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Methods for Cross-Cultural Curriculum Design and Implementation in Contemporary International Schools

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ABSTRACT

Over the years, international schools have emerged and changed in Argentina because of an interaction between sociopolitical, economic, and educational factors. Therefore, this study aims to develop comprehensive methods for cross-cultural curriculum design and implementation in contemporary international schools. It identifies curriculum-related challenges in international schools, cultural gaps in curricula for international students and their impact on student engagement and academic success, and suitable strategies for eliminating cultural biases in curricula, ensuring an equitable learning environment. The study has adopted a mixed methodology which includes a survey of 100 staff members and interviews of 15 senior management officials of two specific international schools in Buenos Aires, the capital of Argentina. Quantitative data found that the integration of the cross-cultural aspect while maintaining coherence is the most important curriculum challenge; lack of cross-cultural content is the most impactful cultural gap in curricula which affects the cultural intelligence of students; and adoption of new technologies is the most powerful strategy to eliminate cultural biases in curricula and ensure an equitable learning environment. Qualitative data also supports these findings and gives deep information. It shows that limited access to diverse expertise and resources, the need to ensure cultural sensitivity, the integration of the cross-cultural aspect, limited time, and the lack of availability of new technology are important curriculum-related challenges in international schools in Argentina. Cultural gaps in curricula make students less aware of the world they live in, make them rigid and more close-minded, affect their cultural intelligence, and limit their academic innovation and intellectual growth. Inclusion of diverse perspectives or voices in the curriculum, engagement with students, integration of flexible assessment methods, adoption of new technologies, and collaboration of academic members of the community are powerful strategies to eliminate cultural biases in curricula and ensure an equitable learning environment. Hence, to enhance cross-cultural curriculum design and implementation in contemporary international schools in Argentina, it is recommended to incorporate local cultural content, introduce continuous professional development for teachers, establish community engagement initiatives, and conduct curriculum audits to neutralize bias.

Keywords: Cross-cultural curriculum, international schools, curriculum design, cultural gaps, student engagement

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Chapter: 1 INTRODUCTION

1.1 Background of the study

This study focuses on improving cross-cultural curriculum design in international schools to boost student engagement, academic achievement, and intercultural comprehension. In this context, the below section highlights the growing presence of international schools in Argentina and the significance of cross-cultural curriculum design in overcoming static curriculum limitations.

1.1.1 The growing presence of international schools in Argentina

The education system in Argentina is a complex and diverse landscape, comprising both public and private institutions. The National Education Law, which mandates free and compulsory education for all residents, is the cornerstone of this system. Argentina's schooling system is composed of three levels: primary school, secondary school, level one and two secondary schools, and university (International Trade Administration, 2023). The country has seen a notable shift in its education landscape with the increase in the founding and growth of international schools in recent years. The globalization of education and Argentine families' desires for a more thorough and internationally focused education, are the main forces behind this shift. International schools are those schools which use the international education curriculum to teach students from different nations and have culturally diverse students and staff (Öztabak, 2022) (Pearce, 2023). In Argentina, there are about 50 international schools in the nation as of 2022, providing a range of international programs, such as the IB and Cambridge (Gateway to South America News, 2022).

The prevalence of international schools in Argentina can be attributed to several key factors. The international enterprises and multinational corporations' presence in Argentina is one of the main factors driving this expansion (Rabossi et al., 2023). These companies frequently open international schools to meet the educational needs of the kids of their staff members, attracting both local and foreign students seeking a more globally-oriented education (Moschetti & Verger, 2020). Furthermore, International schools in Argentina are growing as a result of the demand for internationally recognized educational programs like the International Baccalaureate (IB) and Cambridge International Examinations has fueled the expansion of these schools, offering students the chance to obtain credentials that are widely

recognized by colleges and businesses worldwide (Maire & Windle, 2022) (Belal, 2017). Additionally, Argentina's economic and demographic conditions have an impact on the development of international schools there. Argentina's role as a commerce and commercial hub has led to an expansion in the expatriate community, which has raised the demand for international schools that offer home-country curricula and continuity (Mayer & Gottau, 2023). Moreover, families in Argentina are also realizing the advantages of a global education for their children in terms of employment (Narodowski & Moschetti, 2015b).

This increase in international schools in Argentina has a multi-dimensional impact on the country. Due to their high tuition costs and the employment, they generate for foreign educators, they greatly strengthen the local economy (Valero & Van Reenen, 2019). Additionally, they offer cutting-edge teaching strategies that foster critical thinking and raise educational standards all around (Dulun, Ö., & Lane, 2023). Along with fostering intercultural competence, these institutions expose students to a variety of languages and cultures, thereby preparing them for a globalized world (Alexiadou et al., 2021). The increase in local students enrolling in international schools is indicative of parents' confidence in the calibre of education these institutions provide, while the diverse student body promotes multicultural understanding (Bailey, 2021). Additionally, international schools push for improvements in the Argentine educational system by enforcing high standards and fostering competition, also encouraging local schools to embrace best practices (Alexiadou et al., 2021). Hence, international schools in Argentina are contributing to the nation's economic development while also improving the quality of education and equipping students for a globalized society.

1.1.2 Introduction to cross-cultural Curriculum Design and its relevance today

The educational landscape has undergone a significant transformation in recent years, driven by the necessity to overcome the shortcomings of a standardized curriculum that frequently fails to meet the various requirements of students. The recognition that a uniform educational approach was insufficient in a multicultural environment was a significant motivator (Sabic-El-Rayess et al., 2019). Cross-cultural curriculum design emerged in the mid-20th century with the rise of globalization (Zajda, 2020a). Cross-cultural curriculum design is the deliberate blending of curriculum, pedagogy, and evaluations to honour and reflect students' identities and cultural backgrounds (Gyasi et al., 2021). It aims to offer a more comprehensive educational experience by appreciating and respecting the many viewpoints and contributions of people from different cultural backgrounds (Samuels, 2018). The

implementation of cross-cultural curriculum design varies across the world, influenced by factors such as educational systems, government policies, and cultural diversity within each nation. Similar to other regions, Argentina has made significant progress in cross-cultural curriculum design, embracing its rich cultural diversity, including indigenous groups like the Mapuche and Guarani, and immigrant communities from Italy and Spain (Bañales-Seguel et al., 2020) (Diz, 2020). The growing relevance of cross-cultural curriculum design can be attributed to several factors.

The demographic changes that are taking place in many nations highlight the significance of cross-cultural curriculum design. As societies become more diverse, educational institutions respond to the unique needs of their students. This is especially true in Argentina, where the racial, cultural, linguistic, and socioeconomic variety of the student community is growing. Curriculum designers include a variety of cultural viewpoints in their instructional materials to adapt to these changes (Shih, 2022). Additionally, cross-cultural curriculum design promotes mutual understanding and social cohesiveness (Elias & Mansouri, 2023). The capacity to navigate and value other points of view is essential in a society where cross-cultural connections are commonplace due to globalization and technological improvements. Students who receive cross-cultural education are better able to collaborate, settle issues, and communicate with others from diverse cultural backgrounds (Cheng, 2021). In addition to fostering cultural awareness, a well-crafted cross-cultural curriculum aids in the elimination of prejudices and preconceptions. According to (Vanner et al., 2022), exposing students to a variety of viewpoints in the classroom lessens bias and increases empathy. Students get a deeper and more complex understanding of the world through studying diverse cultures, customs, and histories, and this results in societies that are more inclusive and peaceful. Furthermore, in the context of the global economy of the twenty-first century, cross-cultural curriculum design is especially relevant (Baykan, 2021). Companies are looking for people who can interact with global markets and function well in multicultural teams. Through the incorporation of cross-cultural elements into the curriculum, educational establishments equip students to handle these expectations and enhance their employability (Bridgstock et al., 2019). Thus, cross-cultural curriculum design is more than just a trend in education, it's a tool that gives students the attitudes, abilities, and information they need to succeed in a multicultural world.

1.1.3 Shortcomings of static curricula

Static curricula have long been the predominant educational framework across the world, with educational systems in various countries following a rigid set of subjects and content. Argentina, as a case in point, is no exception, with its education system firmly entrenched in a static curriculum for decades (Vicente, 2016). Static curricula are educational programs and content that do not vary over time and are not flexible enough to adapt to changing educational demands or advances in knowledge and technology (Gouédard et al., 2020). Even though they form the basis of education at many institutions, static curricula are not without their drawbacks. One of the primary shortcomings of static curricula is their inability to keep up with the ever-evolving fields of knowledge and technology (Mafra, 2020). Research by (Aydin et al., 2017) emphasizes how curricula's static character results in out-of-date content that does not adequately educate students about the demands of the current world. A curriculum that omits important knowledge and abilities causes pupils to miss out as discoveries and technologies advance at an unparalleled rate (Ezeanya-Esiobu & Ezeanya-Esiobu, 2019). This limitation hinders the development of critical thinking and adaptability, two traits that are crucial in today's information-driven world (Meneses, 2020). Static curriculum also results in a dearth of personalization in education. Research conducted by (Bartolomé et al., 2018) highlights the diversity of learning styles and skills among students. An all-encompassing curriculum does not address every student's unique needs, which could cause some to fall behind and not have their special skills developed. This lack of personalization may deter students from participating fully in class and from succeeding academically overall (Makhambetova et al., 2021).

The inability of static curricula to promote 21st-century skills, such as creativity, critical thinking, and problem-solving is another serious concern (Kim et al., 2019). Research, such as that conducted by Scott and Husain (2021), emphasizes how assessment preparation and rote memory are frequently given precedence over the development of these skills in standardized curricula. As a result, students might not be able to use their knowledge or critical thinking skills in practical settings, which would harm their chances of finding employment in an increasingly complicated labour market. Furthermore, a static curriculum makes it more difficult for teachers to modify their lessons to meet the needs of their students. According to research by (Nevenglosky et al., 2018), teachers frequently have to follow the curriculum exactly, which leaves limited opportunities for creativity or filling in unique learning gaps. This lack of flexibility can stifle the creativity and effectiveness of educators

and may ultimately hinder student achievement (Peng, 2019) . Another significant shortcoming of static curricula, as highlighted by recent research (de la Herrán Gascón & Herrero, 2022) (Stentiford & Koutsouris, 2022) , is the lack of inclusivity. These curricula frequently unintentionally promote particular cultural ideas, which cause a gap between the content and the experiences of the students. Students find it difficult to relate to the material because of this gap, which lowers their interest and has a detrimental effect on their academic performance. Therefore, to overcome these challenges, the implementation of cross-curricula can offer an efficient solution. It encourages multidisciplinary learning, critical thinking, and adaptation, giving students the skills they need to thrive in a rapidly changing global landscape.

