in my study. I will use pseudonyms for the schools and teachers.** Your school leaders have already expressed support for this study, as did the Association of International Baccalaureate Schools in Costa Rica (ASOBITICO).

This study hopes to contribute to the field of curriculum and instruction in multiple ways. Much of the current research focuses on students’ development of global mindedness, and there are fewer studies that examine teachers of global education. This study will focus on the teachers. I hope that the results of the study can provide information for future professional development of IB teachers. Also, the literature is dominated by studies that examine schools and teachers in the developed world. There is a need for studies examining teachers from small, developing countries, and this study fills that gap, as it will be researching teachers in Costa Rica. Furthermore, the field of global citizenship education is growing, and the unique perspective that this study takes will help in the understanding of how an international global education curriculum is perceived and enacted. Also, the study aims to expand our understanding of the IB as a model of global citizenship education.

If you are willing to participate in the study by taking the online survey, please click on the link below, which will take you to the consent form and survey questions. You will have to agree to the consent before being able to respond to the questions. Thank you in advance for your participation! I am eager to learn more about the teachers of the IB in Costa Rica and about how the IB has been implemented there.

Warm regards,
Eliaana C. Mukherjee

Link to Online Consent and Survey:
<https://www.surveymonkey.com/r/BYPPQXY>

Spanish version of the email to IB teachers:

Eliana Carvalho Mukherjee

██████████ • Palm Beach Gardens, FL 33410
ecarval3@fau.edu • www.linkedin.com/in/elianamuk/
██████████ • Skype ID: elianamuk

27 mayo 2016

Estimado compañero educador,

Saludos desde Florida en los Estados Unidos. Estoy haciendo mi doctorado de educación en Florida Atlantic University, y estoy escribiendo mi tesis acerca de la implementación y expansión del Programa de Diploma de Bachillerato Internacional en Costa Rica. He vivido en Costa Rica durante ocho años, hasta hace poco, por lo que este es un trabajo que sale de amor del país.

Le invito para participar en mi investigación, titulado "*Hacia el global en Costa Rica: Un estudio método mixto examinando de los maestros del Bachillerato Internacional, su implementación, y su crecimiento,*" al hacer la encuesta en línea. Al participar en esta investigación, tendrá que responder a 46 preguntas que se encuentran en la encuesta en línea cuyo enlace se encuentra al final de esta carta. La encuesta está disponible en Inglés y Español, y tardará 15 - 20 minutos para completar. Si usted tiene alguna pregunta puede ponerse en contacto conmigo en ecarval3@fau.edu. También puede reunirse con usted en persona para responder a cualquier pregunta que pueda tener. Después de enviar la encuesta, yo le enviaré por correo electrónico una carpeta con algunos recursos educativos que pueden resultar útiles como una muestra de agradecimiento.

El propósito de este estudio es examinar la mentalidad global de docentes de escuelas costarricenses públicas y privadas que ofrecen el Bachillerato Internacional (BI), para entender sus percepciones respecto al IB, y conocer como lo implementan. El estudio también tiene como objetivo comprender el IB como una forma de educación global. Se trata de un estudio de dos partes, a partir de la encuesta en línea. Dependiendo de los resultados del cuestionario, voy a entrevistar y observar a un total de cuatro docentes del IB en toda Costa Rica. **Toda la información será confidencial, y ninguna escuela o maestro será identificado por su nombre en mi investigación. Voy a utilizar seudónimos para las escuelas y los maestros.** Sus líderes escolares ya han expresado su apoyo a esta investigación, al igual que la Asociación de Colegios de Bachillerato Internacional de Costa Rica (ASOBITICO).

Esta investigación pretende contribuir al campo de currículo e instrucción de múltiples maneras. Gran parte de la investigación actual se centra en el desarrollo de una mentalidad global de los estudiantes, y hay pocos estudios que examinan los maestros de educación global. Esta investigación se enfocará en los docentes. Espero que los resultados del estudio pueden proporcionar información para el futuro desarrollo

profesional de los docentes del BI. Además, la literatura está dominado por estudios que examinan las escuelas y los maestros en el mundo desarrollado. Hay una necesidad de estudios que examinan los profesores de los países pequeños y en desarrollo, y este estudio llena ese vacío, ya que estará investigando los maestros en Costa Rica. Por otra parte, el campo de la educación de ciudadanía global está creciendo, y la perspectiva única que realiza este estudio ayudará en la comprensión de cómo se percibe y se implemente un plan de estudios educación global. Además, la investigación tiene como objetivo ampliar nuestra comprensión del BI como un modelo de educación global ciudadanía.