1.2 Problem Statement

Cross-cultural curriculum design and execution are critical challenges in the constantly globalizing world of international schools, which cater to diverse students from a range of cultural backgrounds. One primary problem is the existence of a substantial cultural gap between the curriculum and the varied cultural backgrounds of the students (Jibreel, 2015). Standardized curriculum frequently demonstrates built-in prejudices, inadvertently elevating particular cultural conceptions (de la Herrán Gascón & Herrero, 2022; Stentiford & Koutsouris, 2022) . This discrepancy prevents students from developing deep connections with the subject matter, which lowers engagement and harms their academic achievement. Furthermore, the oversight of cross-cultural considerations during curriculum development reinforces preconceptions, deepens cultural divides, and fosters unintentional cultural biases (Morgan, 2017; Powell, 2017; Sarı & Yüce, 2020a) . These prejudices have long-lasting effects on students' views of others and themselves in addition to exacerbating intercultural disputes. In addition, the contemporary international classroom is characterized by the coexistence of students hailing from a multitude of cultural backgrounds, a consequence of increased global mobility (Rohmat et al., 2023). As a result, the necessity of developing and implementing an effective cross-cultural curriculum becomes clear as a way to create a peaceful learning environment where students from different cultural backgrounds may share knowledge and respect one another.

However, there is a lack of empirical evidence on the development and application of cross-cultural curricula in modern international schools. A significant gap in the literature about

cross-cultural curriculum design is the insufficient investigation of the particular cultural obstacles impeding student involvement and academic achievement. Although these obstacles are acknowledged, nothing is known about their nature and scope. By undertaking a comprehensive inquiry to comprehend these obstacles, this study seeks to close this knowledge gap and offer valuable insights to curriculum designers and educators. Furthermore, while previous studies have acknowledged the existence of cultural biases in curricula, they have not provided complete measures for their elimination. This gap in the literature emphasizes the need for methodical, practical strategies to build a more welcoming and culturally aware learning environment.

The present study seeks to address this gap by creating useful strategies for rethinking curricula and ensuring a just and equal educational experience. Additionally, interactions between students from different cultural backgrounds are important, but there's a gap in terms of specific tactics for encouraging them. This research aims to fill this gap by outlining particular tactics to promote effective cross-cultural interactions. This strategy seeks to improve the quality of education generally by promoting respect and understanding between diverse student populations.

1.3 Aim & Objectives

This study aims to develop comprehensive methods for cross-cultural curriculum design and implementation in contemporary international schools.

With this aim the study has the following objectives.

- To identify the curriculum-related challenges in international schools in Argentina and their underlying causes
- To investigate the cultural gaps in curricula for international students in Argentina, and its impact on student engagement and academic success.
- To identify suitable strategies for eliminating cultural biases in curricula, ensuring an equitable learning environment.

1.4 Research Questions

- What are the curriculum-related challenges in international schools in Argentina and their underlying causes?
- What are the cultural gaps in curricula for international students in Argentina, and its impact on student engagement and academic success?
- What are some of the suitable strategies for eliminating cultural biases in curricula, ensuring an equitable learning environment?

1.5 Significance of the study

This study is significant for academia, students and educational institutions, the government, and the education industry.

In academia, the findings of this study provide a significant contribution by illuminating the complexities of cross-cultural curriculum design and how they affect student involvement and academic performance. It paves the way for more in-depth studies into the nuances of cross-cultural education in the future, which can reveal new problems and creative solutions. Building on this basis, academics and researchers can investigate the efficacy of the strategies employed in this study, thereby propelling the field of cross-cultural education forward.

Study is also extremely important for both students and educational institutions. This research aims to establish a more equal and inclusive learning environment by identifying cultural barriers and devising solutions to remove biases in the curriculum. Therefore, an educational system that respects students' cultural identities and gives them equal opportunities for academic success can be beneficial to students from a variety of backgrounds. In turn, educational institutions can improve their reputations by building an inclusive and diverse community that draws a larger number of students.

The findings of this study are of major significance to government agencies as well. National and regional curriculum development as well as policy-making can benefit from the strategies and insights gained from this research. By encouraging cross-cultural contact among students, governments can contribute to the development of a future workforce that is more culturally aware and globally competitive. Moreover, this can assist in social cohesiveness and harmony in increasingly heterogeneous cultures.

Furthermore, studying is significant to the education sector because it can change the landscape of international schools. Schools may enhance their market position, attract a wider range of students, and equip them for a world that is becoming more interconnected by tackling the highlighted concerns and promoting cross-cultural exchanges. Thus, the sector can grow even more as a result of fostering the expansion and sustainability of international schools.

1.6 Chapterisation plan

This study encompasses five chapters.

Chapter 1- Introduction: This chapter will provide background information on the research topic and highlight the relevance of cross-cultural curriculum design. It will also give an overview of the Shortcomings of static curricula and the growing presence of international schools in Argentina.

Chapter 2- Literature Review: This chapter will focus on reviewing recent studies on the historical development of international schools, cross-cultural education, its meaning, the development process, and its impact on students, staff, and the education system.

Chapter 3- Research Methodology: This chapter outlines the research design, data collection methods, and data analysis techniques used in the study. Additionally, ethical considerations that were taken into account during the research process are addressed.

Chapter 4- Data Analysis and Results: This chapter will analyze the collected data thoroughly and elucidate the results through different analysis methods. To enhance the clarity of the findings, visual tools like figures and tables will be used.

Chapter 5- Discussion and Conclusion: This chapter will explore the findings in light of the objectives and research questions of the study. It will conclude with an overview of the main findings, a discussion of the limitations of the study, and recommendations for further studies.

1.7 Summary

This chapter outlines the necessity of enhancing cross-cultural curriculum design in Argentina's foreign schools. The need for global education, globalization, and the presence of foreign businesses in the nation are some of the causes driving the expansion of international schools in the nation. The chapter also highlights the value of cross-cultural curriculum design in overcoming the shortcomings of static curricula, which lack personalization, do not take into account the needs of students in the twenty-first century, and fail to adapt to changing knowledge and technology. Cross-cultural curriculum design presents a viable approach to addressing these issues by encouraging flexibility and critical thinking.

Chapter: 2 Literature Review

2.1 Introduction to Chapter

Through a critical analysis of existing literature, this study explores the origins of "cross-cultural curricula" and the historical evolution of foreign schools in Argentina. It traces the history of cross-cultural education, investigates the nature and qualities of this pedagogical approach, and looks closely at the laborious process of developing a cross-cultural curriculum. The chapter examines models of cross-cultural competency and highlights the difficulties in their creation. There is a strong focus on the significant effects of cross-cultural curricula for students, staff, and the educational system at large at international schools. The chapter also examines how cross-cultural curricula are implemented and suggests ways to remove cultural biases so that students receive a thorough and objective education.

2.2 Background

A complex interplay between global dynamics, educational ideologies, and the changing requirements of a transient expatriate community has defined the historical evolution of international schools. Since their inception as establishments largely serving diplomatic and business families, these schools have experienced a significant transformation (Çelik, 2022). Simultaneously, the introduction of 'cross-cultural curricula' into schools is a strategic reaction to the difficulties presented by a multinational student population. This section explores the historical development of international schools, looking at how the demand for cross-cultural curricula became apparent as a critical component in resolving the problems that come with being a multicultural learning environment.

2.2.1 Historical development of international schools

Argentina, a country with a diverse population and a long history of educational dedication, has seen the growth of international schools undergo a revolutionary transition. International schools in Argentina have developed historically as a result of a complex interaction between sociopolitical, economic, and educational variables (Jorrot et al., 2023a) . Over the years, international schools have emerged and changed in Argentina. The history of international

education in Argentina dates back to the early 1900s, a time of growing globalization and diplomatic relations between countries (Zajda, 2020a).

Argentina had a rise in diplomatic activity following World War I, forging relationships with countries all over the world. Due to the subsequent influx of foreign nationals, including business leaders, diplomats, and expatriates, there was a need for educational establishments that could meet the particular requirements of a global community (Spruk, 2019a). This requirement set the stage for the first international schools to open in Argentina, with the main goal being to offer an education that crossed national boundaries. Over the 20th century, Argentina had significant political and economic changes (Ocampo, 2015). Internationalization grew in the years following World War II, as more and more multinational companies established operations in the nation (Brambilla et al., 2018). This movement toward globalization fueled the need for educational institutions to produce curricula that met international standards by contributing to the diversification of the expatriate community. As a result, foreign schools in Argentina significantly increased in number during the 1950s and 1960s to meet the demands of a multinational student body (Jorrat et al., 2023b). Argentina's unstable political environment in the second half of the 20th century had an impact on the growth of international schools as well (Narodowski & Moschetti, 2015a). A surge of emigration resulted from times of political unrest and economic upheaval, with both foreigners and Argentinians moving abroad in search of stability. The diaspora generated a demand for educational options that would guarantee academic pursuits, leading to an increased interest in international schools offering globally recognized curricula, including the International Baccalaureate (IB) program (Maire & Windle, 2022).

Argentina's economic policy saw a dramatic shift from protectionism to a more open-market strategy in the 1980s and 1990s (Galiani & Somaini, 2018). Due to this change, there has been a fresh upsurge in the opening of international schools as a result of foreign investment and expatriates looking for economic prospects (Mayer & Gottau, 2023). Multinational corporations and the expanding expat population have highlighted the significance of educational establishments that can offer a worldwide outlook, equipping learners for a globalized world. Argentina's international school scene began to take shape at the beginning of the twenty-first century (Rabossi et al., 2023). The country's commitment to internationalization in education was further solidified by the accreditation and recognition of these institutions by international bodies. Accreditation from organizations such as the New

England Association of Schools and Colleges (NEASC) became benchmarks of quality, assuring parents of a high standard of education (NEASC, 2023).

International schools in Argentina started to draw more local pupils in addition to serving the expatriate community (Rabossi et al., 2023). For Argentine families looking for a competitive advantage in the increasingly globalized labour market, the attraction of a globally oriented-education and the acceptance of international certifications made a strong impression. This change in the demographics of enrolled students brought attention to the way overseas schools are becoming more and more integrated into the educational system of the country. Additionally, in the 21st century, multilingual education has been received within international schools in Argentina (Hecht, 2023a). Understanding the value of language skills in a globalized world, several educational institutions implemented bilingual programs that provided students with the chance to become fluent in both Spanish and English. This strategic approach met the needs of an increasingly integrated global community that values multilingualism in addition to being in line with the linguistic variety of the nation.

Thus, the historical development of international schools in Argentina over time reveals the dynamic interaction of educational, political, historical, and economic elements. International schools have been crucial in promoting global viewpoints and offering high-quality education in Argentina, starting from their establishment as a reaction to the demands of a growing expatriate community and evolving into significant actors in the educational landscape country.