Si usted está dispuesto a participar en el estudio haciendo la encuesta en línea, por favor haga clic en el enlace al final, lo que le llevará a las preguntas del formulario de consentimiento y de la encuesta. Tendrá que estar de acuerdo con el consentimiento antes de poder responder a las preguntas. ¡Gracias de antemano por tu participación! Estoy con ganas de aprender más acerca de los maestros de la IB en Costa Rica y sobre cómo el IB se ha implementado allí.

Saludos,
Eliana C. Mukherjee

Enlace al Consentimiento en línea y la encuesta en **español:**
<https://es.surveymonkey.com/r/HQ6WD7J>

Appendix E. Student Attitude Survey (Global Mindedness Scale)

On the following pages, you will find a series of statements. Please read each statement, and decide whether or not you agree with it. Circle the response that most recently reflects your opinion. There are no correct or wrong answers.

Strongly Disagree = 1, Disagree = 2, Unsure = 3, Agree = 4, Strongly Agree = 5

SD	D	U	A	SA
1	2	3	4	5

1. I generally find it stimulating to spend an evening talking with people from another culture.
2. I feel an obligation to speak out when I see our government doing something I consider unjust or wrong.
3. Costa Rica is enriched by the fact that it is comprised of many people from different cultures and countries.
4. Really, there is nothing I can do about the problems of the world.
5. The needs of Costa Rica must be our highest priority in negotiating with other countries.
6. I often think about the kind world we are creating for future generations.
7. When I hear that thousands of people are starving in other countries, I feel very frustrated.
8. We can learn something of value from all different cultures.
9. Generally, an individual's actions are too small to have any significant effect on the ecosystem.
10. People should be permitted to pursue the standard of living they can afford even if it has a slight negative impact on the environment.
11. I think of myself, not only as a citizen of my country, but also as a citizen of the world.
12. When I see the condition some people in the world live under, I feel a responsibility to do something about it.
13. I enjoy trying to understand people's behavior in the context of their culture.

14. My opinions about national policies are based on how those policies might affect the rest of the world as well as my country.
15. It is very important to me to have a career in which I can have a positive effect on the quality of life for future generations.
16. The values of my country are probably the best.
17. In the long run, my country will probably benefit from the fact that the world is becoming more interconnected.
18. The fact that a flood can kill 10,000 people in Bangladesh is very depressing to me.
19. It is important that Costa Rican universities and high schools provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.
20. I believe that my behavior can impact people in other countries.
21. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.
22. I feel a strong kinship with the worldwide human family.
23. I feel very concerned about the lives of people who live in politically repressive regimes.
24. It is important that we educate people to understand the impact that current policies might have on future generations.
25. It is not really important to me to consider myself as a member of the global community.
26. I sometimes try to imagine how a refugee fleeing war must feel.
27. I have very little in common with people in underdeveloped nations.
28. I am able to affect what happens on a global level by what I do in my own community.
29. I sometimes feel irritated with people from other countries because they don't understand and adapt to how we do things here.
30. People have a moral obligation to share their wealth with the less fortunate people of the world.

Background Information

Please provide the following information related to your personal and professional experience. All responses will be confidential.

1. How do you identify yourself: Male Female Other

2. What is your age?
 20 – 25 years old
 26 – 30 years old
 31 – 35 years old
 36 – 40 years old
 41 – 45 years old
 46 – 50 years old
 51 – 55 years old
 56 – 60 years old
 61 – 65 years old
 66+ years old

3. In what country were you born?

4. Have you ever traveled outside of your country of birth? Yes No

5. If yes, please indicate how many countries you have traveled to:
 1 country
 2 – 3 countries
 4 – 5 countries
 6 – 9 countries
 10 – 14 countries
 15 + countries
 N/A

6. Have you ever lived in a country outside of your country of birth? Yes
 No

7. If you answered yes to the question above, please indicate the total length of time you have lived abroad:
 Less than one month
 1 – 3 months
 4 – 6 months
 7 – 9 months
 10 – 12 months
 13 – 23 months
 2 – 3 years
 4 – 6 years
 7 – 10 years

- 11 – 15 years
- 16 – 20 years
- More than 20 years
- N/A

8. What is your primary language (mother tongue)? Spanish English Other

9. Do you speak another language fluently? Yes No

10. If you answered yes to question 9, how many languages do you speak fluently?

- 2 languages
- 3 languages
- 4 languages
- 5 or more languages
- N/A

11. Please indicate how many years of experience you have working as a teacher.

- Less than a year
- 1 – 2 years
- 3 – 4 years
- 5 – 6 years
- 7 – 8 years
- 9 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- More than 25 years

12. Do you teach a course for the International Baccalaureate Diploma Program?

- Yes No

13. If you answered yes to the question above, please list the name(s) of the International Baccalaureate (IB) course(s) you teach.

14. If you teach a course in the International Baccalaureate Diploma Program (IB DP), please indicate your years of experience working with the IB DP:

- Less than one year
- 1 – 2 years
- 3 – 4 years
- 5 – 6 years
- 7 – 8 years
- 9 – 10 years
- 11 – 15 years
- 16 – 20 years
- 21 – 25 years
- More than 25 years

15. Please indicate the school where you currently teach.

- Academia Teocali
- British School of Costa Rica
- Centro Educativo Nueva Generacion
- Colegio Bilingue de Palmares
- Colegio de Bagaces
- Iribo School
- Instituto Dr. Jaim Weizman
- La Paz Community School
- Liceo de Cariari
- Liceo de Costa Rica
- Liceo de Moravia
- Liceo de Poas
- Liceo de Puriscal
- Liceo de Tarrazu
- Liceo Gregorio Jose Ramirez Castro
- Liceo Nuevo de Limon
- Liceo San Carlos
- Lighthouse International School
- Lincoln School
- Pan-American School
- Saint Mary School
- The Blue Valley School
- The European School
- United World College Costa Rica
- Yorkin School

16. For my study, I plan to interview and observe some I.B. teachers. If you teach a course in the IB program and are willing to be interviewed and observed (for two days, one class period each time), can you please provide your email address or the best way to contact you? Please note that my study is not intended to judge anyone's teaching, but it is to better understand how the I.B. is implemented in Costa Rica. All information will be kept confidential and your identity will be protected. Thank you in advance for your support! Please provide your contact information (Email address and/or telephone) below.

Appendix F. Encuesta de Actitud Estudiantil (Escala de Mentalidad Global)

Encontrará una serie de 30 declaraciones. Por favor lea cada una y decida qué tan de acuerdo está con ella. Luego marque la respuesta que mejor refleje su opinión.

No hay respuestas correctas o incorrectas.

La escala es la siguiente:

Muy en desacuerdo = 1, En desacuerdo = 2, Ni en desacuerdo, ni de acuerdo = 3, De acuerdo = 4, Muy de acuerdo = 5

MD	D	N	A	MA
1	2	3	4	5

1. En general, para mi es estimulante pasar una noche hablando con personas de otra cultura.
2. Siento el deber de alzar la voz cuando veo al gobierno hacer algo que considero injusto o equivocado.
3. Costa Rica se enriquece por el hecho de que se compone de muchas personas de diferentes culturas y países.
4. Realmente, no hay nada que pueda hacer sobre los problemas mundiales.
5. Las necesidades de Costa Rica deben ser nuestra más alta prioridad en las negociaciones con otros países.
6. A menudo pienso en qué tipo de mundo estamos creando para las generaciones futuras.
7. Cuando escucho que miles de personas se mueren de hambre en otro país, siento mucha frustración.
8. Todos podemos aprender algo valioso de cada cultura.
9. En general, las acciones de un individuo son demasiado pequeñas para tener un efecto significativo en el ecosistema.
10. Las personas deberían poder tener el nivel de vida que puedan pagar a pesar de que dicho nivel de vida puede resultar en un impacto ligeramente negativo en el medio ambiente.
11. Pienso en mí mismo, no sólo como un ciudadano de mi país, sino también como un ciudadano del mundo.