2.2.2 The inception of 'cross-cultural curricula' in school

The Argentine education system has long been considered a crucial element in moulding the future of the country. Many programs have been implemented over time to improve education, bring it into compliance with international standards, and support students' overall development (Feldfeber, 2021). One significant change in the educational landscape that has occurred recently is the introduction of "cross-cultural curricula" in schools across Argentina. This paradigm change recognizes the interconnectedness of today's globe and represents a larger commitment to providing students with a global perspective and cultural competency. Recognizing the shifting nature of the globalized society is the foundation for the implementation of cross-cultural curricula in Argentine schools (Zajda, 2020a) . As the country grows more and more involved in the global arena, fostering an appreciation of other cultures and ideas among Argentina's youth is crucial. The effort for cross-cultural curricula

seeks to dismantle historical obstacles and advance inclusive education beyond national borders (Elias & Mansouri, 2023).

The recognition of the multicultural nature of Argentine society is one of the main factors propelling the adoption of cross-cultural curricula (Bican, 2021a). Argentina is a cultural melting pot where many languages, traditions, and nationalities coexist. Even if it is valuable, the standard curriculum might not adequately convey the depth of this diversity (Scott & Husain, 2021). By adding information that represents Argentina's multicultural reality, cross-cultural education aims to close this gap and promote inclusivity and a sense of belonging among students from diverse origins (Cena et al., 2021). Furthermore, the inclusion of cross-cultural curriculum is following the worldwide trend in education, which places more emphasis on the development of critical thinking abilities than on memorization (Sempé, 2023a). The curriculum seeks to open students' minds by exposing them to a range of cultural viewpoints and motivating them to engage in critical and analytical thought about various societal norms, beliefs, and behaviours. Consequently, this fosters the development of receptive minds that can navigate a world that is becoming more interconnected by the day (Adler & Aycan, 2018).

From a practical standpoint, the inception of cross-cultural courses involves a thorough reorganization of preexisting educational structures. To incorporate varied cultural elements, this entails reviewing textbooks, instructional materials, and teaching approaches (Page, 2021a). Teachers are essential to this change; to effectively teach cross-cultural education, they need professional development and training (Buxton, 2020). Workshops and seminars play a crucial role in providing educators with the skills and information required to successfully negotiate the complexities and difficulties of a cross-cultural curriculum. Moreover, technological integration can improve cross-cultural curriculum efficacy (Shadiev et al., 2021a). Students can engage in deep, interactive learning experiences with other cultures through the use of digital platforms and multimedia tools. The utilization of internet resources, virtual exchange programs, and cooperative projects with foreign schools create an engaging and dynamic learning environment that transcends conventional classroom settings (Haleem et al., 2022).

Although there is great potential for the implementation of cross-cultural curricula in Argentine schools, there are certain difficulties. A significant obstacle is the requirement for sufficient funding to implement and maintain an endeavour with such revolutionary potential

(Sarı & Yüce, 2020b). Education authorities and legislators must work together to ensure that all students have access to updated texts and technology infrastructure. Additionally, a significant barrier that needs to be handled diplomatically is the reluctance to change among some stakeholders, such as parents and instructors used to traditional teaching techniques (Sarı & Yüce, 2020a) . Notwithstanding these difficulties, there are a lot of potential advantages to cross-cultural learning in Argentina. Early global mindset development helps pupils comprehend and value the interconnectivity of the world (Y. Huang & Xia, 2022a) . This ultimately helps to create a more inclusive and peaceful society where people from different backgrounds may live together and work together productively.

Thus, the inception of cross-cultural curricula in Argentine schools is a big step in educating the next generation of students about the opportunities and problems of the twenty-first century. It is evidence of the dedication of the education system to adapting to the shifting needs of the world.

2.3 Cross-cultural education and curriculum

Cross-cultural education is crucial in today's worldwide educational environment for developing a sophisticated awareness of many points of view (Y. Huang & Xia, 2022) . Examining competence models and addressing issues, this section examines the meaning, characteristics, and development process of the cross-cultural curriculum. It examines the impact of such curricula on students, staff, and the educational system in international schools, concluding with insights into the implementation process and its transformative potential.

2.3.1 Meaning and characteristics of cross-cultural education

The educational landscape has undergone a significant transformation in recent years, driven by the necessity to overcome the shortcomings of a standardized curriculum that frequently fails to meet the various requirements of students. The recognition that a uniform educational approach was insufficient in a multicultural environment was a significant motivator (Sabic-El-Rayess et al., 2019) . Cross-cultural curriculum design is the deliberate blending of curriculum, pedagogy, and evaluations to honour and reflect students' identities and cultural backgrounds (Gyasi et al., 2021) . Fundamentally, the goal of cross-cultural education is to provide people with the attitudes, knowledge, and abilities needed to communicate effectively with those from diverse cultural backgrounds. This entails developing sensitivity, cultural knowledge, and the capacity to function in a variety of social circumstances. Cross-cultural education becomes especially important in the Argentine context, where the nation's

identity has been moulded by a fusion of indigenous, European, and other cultural elements (De Laney, 2014).

Promoting cultural competence is one of the main characteristics of cross-cultural education (Kaihlanen et al., 2019). This involves gaining knowledge of the values, beliefs, practices, and communication styles of many cultures. Argentina is a prime example of the necessity for such expertise, with its lively mosaic of cultures. The people of Argentina are a diverse mix of cultures, ranging from the native Mapuche populations to the descendants of European immigrants (Bañales-Seguel et al., 2020). Thus, cross-cultural education in Argentina emphasizes the importance of acknowledging and valuing this difference to promote successful cross-cultural communication.

Furthermore, challenging ethnocentrism and dismantling stereotypes are important aspects of cross-cultural education. Stereotypes have the power to spread false beliefs and obstruct genuine communication between people from various cultural backgrounds (Casad & Bryant, 2016). Argentina offers a chance to investigate how cross-cultural education aims to dispel these prejudices, with its gaucho imagery and tango-dancing stereotypes. Cross-cultural education seeks to promote a more realistic and courteous awareness of the diversity of Argentine culture by promoting a nuanced understanding of it beyond these stereotypes (Yang et al., 2023).

In addition to cultural competency, a cross-cultural curriculum fosters global perspective and empathy. It pushes people to interact with viewpoints and worldviews that diverge from their own and to leave their cultural comfort zones (Z. Wang et al., 2023). Understanding the rich historical background of Argentina, which includes periods of colonization, political upheavals, and social movements, may be necessary in this regard. Through the integration of historical narratives into cross-cultural education, learners get a more profound understanding of Argentina's distinct historical trajectory and the elements that have moulded its cultural milieu (Carretero et al., 2017).

Additionally, cross-cultural education highlights the value of experiential learning and active participation in many societies. This could show itself in community-based initiatives, study-abroad initiatives, or cultural exchanges in the Argentine context (Verma, 2023) (Eliyahu-Levi, 2020). Through such immersive experiences, people can actively engage in the cultural practices and daily lives of the Argentine people, surpassing the boundaries of theoretical

understanding (Li, 2022). This practical method improves intercultural comprehension and advances the growth of a deeper level of cultural intelligence.

An essential component of teaching across cultures is acknowledging privilege and power relations in an international setting. Class, ethnicity, and socioeconomic inequality are deeply ingrained in Argentina's social structure (Harber, 2021). In this particular context, cross-cultural education critically analyses these power systems and challenges individuals to consider their positions of privilege. Cross-cultural education seeks to advance social justice and fair relationships by raising awareness of social inequalities (Davis & Reber, 2016).

Furthermore, there exists an inherent connection between cross-cultural curriculum and the advancement of intercultural communication competencies. In addition to linguistic skills, understanding body language, nonverbal clues, and communication styles are necessary for effective cross-cultural communication (Barker, 2016). It is especially important to practice these intercultural communication skills in the setting of Argentina, where gestures and interpersonal dynamics are culturally significant. Therefore, cross-cultural education gives people the skills they need to negotiate the many nuances of communication in a variety of cultural contexts (Sahadevan & Sumangala, 2021).

Hence, cross-cultural education is a complex idea that is essential to educating people for a diverse and linked society.

2.3.2 Process of development of cross-cultural curricula

Cross-cultural curriculum development is a meticulous process that begins with a detailed structure that includes phases such as Review and Reflect, Imagine, Revise and Plan, Act, and Evaluate (Page, 2021b). This methodical technique guarantees the incorporation of varied viewpoints, cultivating a comprehensive educational encounter for learners.



Figure 2.1: Process of development of cross-cultural curricula

Teachers begin the process by critically analyzing the available teaching resources during the "review and reflect" phase of the process. This stage goes beyond recognizing diversity and explores the subtle incorporation of cultural components (Page, 2021b). The cornerstone of a curriculum that honours and promotes cultural diversity is the recognition of students' varied

backgrounds, including their race, socioeconomic level, language, and religious convictions (Vera Cruz et al., 2018a). In Argentina, analyzing the effects of immigration on the cultural fabric, acknowledging the contributions of indigenous people, and critically examining historical narratives are all part of the Review and Reflection stage (Harte et al., 2015). Teachers take socioeconomic and geographic differences into account to make sure the curriculum is relevant to students from different backgrounds.

During the imagination phase, educators imaginatively design a curriculum that goes beyond surface-level diversity. This entails investigating different teaching strategies and combining literature, narratives from history, and artistic manifestations from other cultures (Nijhuis, 2019). The intention is to provide students with an inclusive educational experience that inspires them to adopt diverse perspectives on the world. At this stage, Argentine educators envision a curriculum that celebrates the cultural variety of their nation (Sempé, 2023b). This entails acknowledging the contributions of Afro-Argentine populations, investigating local art and customs, and absorbing literature from many geographical areas. Important elements include promoting a national identity that values diversity and emphasizing past efforts for cultural recognition (Berglund et al., 2020).

After the imaginative stage, educators proceed to edit already-existing materials and organize curricular alignment. This requires a careful integration that penetrates every facet of the learning process rather than just tossing in a few token cultural components (Offorma, 2016). To provide students with a well-paced examination of particular cultural issues, lesson plans are modified to gradually expose them to a variety of cultural perspectives. Argentine educators modify the curriculum to highlight certain historical events throughout the Revise and Plan phase, encouraging cultural sensitivity and steering clear of stereotypes. Planning takes into account the socioeconomic background for fair access to educational resources, takes into account linguistic variety, and recognizes both Spanish and indigenous languages (Akinsola & Cotroneo, 2023).

The act of implementing the cross-cultural curriculum into practice involves stakeholders, administrators, and educators working together. Instructors are essential in creating an inclusive classroom environment by introducing students to a variety of viewpoints through interactive exercises, invited speakers, and group projects (Araujo Dawson et al., 2022). The implementation is dynamic, changing in response to the community's feedback and changing demands. In Argentina, teachers, community leaders, indigenous representatives, and cultural

specialists work together during the Act phase (da Silva et al., 2023) . Collaboration on projects and visits from guest speakers promote intercultural understanding. Involving local communities and parents helps the cultural links within the learning community to grow.

The ongoing process of evaluation determines the effectiveness of the curriculum in accomplishing its objectives. This encompasses a comprehensive grasp of pupils' cultural awareness and goes beyond typical measurements. Ongoing changes to the curriculum are informed by feedback loops, questionnaires, and tests intended to gauge cultural competency (Dichek et al., 2021a). This keeps the curriculum adaptable to the changing dynamics of the learning environment. Using input from a variety of stakeholders, the evaluation phase evaluates the impact of the curriculum on the cultural awareness of students. This thorough review ensures that the curriculum is still adaptable to the changing cultural dynamics of the Argentine educational system (Bican, 2021b).

Hence, the development of cross-cultural curricula follows a meticulous process that, when customized for particular cultural contexts such as Argentina.

2.3.3 Cross-cultural competence models

In today's globalized interconnected culture, cross-cultural competency is an essential talent. It refers to the capacity of both individuals and institutions to engage with people from other cultural backgrounds productively by comprehending and valuing their viewpoints, actions, and communication preferences (Diaconu et al., 2018). Several models have been created to improve cross-cultural competency, offering frameworks to help people and organizations navigate the challenges presented by various cultural contexts.



Figure 2.2: Cross-cultural competence models

The Cross-Cultural Adaptability Inventory (CCAI) is a well-known model of cross-cultural competency. The four aspects of the CCAI are Emotional Resilience, Perceptual Acuity, Flexibility/Openness, and Personal Autonomy. It was created by Kelley and Meyers in 1995 (Meyers, 2008) . This paradigm places a strong emphasis on the value of emotional intelligence and adaptability when negotiating cross-cultural circumstances. People who score highly on the CCAI are typically better able to comprehend and function in a variety of contexts (Fong, 2020) . The CCAI's emphasis on emotional resilience aligns with the Argentine cultural value of emotional expressiveness. people with high emotional resilience, as determined by the CCAI, may find it easier to connect with Argentinians because of their reputation for passionate and expressive speech (Verdecchia et al., 2020) . Furthermore, the CCAI's Flexibility/Openness factor aligns well with Argentina's dynamic and constantly evolving social scene. People need to be able to adjust to various social norms and practices, and the CCAI offers a framework for doing so (Castro Solano & Perugini, 2021).

Bennett's Developmental approach to Intercultural Sensitivity (DMIS) is another well-known model. DMIS delineates six phases of intercultural sensitivity, spanning from Denial (ethnocentrism) to Integration (cultural relativism) (Bennett, 2017). It draws attention to the fact that cross-cultural competence is developmental, implying that people move through phases as they encounter and learn from different cultures. To become culturally competent, this approach highlights the necessity of ongoing learning and introspection ((Mellizo, 2018). In the same way, the DMIS model's emphasis on intercultural sensitivity stages makes sense in the context of Argentina. People get increasingly sensitive to cultural differences and more adept at negotiating the complexity of cross-cultural relationships as they move through the stages (Teyssier et al., 2016) . This is especially useful in Argentina, where social norms, dialects, and customs vary by location (Spruk, 2019b). According to the DMIS model, people and organizations who work with heightened intercultural sensitivity are likely to cultivate more fruitful and productive partnerships in the Argentine setting.

Furthermore, cross-cultural competency is important in Argentina not just for social situations but also for professional and corporate contexts. Another model that tackles the requirement for cultural competence in professional settings is the Global Competence Model (GCM). Developed by Deardorff, the GCM identifies five components: Skills, Knowledge, Behaviors, Attitudes, and Awareness (Ndubuisi et al., 2022) . Given that Argentine corporate culture places a high importance on interpersonal ties and relationships, applying the GCM there requires a sophisticated grasp of the local business environment (Lee

et al., 2023). People who possess a high degree of cultural awareness, a crucial aspect of the GCM, are better equipped to successfully negotiate the Argentine business environment.

Within the field of education, the Intercultural Development Continuum (IDC) is a model that centres on the enhancement of students' intercultural competency (Chia, 2020). The IDC can be a useful tool because Argentina collaborates academically with universities all over the world and hosts a sizable number of foreign students. Argentine educational institutions contribute to a more inclusive and stimulating learning environment by encouraging intercultural competence among their students (Byker & Vainer, 2020).

Thus, these models provide useful frameworks for people and organizations to negotiate the complexities of interacting successfully in international contexts, particularly relevant in the multifaceted cultural landscape of Argentina

2.3.4 Challenges in the development of cross-cultural curricula

The process of developing cross-cultural curricula is dynamic and requires careful balancing to ensure efficacy, inclusion, and sensitivity. Educational professionals have several difficulties when negotiating this difficult terrain, which can have a big impact on the calibre and applicability of the materials created (Briggs et al., 2019a).

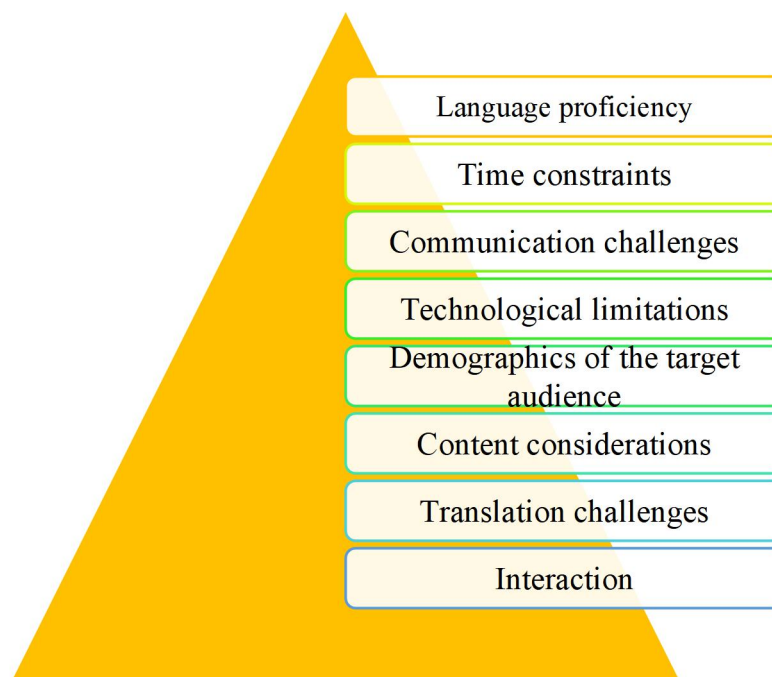


Figure 2.3: Challenges in the development of cross-cultural curricula

One of the main challenges in developing cross-cultural programs is language proficiency. Understanding linguistic nuances and cultural expressions is necessary to strike a balance

between linguistic inclusion and maintaining cultural richness (Amor et al., 2023). This goes beyond simple translation; it also includes the addition of instances and settings that are pertinent to the target culture. Argentina faces difficulty in language proficiency due to its diverse cultural background and a predominantly Spanish-speaking population. It is a delicate balance to acknowledge linguistic differences within Spanish itself and accommodate indigenous languages and dialects (Hecht, 2023b). Another big obstacle to developing cross-cultural curricula is time restrictions. It takes a long time to design educational materials because of aligning educational materials with diverse cultural frameworks. Time constraints undermine the depth of cultural investigation, leading to a surface-level assimilation of aspects from different cultures (Briggs et al., 2019b). When developing cross-cultural courses, Argentina faces time constraints. It takes a great deal of time to address the cultural history of the nation's many ethnic groups while also taking global viewpoints into account. Time constraints run the possibility of obscuring some cultural components, which prevent the thorough integration of various viewpoints (Gunkel et al., 2016). Furthermore, different viewpoints and communication styles in cross-cultural collaboration led to communication issues. Misunderstandings arising from disparities in communication conventions lead to the distortion of cultural ideas and jeopardize the overall quality of the curricula. Because of its diversified population, Argentina also faces a variety of communication issues (Hendrickson, 2018). The complexity lies in coordinating efforts among educators representing different regions, each with its unique communication norms and styles. Misinterpretations or oversights in conveying cultural nuances lead to the misrepresentation of certain communities. Cross-cultural curriculum development becomes more challenging due to technological constraints. Inequalities in the infrastructure and digital resource availability make it difficult to adopt inclusive teaching materials. It becomes a complex endeavour to acknowledge technological inequities while balancing the usage of technology for greater accessibility (Shadiev et al., 2021b). Argentina faces difficulties in developing cross-cultural curricula due to technological constraints. Inequalities in digital infrastructure between urban and rural regions lead to unequal access to cross-cultural learning resources, which exacerbate existing educational disparities (Pudikova et al., 2019).

Additionally, the demographics of the target audience pose a complex challenge. A sophisticated grasp of demographic variables is necessary for designing cross-cultural curricula to accommodate a range of backgrounds, educational attainment levels, and learning preferences (Halder et al., 2016). A lack of resonance with the intended

learners arises from failing to address these demographics. The broad audience in Argentina presents a difficulty when developing cross-cultural curricula, requiring educators to strike a careful balance to maintain inclusivity and relevance for people from a range of cultural backgrounds. Content concerns also raise the difficulty (Sarı & Yüce, 2020a). It's difficult to strike a balance between cultural authenticity and universal application. Content producers face the difficult task of expressing cultural subtleties truthfully and in an approachable manner without resorting to stereotypes. Creating content is difficult since it needs to be authentic in highlighting Argentina's diversity of cultures without reinforcing stereotypes. It also needs to be sensitive to cultural differences and requires careful study (Tseng, 2017a).

One more challenge in developing cross-cultural curricula is translation issues. The problems with translation in cross-cultural curriculum building go beyond simple language translation. They include the challenging work of translating while maintaining idioms, cultural quirks, and historical allusions (Tseng, 2017b). Misunderstandings or oversimplifications run a high danger of undermining the credibility of instructional materials. With Argentina's colloquial idioms and context-specific references, translating a cross-cultural curriculum presents a significant difficulty in effectively capturing cultural subtleties while keeping linguistic faithfulness (Bohatryec, 2015) . Moreover, Effective cross-cultural education requires interaction. Interaction challenges revolve around fostering meaningful engagement among students from diverse cultural backgrounds. Intentional design and implementation tactics are necessary to foster meaningful engagement among students from different backgrounds (Y. Huang & Xia, 2022). It becomes difficult to create an atmosphere that values candid dialogue, understanding, and the sharing of viewpoints. To create inclusive activities that connect with a variety of learning styles while managing potential cultural sensitivities for effective participation, Argentina faces the difficulty of facilitating meaningful interaction (Bican, 2021b).

Hence, addressing issues with language proficiency, time restrictions, communication barriers, and technical limitations is crucial for creating educational materials that accurately portray many cultural landscapes.