12. Cuando veo la situación en que viven algunas personas en el mundo, siento la responsabilidad de hacer algo al respecto.
13. Me gusta tratar de entender el comportamiento de las personas en el contexto de su cultura.
14. Mis opiniones sobre las políticas nacionales se basan en cómo esas políticas pueden afectar el resto del mundo, así como mi país.
15. Para mí, es muy importante tener una carrera profesional en la que pueda tener un efecto positivo en la calidad de vida de las generaciones futuras.
16. Los valores de mi país son probablemente los mejores.
17. Al largo plazo, mi país probablemente se beneficiará del hecho de que el mundo es cada vez más interconectado.
18. El hecho de que una inundación pueda matar a 10.000 personas en Bangladesh, para mí es deprimente.
19. Es importante que las universidades y colegios Costarricenses ofrezcan programas diseñados para promover el entendimiento entre los estudiantes de diferentes orígenes étnicos y culturales.
20. Creo que mi comportamiento puede afectar a personas de otros países.
21. La distribución actual de la riqueza y los recursos del mundo debe mantenerse, ya que promueve la supervivencia de los más aptos.
22. Siento una fuerte conexión con la familia humana de todo el mundo.
23. Me siento muy preocupado por la vida de las personas que viven en regímenes políticos represivos.
24. Es importante que eduquemos a las personas a entender el impacto que las políticas actuales podrían tener en las futuras generaciones.
25. Para mí realmente no es importante considerarme como un miembro de la comunidad global.
26. A veces trato de imaginar cómo un refugiado huyendo de una guerra debe sentir.
27. Tengo muy poco en común con las personas en los países subdesarrollados.
28. Soy capaz de afectar lo que sucede a nivel mundial por lo que hago en mi propia comunidad.

29. A veces me siento irritado con personas de otros países porque no entienden cómo hacemos las cosas aquí y no se adaptan.

30. Las personas tienen la obligación moral de compartir su riqueza con las personas menos afortunadas del mundo.

Antecedentes

Por favor proporcione la siguiente información relacionada con su experiencia personal y profesional. Todas las respuestas serán confidenciales.

1. ¿Cómo se identifica a sí mismo? _____ Masculino _____ Femenino _____ Otro

2. ¿Cuántos años tiene usted?
_____ 20 – 25 años
_____ 26 – 30 años
_____ 31 – 35 años
_____ 36 – 40 años
_____ 41 – 45 años
_____ 46 – 50 años
_____ 51 – 55 años
_____ 56 – 60 años
_____ 61 – 65 años
_____ 66+ años

3. ¿En qué país nació usted?

4. ¿Alguna vez ha viajado fuera de su país de nacimiento? _____ Si _____ No

5. Si ha respondido afirmativamente a la pregunta anterior, indique el número de países que ha viajado:
_____ 1 país
_____ 2 – 3 países
_____ 4 – 5 países
_____ 6 – 9 países
_____ 10 – 14 países
_____ 15 + países
_____ N/A

6. ¿Alguna vez ha vivido en un país fuera de su país de nacimiento? _____ Si _____ No

7. Si ha respondido afirmativamente a la pregunta anterior, indique el tiempo que ha vivido en otros países:
_____ Menos de un mes
_____ 1 – 3 meses

- 4 – 6 meses
- 7 – 9 meses
- 10 – 12 meses
- 13 – 23 meses
- 2 – 3 años
- 4 – 6 años
- 7 – 10 años
- 10 – 15 años
- 16 – 20 años
- Más de 20 años
- N/A

8. ¿Cuál es su idioma principal (lengua materna)? español inglés otra

9. ¿Usted habla más de un idioma con fluidez? Sí No

10. Si ha respondido afirmativamente a la pregunta anterior, ¿cuántos idiomas habla con fluidez?

- 2 idiomas
- 3 idiomas
- 4 idiomas
- 5 o más idiomas
- N/A

11. Por favor indique cuántos años de experiencia tiene trabajando como docente.

- Menos de un año
- 1 – 2 años
- 3 – 4 años
- 5 – 6 años
- 7 – 8 años
- 9 – 10 años
- 11 – 15 años
- 16 – 20 años
- 21 – 25 años
- Más de 25 años

12. ¿Enseña usted una clase para el Programa de Diploma del Bachillerato Internacional? Sí No

13. Si ha respondido afirmativamente a la pregunta anterior, indique las clases del Bachillerato Internacional (BI) que enseña.

14. Si usted enseña un curso en el Programa del Diploma del Bachillerato Internacional (BI), indique sus años de experiencia de trabajo con el BI.