2.3.5 Impact of cross-cultural curricula in international schools

The globalized landscape of education demands a responsive and inclusive curriculum that acknowledges and celebrates cultural diversity. This international school's cross-cultural curricula have a significant effect on students, staff, and the educational system as a whole (Peo, 2015).

2.3.5.1. Student

One of the primary impacts of cross-cultural curricula on students is the development of global competency and cultural fluency (Pierre et al., 2021). Introducing pupils to a variety of viewpoints and cultural narratives improves their comprehension of the globalized world they live in. This encourages tolerance, empathy, and respect for cultural diversity. Students gain critical thinking abilities and become skilled at navigating the difficulties of an increasingly linked world as they interact with content that reflects a global spectrum (X. Huang & Chang, 2023) . Integrating cross-cultural courses gives students the chance to examine their own cultural identity in light of the larger global environment in the setting of Argentina. This enhances their school experience and equips them to function in a global environment outside of the classroom. Cross-cultural education has a major positive influence on pupils' development of flexibility and open-mindedness as well (Alghizzi & Alshahrani, 2022) . Opening oneself up to varied viewpoints encourages tolerance for various concepts and lifestyles. By learning to adjust to different cultural conventions, students improve their interpersonal skills and get ready for future joint projects in a globalized society. Furthermore, by fostering an appreciation for the diversity of world cultures, a cross-cultural curriculum help pupils create a well-rounded worldview (Di et al., 2022a) . This exposure instils a responsibility to interact with and positively impact the global community, thereby cultivating a feeling of global citizenship. Students who successfully traverse cross-cultural content gain academic understanding as well as enhanced cultural intelligence, which empowers them to flourish in a variety of settings and make significant contributions to a globalized society (Abacioglu et al., 2023a).

2.3.5.2. Staff

Cross-cultural curricula also affect staff members' professional growth in international schools (Fakhreldin, 2022a). Through their exposure to a variety of teaching approaches and content, educators develop a higher degree of intercultural competency. This improves their teaching methods and gives them the tools they need to interact with pupils from different cultural backgrounds. Additionally, the use of cross-cultural curricula inspires teachers to use creative teaching strategies that take into account the various learning preferences and cultural sensitivity of their pupils (Vu, 2020). This pedagogical flexibility raises the standard of instruction overall and strengthens the school's reputation as a centre for advanced and inclusive teaching methods. In Argentina, where cultural diversity is intrinsic to the nation's identity, the incorporation of cross-cultural curricula aligns with the country's ethos of

embracing diversity (X. Zhang, 2022). Staff involvement in the development and execution of these curricula promotes an inclusive and culturally sensitive learning environment. In addition to fostering intercultural competency, cross-cultural curricula in international schools contribute significantly to staff members' professional development by promoting collaboration and knowledge-sharing among educators (Szelei et al., 2020). Experiencing a range of educational approaches means that staff members can share and modify their pedagogical strategies in a culture of mutual learning. This cooperative setting strengthens each teacher's unique teaching abilities while also uniting the staff and fostering a supportive community. Implementing cross-cultural curricula additionally motivates teachers to continue their professional development and stay abreast of changing global viewpoints and educational trends (Anyichie & Butler, 2023). In addition to strengthening the school's dedication to offering a thorough and globally relevant education, this continuous learning process gives staff members the flexibility they need to handle the changing difficulties of a world that is becoming more interconnected (Bican, 2021b).

2.3.5.3. System

Cross-cultural curriculum adoption in international schools has also a significant effect on the educational system as a whole (Kefalaki et al., 2021). One of the main results is the development of an inclusive and tolerant learning environment by fostering a multicultural culture within the school. This not only fits in with the worldwide multiculturalism movement, but it also gets students ready for a world where cross-cultural communication is essential. Cross-cultural curriculum adoption in Argentina helps create a more comprehensive and well-rounded educational system (Y. Huang & Xia, 2022). The integration of global ideas into the local context enhances the system's ability to adapt to the different requirements of the student body. Consequently, this fortifies the educational framework and establishes Argentina as a centre for global education, drawing scholars and instructors from all corners of the globe. Cross-cultural curricula also impact the broader educational system by promoting curriculum innovation (Hoyos et al., 2018). The incorporation of varied cultural viewpoints demands ongoing modification and creation of instructional resources, approaches, and evaluation systems. This dynamic encourages educators to experiment with novel pedagogical approaches by creating a culture of continual improvement within the educational system. Moreover, the use of cross-cultural courses fosters international collaboration among educators (Kumi-Yeboah, 2018a). In addition to supporting professional growth and encouraging teamwork to tackle educational issues, shared experiences and best

practices from many cultural contexts provide a collaborative network. This culture of cooperation improves the educational environment and also establishes the educational system as a dynamic, changing entity that can adapt to the needs of an interconnected world (J. Zhang, 2019).

Hence, the impact of cross-cultural curricula in international schools is far-reaching and transformative. It changes the viewpoints of students, benefits staff members' professional growth, and raises the general effectiveness of the educational system.

2.3.6 The implementation process of cross-cultural curricula

Cross-cultural curriculum implementation is a difficult but necessary undertaking that needs to be planned and carried out with great care. To promote an inclusive and culturally aware learning environment, Argentina uses the following implementation procedure.



Figure 2.4: Implementation process of cross-cultural curricula

The first step towards implementing cross-cultural curricula is completing a comprehensive needs assessment (Loweth et al., 2020). This procedure includes figuring out the cultural composition of the student body, comprehending their particular learning requirements, and seeing any gaps in the current curriculum. Argentine teachers gain important insights by using demographic data, interviews, and surveys to customize courses to address particular cultural nuances (Romijn et al., 2021).

Following the completion of the needs assessment, the careful design and development of the cross-cultural curriculum comes next (Dichek et al., 2021b). Collaboration between educators, curriculum professionals, and cultural experts is necessary for this. The objective is to incorporate a range of viewpoints and life experiences into the curriculum so that students from different cultural backgrounds can relate to it. To preserve academic rigour, this phase also entails aligning the curriculum with educational standards (Vera Cruz et al., 2018b).

Next, it is imperative to equip educators with the necessary skills and knowledge to effectively administer cross-cultural courses (Y. Huang & Xia, 2022). It is crucial to provide professional development opportunities that emphasize cultural competency, sensitivity, and efficient teaching techniques. Training sessions, seminars, and workshops equip teachers with the skills they need to manage diverse classes and promote an inclusive learning environment (Donath et al., 2023).

Finding and incorporating pertinent resources into a cross-cultural curriculum is the next component of its implementation (Kumi-Yeboah, 2018b). It is important to choose textbooks, instructional materials, and multimedia tools carefully so that they represent a range of viewpoints and experiences. The incorporation of literary works, historical narratives, and artistic manifestations from diverse cultural backgrounds enhances the educational process and facilitates students' engagement with the subject matter (Mandarani & Munir, 2021).

Assessment methods are aligned with the cross-cultural curriculum to accurately measure students' understanding and progress (Monteiro et al., 2021). It could be necessary to alter conventional assessment instruments to account for different learning styles. In addition to guaranteeing fair assessment procedures for all students, formative assessments, project-based evaluations, and culturally relevant tasks provide a more comprehensive picture of students' accomplishments (Ozan & Kincal, 2018).

Involving the community is another essential part of implementing a cross-cultural curriculum in Argentina (Mpuangnan & Ntombela, 2023). Working together with community leaders, parents, and local cultural organizations creates a supportive environment for pupils. Participation in the community offers new viewpoints, materials, and cultural insights that improve the curriculum's overall efficacy. Moreover, it strengthens the link between classroom instruction and practical applications (Doubeni et al., 2022).

Finally, cross-cultural curriculum implementation is a continual process that calls for continuing assessment and development (DeLuca et al., 2021). Creating a feedback loop with students, teachers, and other stakeholders makes it possible to pinpoint areas that need improvement. Frequent evaluations of the curriculum's effects on academic achievement, cultural sensitivity, and student engagement aid in its revision and adaptation to changing requirements (Gan et al., 2021a).

Thus, by following these steps, Argentine educators implement an inclusive and culturally responsive learning environment that equips students for the challenges of a globalized world.

2.3.7 Strategies for eliminating cultural biases in curricula

Argentina's rich and varied cultural landscape is a mosaic of customs, backgrounds, and viewpoints. However educational resources frequently unintentionally reinforce biases that can cause marginalization of particular communities. It is essential to recognize and implement strategies that remove cultural biases from curricula to guarantee an equitable learning environment.

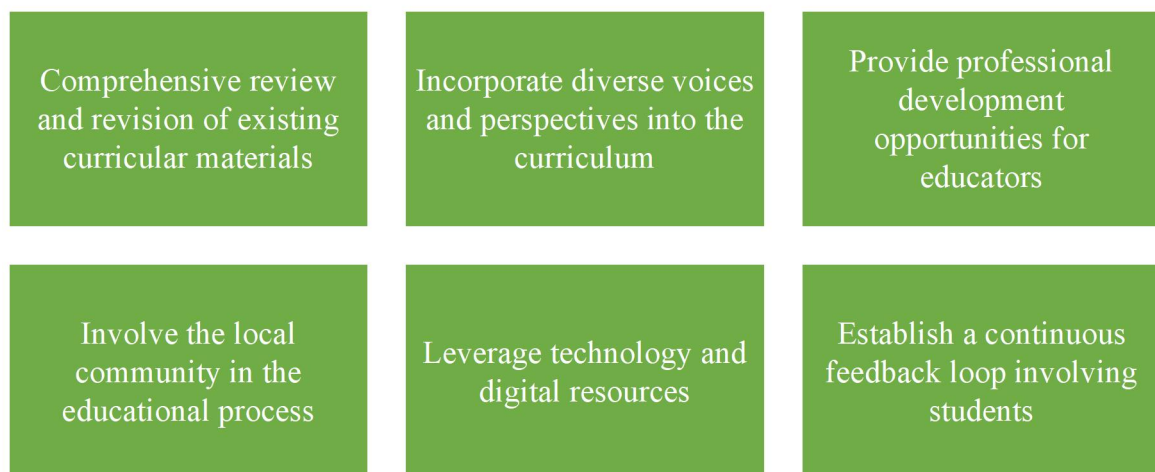


Figure 2.5: Strategies for eliminating cultural biases in curricula

Reviewing and revising the current curriculum materials in-depth is one efficient strategy (Page, 2021b). Examining textbooks, instructional materials, and curricula for hidden biases that could reinforce stereotypes or elevate some cultural narratives over others is an important step in this process. Working together, educators, subject matter experts, and community representatives can uncover important information about these biases and offer solutions (Xu, 2016). A more nuanced and representative curriculum can result from promoting a diverse and inclusive committee that allows for the consideration of many points of view. Furthermore, removing cultural biases in education requires integrating a variety of voices

and viewpoints into the curriculum (Kruse et al., 2022). This entails incorporating a wider range of cultural narratives and experiences in addition to emphasizing the contributions of historically marginalized groups. Creating educational materials that showcase Argentina's diverse population might facilitate students' understanding and appreciation of different cultural viewpoints (Laird-Arnold, 2022). Incorporating literary works, historical narratives, and scientific discoveries from diverse cultural contexts cultivates a comprehensive comprehension of the social structure of Argentina. Providing professional development opportunities for educators to improve their cultural competence is another crucial tactic (Boscardin, 2015a). Teachers are crucial in influencing the attitudes and opinions of their students. Providing training courses that encourage cultural sensitivity, inclusion, and understanding gives teachers the skills they need to identify and deal with prejudice in the classroom (Abacioglu et al., 2020). These initiatives can also provide educators with the tools they need to modify their pedagogy to meet the needs of students with different learning preferences, so that every student feels respected and valued. Furthermore, including the local community in the educational process is essential, as is updating curricula and improving the cultural competency of instructors (Thomas & Quinlan, 2023). The inclusion of parents, community leaders, and cultural experts in the curriculum-building process guarantees the consideration of varied viewpoints. Additionally, community service can aid in bridging the knowledge gap between the classroom and real-world situations, giving students a more comprehensive understanding of society dynamics and their cultural heritage. Technology and digital resources are another useful tool for removing cultural biases from courses (Gallagher & Breines, 2023). The incorporation of interactive platforms, web resources, and multimedia content enables a more inclusive and dynamic learning environment (Abdulrahman et al., 2020). With this method, teachers may easily combine different points of view and modify the material to fit the needs of each student. Technology can also make it easier to update curricula continuously, ensuring that they continue to reflect the changing cultural landscape. Additionally, one crucial strategy is to have students participate in an ongoing feedback loop (Boscardin, 2015b). Inquiring actively about students' cultural experiences, interests, and worries fosters a vibrant conversation that guides the creation of curricula. In addition to ensuring that the curriculum speaks to their varied backgrounds, this student-centric approach also gives them the confidence to take an active role in their own education (Gholam, 2019). Educational institutions in Argentina can promote a feeling of relevance and belonging by valuing student voices, which will help create a more fair and culturally aware learning environment (Gan et al., 2021b). Thus, by undertaking a critical

review of existing materials, incorporating diverse perspectives, providing professional development for educators, engaging the community, leveraging technology, and establishing a feedback loop, Argentina can create a more inclusive educational system that celebrates and embraces its cultural diversity.

2.4 Empirical review

This section reviews recent studies on cross-cultural curricula in international schools.

A study by (Kumi-Yeboah, 2018) investigated instructors' opinions on developing a framework for cross-cultural collaborative online learning with an emphasis on instructional strategies and problems. Data was collected from the interview of 40 online instructors from two universities in the United States. The findings identified two main themes: (a) successful teaching techniques, such as group projects, self-introductions, cultural awareness exercises, computer-supported collaborative learning, and an internationalized curriculum; and (b) difficulties teachers encountered when creating an online learning environment that fosters cross-cultural collaboration for a diverse learners.

(Zadnik et al., 2019) aimed to evaluate the viability and efficacy of an Internationalization at Home (IaH) method that integrates technology to offer immersive, culturally diverse occupational therapy learning experiences to allied health students from the United States and Europe. data was collected from 160 students across nine large public universities. The pilot project's results were overwhelmingly positive and demonstrated the students' significant personal and professional benefits. Notwithstanding a few small difficulties, the participants indicated improved cultural awareness and insightful knowledge about their future roles in occupational therapy, supporting the ongoing use of cross-cultural learning exercises.

(Supsiloani et al., 2021) aimed to analyse the importance of integrating multicultural education into the school curriculum. This research adopted a qualitative method and collected data from the Medan City education office, teachers, principals, and curriculum experts. This study concludes that multicultural education is crucial as a process of learning that offers everyone in the community equal chances without showing any preference.

Research by (Dichek et al., 2021) suggests strategies for the implementation of the cross-cultural approach in the modern school. A survey of 116 students was conducted. According to the findings, scholars must pay particular attention to the adoption of a cross-cultural approach in the curricula of school-age children, and school staff members must provide

qualified practical support. It is advisable to use intercultural modelling and facilitation strategies to integrate a cross-cultural approach into contemporary education.

(Fakhreldin, 2022) examined the impact of a cross-cultural management curriculum affects students' characteristics, mindsets, and performance. Seven students of a business school were interviewed and 154 students were surveyed to gather data. The results demonstrate that cross-cultural education significantly improved the students' cultural intelligence and increased their desire to work in global business operations. The findings on their performance indicate that the curriculum had no impact on their academic success.

(Di et al., 2022) investigated cross-cultural adaptation and educational management of international students in China. 475 African students coming to China were surveyed. The results highlighted enrollment management, differentiated management, teaching management, management personnel, and cultural adaptation connected to African students' satisfaction with their education in China. There is also a correlation between attitudes and emotions. Simultaneously, it is discovered that the age, duration, and level of Chinese proficiency of African students enrolled in Chinese universities are also significant determining factors, but the correlation is not as large as the preceding factors.

(Long & Lin, 2022) aimed to investigate the impact of an artificial intelligence English-teaching mode on cultivating cross-cultural communicative competence among college students. 651 male students and 399 female students participated in a survey collecting data. The results of the study showed a strong positive link between the participants' four-level scores and their degree of foreign cultural knowledge, attitudes, and cross-cultural communication abilities. This demonstrates how AI-driven teaching strategies can help college students become more culturally competent.

A study by (Alam et al., 2023) aimed to determine how culture has shaped the pre-primary education system and how culture is influencing changes in both national and international patterns. The research utilized a mixed-methods technique. There were sixteen teachers in the qualitative sample and 256 pupils in the quantitative sample. By making the curriculum more interesting, children must be exposed to the community and promote the holistic development of cognitive and behavioural patterns. Therefore, developing a dynamic, prosperous, and resilient country via early childhood education—or children must be exposed to the (ECE)—has been essential to Bangladesh's future development.

A study by (Abacioglu et al., 2023) aimed to analyse the impact of multicultural education on student engagement. A survey of 34 upper primary school classroom teachers and their 708 students was conducted. According to research, depending on the features of the learning environment, some multicultural practices can enhance student engagement through peer interactions while other practices can inhibit it. This may be especially crucial for marginalized groups that see education as a path to social mobility.

(R. Wang, 2023) aimed to examine cross-cultural communication strategies used by university students majoring in foreign languages. Researchers surveyed university students majoring in foreign languages. Research indicates that students frequently employ nonverbal communication, cultural awareness, and language adaptation as techniques. In addition, students' cross-cultural communication methods are influenced by educational, sociocultural, and personal factors.

After reviewing past studies, several gaps in the existing literature have been found regarding cross-cultural curricula in international schools. Firstly, there is a paucity of empirical data about the creation and implementation of cross-cultural curricula in contemporary international schools. Although there is recognition of the significance of cultural factors, there is still a dearth of research on the particular difficulties and beneficial integrating tactics. Furthermore, there is a notable deficiency in knowledge regarding the type and extent of cultural barriers impeding student engagement and academic performance in Argentine international schools. Despite the recognition of these challenges, a thorough investigation into the origins and particular manifestations of these hurdles remains lacking, which impedes the development of focused solutions. Furthermore, while earlier research has admitted that cultural biases exist in curricula, it has not offered comprehensive solutions for their removal. This emphasizes the need for systematic and useful methods to establish a more welcoming and culturally sensitive learning environment. Thus, this research aims to address these gaps through thorough investigation and provide insightful information regarding the methods for cross-cultural curriculum design and implementation in contemporary international schools in Argentina.

2.5 Conceptual framework

The study aimed to aims to develop comprehensive methods for cross-cultural curriculum design and implementation in contemporary international schools. Thus, the below figures show a thorough examination of curriculum-related challenges within international schools in

Argentina. The figure highlights the repercussions of cross-cultural curricula on student engagement and academic achievements. It also explores effective strategies for eradicating cultural biases from curricula, thereby fostering an inclusive and equitable learning environment.