- Menos de un año
- 1 – 2 años

- 3 – 4 años
- 5 – 6 años
- 7 – 8 años
- 9 – 10 años
- 11 – 15 años
- 16 – 20 años
- 21 – 25 años
- Más de 25 años

15. Por favor, indique la escuela donde usted trabaja actualmente.

- Academia Teocali
- British School of Costa Rica
- Centro Educative Nueva Generacion
- Colegio Bilingue de Palmares
- Colegio de Bagaces
- Iribo School
- Instituto Dr. Jaim Weizman
- La Paz Community School
- Liceo de Cariari
- Liceo de Costa Rica
- Liceo de Moravia
- Liceo de Poas
- Liceo de Puriscal
- Liceo de Tarrazu
- Liceo Gregorio Jose Ramirez Castro
- Liceo Nuevo de Limon
- Liceo San Carlos
- Lighthouse International School
- Lincoln School
- Pan-American School
- Saint Mary School
- The Blue Valley School
- The European School
- United World College Costa Rica
- Yorkin School

16. Para mi investigación, tengo la intención de entrevistar y observar algunos docentes del Bachillerato Internacional. Si usted enseña a una clase en el Programa de Diploma del B.I. y está dispuesto a ser entrevistado y observado (para dos días, un período de clase cada vez), por favor proporcione su correo electrónico o la mejor manera de ponerse en contacto. Tenga en cuenta que mi investigación no pretende juzgar la enseñanza de nadie, pero es de entender mejor cómo el B.I. se ha implementado en Costa Rica. Toda la información será confidencial y estará protegida su identidad. ¡Gracias por su apoyo! Como muestra de agradecimiento por haber tomado la encuesta y proporcionar su información de contacto, yo le enviará, vía correo electrónico, una carpeta con

algunos recursos educativos útiles. Por favor, proporcione su información de contacto (dirección de correo electrónico y / o teléfono) a continuación.

Appendix G. Interview Protocol

Interview Protocol (Semi-Structured)

Introduction

Thank you very much for giving me your time for this interview. You have been selected to speak with me today because you have been identified as someone who teaches in the International Baccalaureate Diploma Program (IB DP) in a school in Costa Rica. My research project focuses on teachers of the IB DP in Costa Rican schools, their thoughts of the IB DP, and their approaches for implementing the IB DP.

I have planned this interview to last about one hour to one hour and a half. During this time, I have several questions that I would like to cover. If you have any questions for me, please let me know!

To facilitate my note-taking, I would like to audio tape our conversations today. For your information, only researchers on the project will be privy to the tapes which will be erased after they are transcribed. In addition, I would like to ask you to sign a form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, (3) we do not intend to inflict any harm, and (4) you agree to be audio taped.

Thank you again for agreeing to participate.

Date _____

Time _____

Location _____

Interviewee _____

Informed Consent signed? _____

School where interviewee teaches: _____

Interviewee Background

1. How long have you been:

_____ teaching?

_____ teaching at the school?

_____ teaching the IB DP?

2. What subjects do you teach?

3. Why did you decide to make teaching your career?

4. How did you become a teacher at this school? (Was it a deliberate decision to work at an IB DP school? Why?)
5. Have you worked at other IB schools?
6. Would you please tell me how you would define global education? What does it mean to you?
7. Would you please tell me about your educational background? (What is your highest degree? What is your field of study?)
8. How did your pre-service teacher education program prepare you to teach a global education curriculum like the IB?
9. What other experiences have you had that you think has impacted your ability to teach a global education curriculum like the IB DP? (e.g. travel, living abroad, etc.)

Perceptions of the IB DP

10. What is your opinion of the IB DP?
11. What do you believe to be the most important aims of the IB DP?
12. Are there aspects of the IB DP that you disagree with or don't like? If so, what are they?
13. From your perspective, what are the distinctive characteristics or qualities of being an IB teacher?
14. What do you believe to be the added value of the IB DP for students?
15. Are you, in general, satisfied with the IB DP? Are there aspects that you would like to be different?
16. Do you think the IB DP is appropriate for Costa Rican students and schools? Why or why not?
17. How does the IB DP compare with the Costa Rican curriculum? Which do you like better? Why?
18. Why do you think the IB DP is growing in Costa Rica? (What do you think is driving more and more schools to implement the IB DP?)