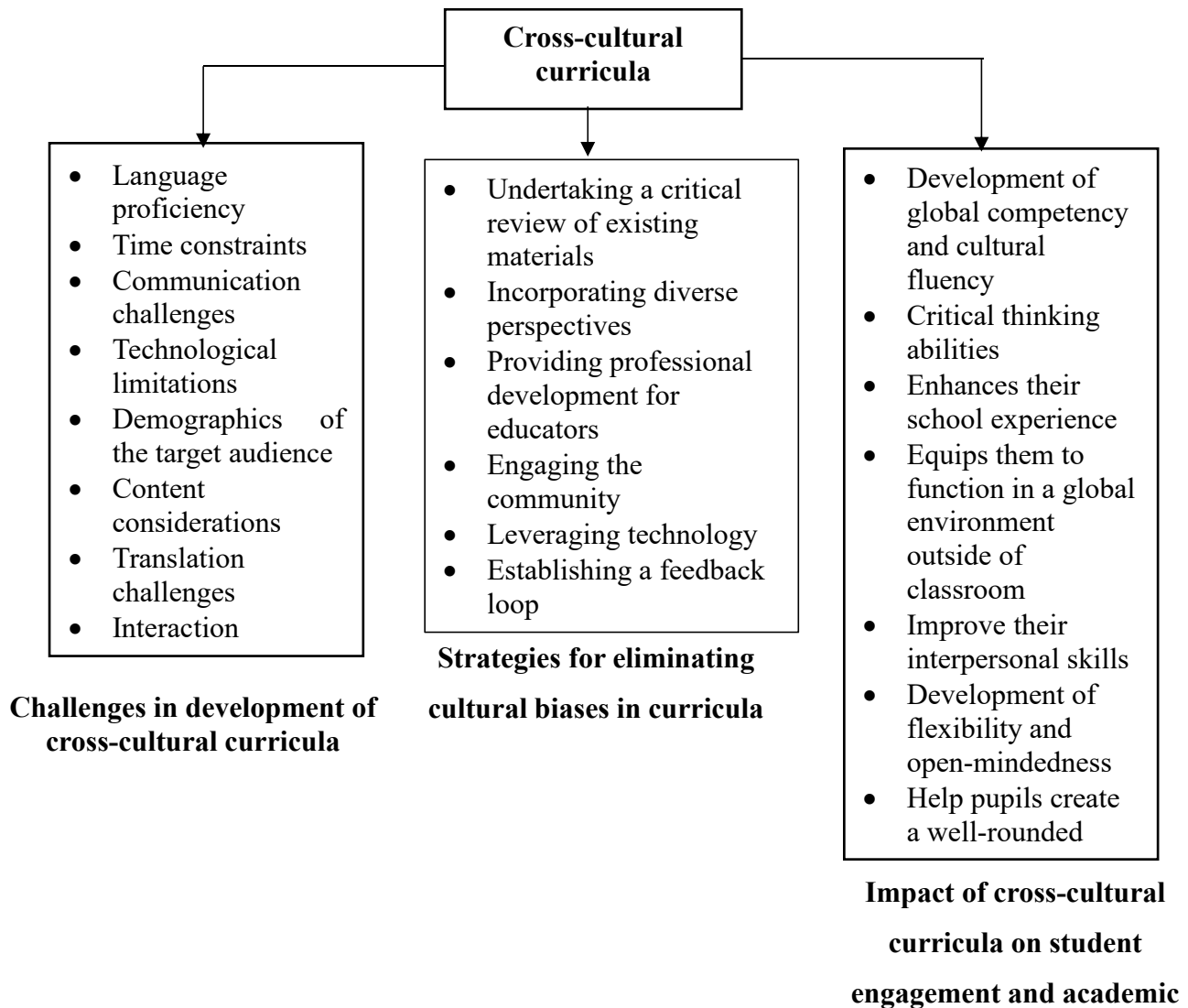


Figure 2.6: Conceptual framework of the study

The above figure offers a thorough method for overcoming obstacles, implementing effective strategies, and evaluating the impacts of cross-cultural learning on students' growth. It highlights the challenges in developing cross-cultural curricula, addressing issues such as language proficiency, time constraints, communication hurdles, technological limitations, and target audience demographics. Critical reviews, varied viewpoints, professional development for educators, community involvement, technological integration, and creating feedback loops are some of the strategies used to eradicate cultural biases. The impact of cross-cultural curricula on students includes the development of global competency, cultural fluency, critical thinking skills, improved school experiences, readiness for a global environment outside of the classroom, enhanced interpersonal skills, and the promotion of flexibility and open-mindedness.

2.6 Summary

This chapter offers a thorough analysis of the literature on the origins of "cross-cultural curricula" and the historical evolution of international schools. It explores the definition and qualities of cross-cultural education, describes the complex process of creating such a curriculum, and explores models of cross-cultural competency. The chapter lists the difficulties in developing cross-cultural curricula, including language competency, scheduling conflicts, barriers to communication, technology constraints, demographic considerations, content difficulties, and translation problems. It evaluates how cross-cultural courses affect international school students, faculty, and the educational system as a whole. The implementation process is examined along with methods for removing cultural biases, with a focus on varied perspective inclusion, critical material evaluation, educator professional development, community participation, technology leverage, and feedback loop establishment.

Chapter: 3 RESEARCH METHODOLOGY

3.1 Introduction

In the literature review chapter, the discussion has been done on the significance of effective cross-cultural curriculum in developing a peaceful learning environment and the challenges faced by international schools while implementing such cross-cultural curriculum design. The previous chapter focused on discussing the issue theoretically, but for fulfilling the study purpose of developing a comprehensive method for cross-cultural design and implementation in contemporary international schools, the need was to have empirical evaluation too. Therefore, this chapter focused on discussing the methodological elements adopted for meeting the research objectives. The chapter commences with a discussion of the research philosophy and covers the specific research choices made in context to the research paradigm, research design, data collection, and analysis procedures.

3.2 Research Philosophy

Research philosophy can be understood as the process of understanding how the study on the topic will be constructed, how the methodological framework will be developed and how the research objectives will be met (Ryan, 2018; Zukauskas et al., 2018) . The key research philosophies that are commonly used in academic studies include positivism, interpretivism and pragmatism. As pragmatism philosophy integrates the positivism and interpretivism philosophy i.e. helps in the empirical evaluation of the concept by building a linkage between variables and also gaining more insight for generalization of results, therefore, the philosophy is majorly adopted by researchers (Kaushik & Walsh, 2019). As the aim of the study was not just restricted to developing the model but also identifying the curriculum-related challenges, investigating cultural gaps in curricula, and determining suitable strategies for eliminating cultural biases, so not just the linkage development between variables was required but also further exploration of the concept. The challenges and gaps were determined by the hypothesis analysis but the main strategies identification or comprehensive methods development for the cross-cultural curriculum was only possible by having a detailed exploration of the relevant population. Therefore, pragmatism was the suitable philosophy for the study.

3.3 Research Paradigm

A research paradigm can be defined as a specific pattern or model that researchers use to identify and select the theories or practices that apply appropriately in creating a research plan relevant to a research problem (Ryan, 2018). The epistemology paradigm has been identified as suitable for the study because this research paradigm attempts to gather knowledge about a phenomenon to find its solutions (Kelly & Cordeiro, 2020; Žukauskas et al., 2017). The goal of the study was not just about building relationships between variables to determine the curriculum challenges or determining the cultural gaps. There was also a requirement for an in-depth study on the need for a cross-cultural curriculum where students of different cultures attend the strategies which could be used for eliminating cultural biases. The epistemology paradigm supports the researcher's goal by exploring knowledge and also validating it by use of qualitative assessment, therefore, the paradigm of epistemology was suitable for study.

3.4 Research Design

Research design is an umbrella term that comprises research elements like research method, research approach and research technique. The selection of the appropriate research method is necessary for developing a rough sketch based on which the research aim and objectives can be accomplished (Saunders et al., 2015). The explanatory research design was selected for this study as the method enables the determination of answers to the phenomena or occurrences that have not been studied adequately in the past. As there is a lack of empirical details on the usage of cross-cultural curricula and even there are insufficient details on the cultural obstacles or cultural biases, therefore, there was a need to identify the strategies for building a more culturally aware environment. This study aimed to develop comprehensive methods for cross-cultural curriculum so not just the linkage development but also in-depth exploration was required. Therefore, the study used an explanatory research design methodology.

Since the study for fulfilling aim focuses on integrating both statistical examination and in-depth exploration of the research area, thus, the study used quantitative and qualitative approaches for addressing the research purpose. This justified the usage of mixed research methodology in the study. Also, the study initially works towards assessing the cross-cultural

curriculum and then assessing its implementation in international schools of Argentina, therefore, the approach adopted was a deduction of Argentina-specific information by having an overview of cross-cultural curriculum implementation in international schools. Hence, the considered research approach in the study was the deductive approach.

3.5 Data Collection Procedure

The data collection procedure is defined as the procedure adopted for collecting the data. This section of the chapter discusses research choices about the target population, sample size and type, and research instrument.

3.5.1 Target population

The target population of the study defines the group of people who seem relevant to the work and could contribute to deriving valuable information for fulfilling the research objective. Herein, as the goal is to develop comprehensive methods for cross-cultural curriculum implementation in international schools, therefore, the targeted population was the officials or members of Argentina's international schools. The requirement was to understand cross-cultural curriculum thus two specific international schools in Buenos Aires were selected. Herein, for quantitative analysis, the requirement was for staff members who are experienced and well-versed in the school learning environment and diversity of culture. Therefore, only the staff members who have been associated with the school for at least 5 years were selected. Further, for qualitative analysis the focus is on understanding the opinion of school management officials, thus the senior management officials with at least 10 years of association with the school were selected.

3.5.2 Sampling plan

The sampling plan ensures that the selected sample for the study possesses the characteristics of the targeted population. As the focus of the quantitative study was to understand the challenges, cultural gaps and existing status of cross-cultural curriculum and the targeted population was the staff members of the schools, therefore, the sample for the same was selected using simple random sampling. The method enables random selection of the sample without adding any biases in data collection. Thus, using the simple random sampling method and Cochran's formula of sample size computation, the sample size of the study was derived. With a 5% level of significance, 94% population proportion and a 5% margin of error, the

sample size derived was 87. But for a more appropriate picture, the targeted sample was 100 staff members.

In the case of qualitative study the need was to have inclusion of management officials of the schools who are aware of the needs of the students at the international school of Argentina, the significance of cross-cultural curriculum in overcoming learning challenges faced by students of different cultural backgrounds and the challenges faced by the international schools of Buenos Aires in executing this curriculum. This resulted in making the purposive sampling method suitable choice of sampling as the need was to ensure that respondents were not grouped randomly, but chosen through proper judgement based on their awareness of cross-cultural curriculum. The selected sample size for the qualitative study was 15% of the quantitative study sample size i.e. 15 senior management officials.

3.5.3 Questionnaire Design and Administration

Two sets of questionnaires were developed to collect primary data from the respondents. For the survey, a close-ended, semi-structured questionnaire was developed that had three sections, demographic, background and inferential section.

- The demographic section of the questionnaire was expected to help in the demographic profiling of the respondents by including questions about gender, age, experience, income, and department.
- The second section i.e. background section was to collect background information on the student learning quality in the international schools of Buenos Aires and the assumed change that cross-cultural curriculum brings in their learning.
- The inferential section was designed to fulfil the study purpose by having 3 main heads i.e. challenges in the development of cross-cultural curriculum, strategies for eliminating cultural bias, and impact of cross-cultural curricula on student engagement and academic success.

In the case of the interview, the open-ended questionnaire was developed which consisted of 2 main sections i.e. demographics and themes.

- The demographic section collected information about the interviewee's experience, department and responsibility.
- A thematic section focused on major themes of study i.e. challenges, the impact of curriculum, and strategies.

Both questionnaires were developed based on the available information from the literature review and for the collection of data, initially, the schools were contacted to explain the study purpose and the need for survey and interview. Once confirmation was derived, then for a survey, randomly staff members were contacted and via Google Meet a session was organized to explain to them about the study. Even an email was drafted to provide them with all basic information about the study's purpose and their response's relevance. Once staff members agreed to participate, a survey was circulated in the form of Google Forms. Though some of the respondents were not providing information in the first round, so researcher connected with them again and again to get the data collected. In the case of the interview, by having a conversation with the principal of the school, the relevant senior management officials were identified and then one-to-one sessions were organized using Google Meet for collection of responses.

3.6 Data Analysis Procedure

The collected data is meaningless until the insights are derived by analysis. This section focuses on discussing the methods used for analysis and the means of ensuring the findings' reliability and validity.

3.6.1 Tools and methods of analysis

Since the study collected both qualitative and quantitative data, separate tools and methods were employed for analysing them. In the case of quantitative data, the SPSS tool was used. Herein, the demographic and background information was simply assessed graphically while the major focus was on the inferential section wherein correlation and regression were implemented. Three hypotheses were developed based on study objectives and tested at a 5% level of significance. The hypothesis is

Hypothesis 1: There are no curriculum-related challenges in international schools in Argentina

Hypothesis 2: The cultural gaps in curricula do not impact student engagement and academic success.

Hypothesis 3: There are no significant strategies which are suitable for eliminating cultural biases in curricula, and ensuring an equitable learning environment.