Classroom Implementation

19. Please describe, from start to finish, a typical day in your IB class.
20. Which instructional activities do you tend to use most frequently with your students?
21. How do you go about assessing whether students grasp the material you present in your IB classes?
22. What specific new teaching or assessment practices have you implemented in your classes since becoming an IB teacher?
23. In what ways has the IB Learner Profile informed your work in the classroom?
24. What are some of the biggest challenges you face in teaching the IB DP?
25. What are some of the most significant successes you have experienced as an IB teacher?
26. How do you prepare your students to be globally-minded? In what ways do you teach for global understanding?)

School Implementation

27. What are some of the major challenges your school faces in adopting the IB DP? What are the major opportunities?
28. Describe how teaching, learning, and assessment practices are improving/changing in your schools since the adoption of the IB DP. (How do you know?)
29. What else has changed in your school as a result of adopting the IB DP, if anything?
30. How is global education approached in your school?

Professional Development

31. What support, assistance, or professional development have you received in implementing the IB DP?
32. How frequently do you attend IB professional development?

33. What is your opinion of the IB professional development that you have attended?
(Are you generally satisfied? Are there aspects you would like to be different?)

Other

34. Is there anything else that you would like to share about the IB DP and your experience?

Closure

- Thank you to interviewee.
- Reassure confidentiality.
- Ask permission to follow-up _____

Post Interview Comments, Observations, and Reflections

Appendix H. Reprint Permission

Email communication between Eliana Carvalho Mukherjee and Dr. Vanessa Andreotti where she grants me permission to use the table “Soft versus critical global citizenship education.”



Eliana Carvalho Mukherjee <ecarval3@fau.edu>

Requesting permission to use your table "Soft versus critical citizenship education"

Andreotti, Vanessa <vanessa.andreotti@ubc.ca>
To: "ecarval3@my.fau.edu" <ecarval3@my.fau.edu>

Fri, Jan 12, 2018 at 5:58 PM

Of course, Eliana, it is "creative commons"(copyleft). You might also want to look at the HEADS UP framework - see <http://blogs.ubc.ca/earthcare/headsup/>

Vanessa de Oliveira Andreotti, Ph.D.
Canada Research Chair in Race, Inequalities and Global Change
Department of Educational Studies | Office: Ponderosa Commons 3071
The University of British Columbia
Phone 604 827 1577 | Fax 604 822 4244
vanessa.andreotti@ubc.ca

From: Eliana Carvalho Mukherjee [ecarval3@my.fau.edu]
Sent: Friday, January 12, 2018 6:09 AM
To: Andreotti, Vanessa
Subject: Requesting permission to use your table "Soft versus critical citizenship education"

Dear Dr. Andreotti,
Greetings from Florida, from another Brazilian (although I haven't lived in Brazil since 1979). My name is Eliana Carvalho Mukherjee, and I am a doctoral student at Florida Atlantic University's College of Education. I am working on my dissertation, titled "Going global in Costa Rica: A mixed method study examining teachers of the International Baccalaureate Diploma Program and its growth in a developing country." In part of this study I analyze how critical aspects of the International Baccalaureate is, particularly the Creativity, Action, Service (CAS) requirement. I would like to use your table titled "Soft versus critical citizenship education" as the framework for my analysis, taken from your 2006 article "Soft versus critical global citizenship education." Can I please include that table in my dissertation, with full credit and citation attributed to you? Thank you in advance for your consideration. If you grant me permission to use it, I will happily send you my completed dissertation once it's been finalized, which I intend to complete by May.

Warm regards,
Eliana Carvalho Mukherjee

Appendix I. Soft versus Critical Citizenship Education Code List

	Soft Global Citizenship Education	“Soft” Code	Critical Global Citizenship Education	Critical Code
Problem	Poverty, helplessness	S-Prob	Inequality, injustice	C-Prob
Nature of the problem	Lack of ‘development’, education, resources, skills, culture, technology, etc.	S-NatProb	Complex structures, systems, assumptions, power relations and attitudes that create and maintain exploitation and enforced disempowerment and tend to eliminate difference.	C-NatProb
Justification for positions of privilege (in the North and in the South)	“Development”, ‘history’, education, harder work, better organisation, better use of resources, technology.	S-Justif	Benefit from and control over unjust and violent systems and structures.	C-Justif
Basis for caring	Common humanity/being good/sharing and caring. Responsible FOR the other (or to teach the other).	S-Car	Justice/complicity in harm. Responsibility TOWARDS the other (or to learn with the other) – accountability.	C-Car
Grounds for acting	Humanitarian/m oral (based on normative principles for thought and action).	S-Act	Political/ethical (based on normative principles for relationships).	C-Act

Understanding of interdependence	We are all equally interconnected, we all want the same thing, we can all do the same thing.	S-IntrDep	Asymmetrical globalisation, unequal power relations, Northern and Southern elites imposing own assumptions as universal.	C-IntrDep
What needs to change	Structures, institutions and individuals that are a barrier to development.	S-Change	Structures, (belief) systems, institutions, assumptions, cultures, individuals, relationships.	C-Change
What for	So that everyone achieves development, harmony, tolerance and equality.	S-WhatFor	So that injustices are addressed, more equal grounds for dialogue are created, and people can have more autonomy to define their own development.	C-WhatFor
Role of 'ordinary' individuals	Some individuals are part of the problem, but ordinary people are part of the solution as they can create pressure to change structures.	S_RoleIndiv	We are all part of the problem and part of the solution.	C-RoleIndiv
What individuals can do	Support campaigns to change structures, donate time, expertise and resources	S-CanDo	Analyse own position/context and participate in changing structures, assumptions, identities, attitudes and power relations in their contexts.	C-CanDo

How does change happen	From the outside to the inside (impose change).	S-HowChg	From the inside to the outside.	C-HowChg
Basic principle for change	Universalism (non-negotiable vision of how everyone should live what everyone should want or should be).	S-PrincChg	Reflexivity, dialogue, contingency and an ethical relation to difference (radical alterity).	C-PrincChg
Goal of global citizenship education	Empower individuals to act (or become active citizens) according to what has been defined for them as a good life or ideal world)	S-GoalGCE	Empower individuals to reflect critically on the legacies and processes of their cultures, to imagine different futures and to take responsibility for decisions and actions.	C-GoalGCE
Strategies for global citizenship education	Raising awareness of global issues and promoting campaigns.	S-StratGCE	Promoting engagement with global issues and perspectives and an ethical relationship to difference, addressing complexity and power relations.	C-StratGCE
Potential benefits of global citizenship education	Greater awareness of some of the problems, support for campaigns, greater motivation to help/do something, feel good factor.	S-BenefitsGCE	Independent/critical thinking and more informed, responsible and ethical action.	C-BenefitsGCE

Potential problems	Feeling of self-importance and self-righteousness and/or cultural supremacy, reinforcement of colonial assumptions and relations, reinforcement of privilege partial alienation, uncritical action.	S-Probs	Guilt, internal conflict and paralysis, critical disengagement, feeling of helplessness	C-Probs
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Note. From “Soft versus critical global citizenship education,” by V. Andreotti, 2006, *Policy and Practice: Development Education Review*, 3, pp. 83-98. Reprinted with permission (Appendix H).

Appendix J. A Priori Codes for Document Analysis on Neoliberalism

Code	Explanation
ACT	Accountability
AlloRec	Allocation of resources
AttracTIn	Attract investors
Bus	Business intersts
Capital	Capital
Compet	Competition
CreateJobs	Creating jobs
Corps	Transnational corporations
Dereg	Deregulation
EconoGrow	Economic growth
EdQual	Education quality
Effic	Efficiency
Employ	Employment
Expend	Expenditures
FreeM	Free markets
FreeT	Free trade
FTA	Free trade agreements
HigherEd	Higher education levels
HighIn	Higher incomes
HumCap	Human capital
Inequal	Inequality
Innov	Innovation
IntlComp	International competition
Invest	Investment
KnowEc	Knowledge economy
LaborRefor	Labor reform
PFP	Pay for performance
PovRed	Poverty reduction
PS	Private-sector
Privat	Privatization
Product	Worker Productivity
PubExpend	Public expenditures
RedPubSp	Reduce public spending
RepDO	Repetition and dropout rates
Results	Results-based
S&M	Science and math
SS	Secondary school
SkillLF	Skilled labor force
Standards	Standardization
Test	Standardized test scores
State	State-run
SAP	Structural adjustment programs

StudComp	Student competencies
TchEval	Teacher evaluation
TchSal	Teacher salaries
Tch	Teacher quality
Tech	Technology
WkIncent	Work incentives

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