In the case of quantitative analysis, the demographic information was presented in tabular form while all the themes were assessed using thematic analysis wherein using the transcripts and the available information, a detailed exploration of interviewees' perceptions was done.

3.6.2 Data Validity and Reliability

The validity and reliability of data are essential for ensuring that the findings are efficient. Herein, to ensure validity, it was ensured that the questionnaires were developed precisely by complying with the literature review. For reliability, the Cronbach alpha test was used. The test enables examination of statements' internal consistency signifying whether the selected statements are effective in measuring the relevant variable or not. Herein, the criteria for evaluation were selected to be 0.7 or more for Cronbach alpha value (Taber, 2018).

3.7 Ethical Considerations

Ethical considerations are a set of rules applied to academic studies that confirm the research as original and ethical issues like chances of plagiarism or breach of confidentiality of the respondents have been eliminated. Hence, abiding by the ethical considerations of academic studies establishes the research findings as verified and correct ((Poling et al., 2012) Rahman, 2020). Therefore, since this study has considered collecting primary data from the sampled population, a preamble was distributed among them confirming the purpose of the study and the intended end use of the feedback shared by them. Secondly, a confidentiality report was also shared among the finally selected respondents participating in the study where it was elaborated that their identity would be kept confidential and their feedback would not be used anywhere other than the purpose mentioned in the preamble. In the case of the secondary data, attention was given to ensuring that every direct and indirect source used in this study would be appropriately cited using the mandates specified by the American Psychological Association (APA). Finally, an elaborate bibliography mentioning the title of the study, source, authorship and date of publication was also provided at the end of the study.

3.8 Summary

The chapter has presented appropriate justifications that the epistemology paradigm, pragmatism research philosophy, explanatory research method, mixed research technique and deductive research approach are the research choices in this study. In the next chapter, these methodological elements will be used for conducting data analysis.

Chapter: 4 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

Over the years, international schools have emerged in Argentina (Zajda, 2020b) . In this regard, this study aimed to develop comprehensive methods for cross-cultural curriculum design and implementation in contemporary international schools. The previous chapter focused on discussing the methodological elements adopted to meet the research aim. Therefore, this chapter focused on discussing both quantitative and qualitative data analysis. The chapter commences with the quantitative analysis which includes descriptive and inferential analysis. Descriptive analysis was conducted through frequency analysis while inferential analysis deals with hypothesis testing through correlation and regression analysis. The chapter also presents qualitative analysis via thematic analysis.

4.2 Quantitative analysis

Quantitative data analysis is a method which collects and examines quantifiable, verifiable data systematically (Ali, 2020) . Herein this study, quantitative analysis includes descriptive and inferential analyses.

4.2.1 Descriptive analysis

Descriptive statistics give an overview of the key features of the sample to characterize and summarize the data (Fulk, 2023) . Here in this study, descriptive analysis is conducted on demographic profiles and general questions.

4.2.1.1. Demographic profile

According to (Klimczuk, 2021) , a demographic profile is data which is collected from sources such as population censuses, surveys on population dynamics, etc. through statistical analyses. It gives information on age, gender, marital status, education, monthly income, field, experience, and role of the study population. The below figure presents the demographic profile of the study participants.

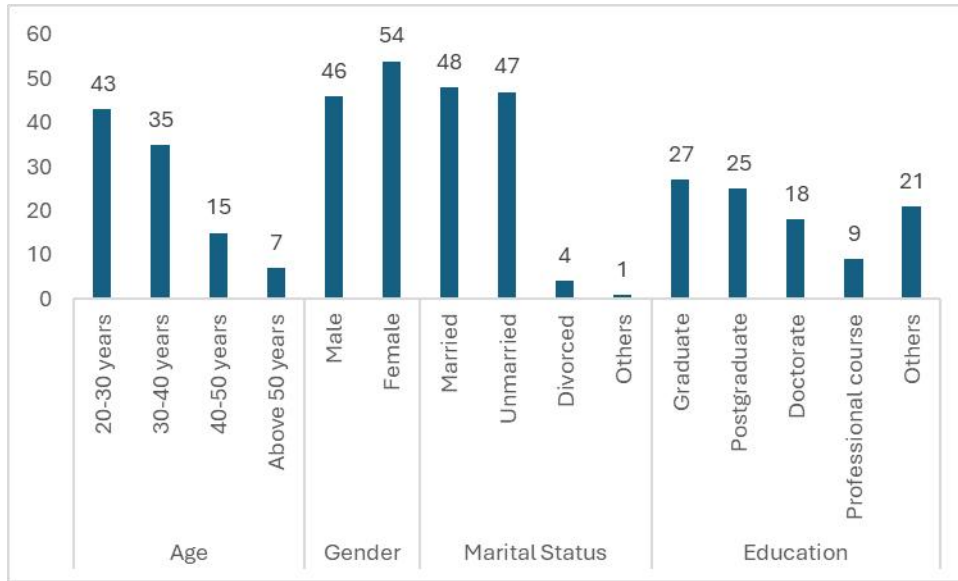


Figure 4.1: Demography of study participants

Frequency analysis shows a higher proportion of young people, as 43 out of 100 staff are between 20 and 30 years of age which is followed by 30-40 years age group with 35 respondents. The gender breakdown is more or less equal with 46 males and 54 females. According to their marital status, almost half (48 respondents) are married, followed by unmarried people (47 respondents). In terms of education, most of the staff (27) have a graduate degree and 25 respondents have a postgraduate. Thus, study participants are mostly married males who are 20-30 years old and hold a graduate degree.

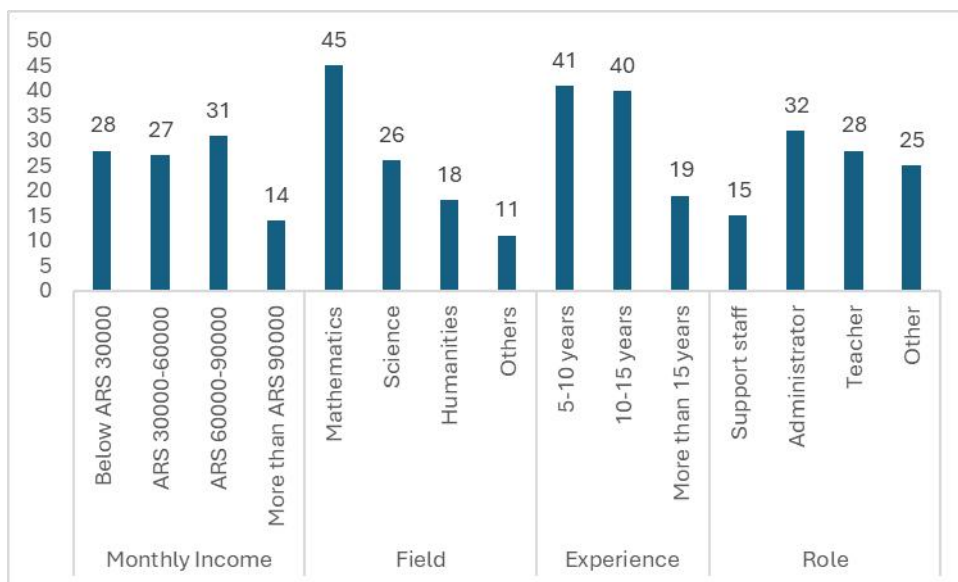


Figure 4.2: Demography of study participants

The majority (31 respondents) have a monthly income between ARS 60000-90000 range. This is followed by 28 participants earning below ARS 30000. Most (45) staff members are related to the Mathematics field. Most participants have considerable teaching experience, specifically 41 respondents with 5-10 years and 40 respondents with 10-15 years. There are 32 administrators which is followed by 28 teachers, and support staff with 15 respondents. Thus, most of the survey respondents are administrators having 5-10 years of experience in the Mathematics field and earning ARS 60000-90000 monthly.

4.2.1.2.General questions

Background questions are an important step in examining the understanding of chosen study participants about the particular topic which is being studied. The below figures show the collected information.

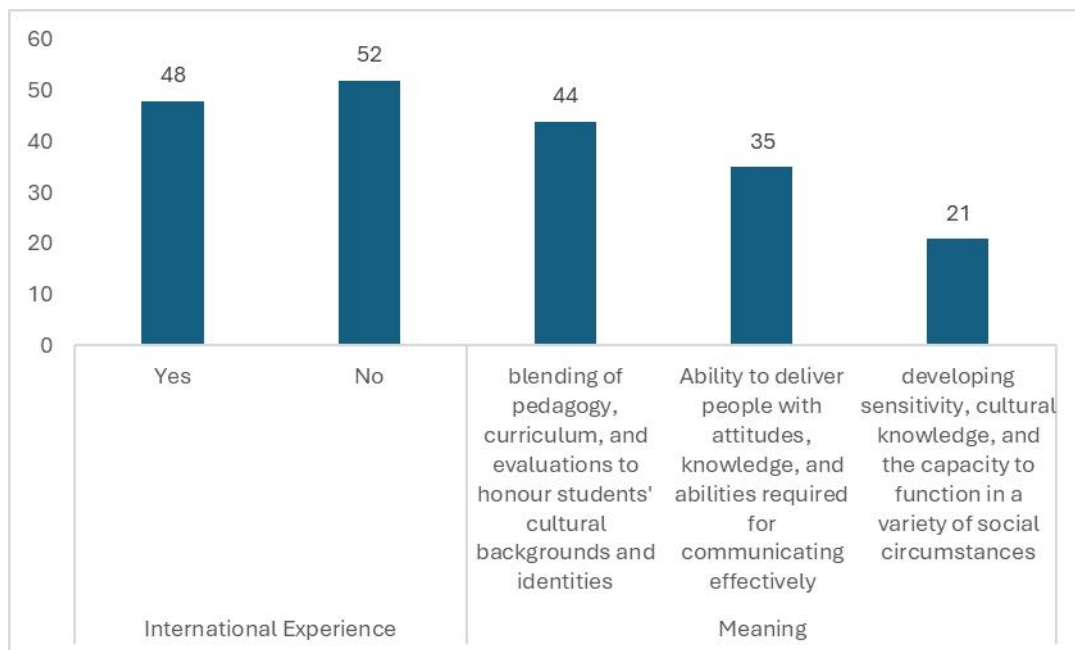


Figure 4.3: General questions

52 staff members do not have international experience while 48 respondents have such experience. When defining a cross-cultural curriculum, the majority (44 respondents) said that a cross-cultural curriculum is the blending of pedagogy, curriculum, and evaluations to honour students' cultural backgrounds and identities. This is followed by 35 respondents who highlighted that it is the ability to deliver people with attitudes, knowledge, and abilities required for communicating effectively with diverse cultural backgrounds people. Less

respondents (21) stated that cross-cultural curriculum is the development of sensitivity, cultural knowledge, and the capacity to function in a variety of social circumstances.

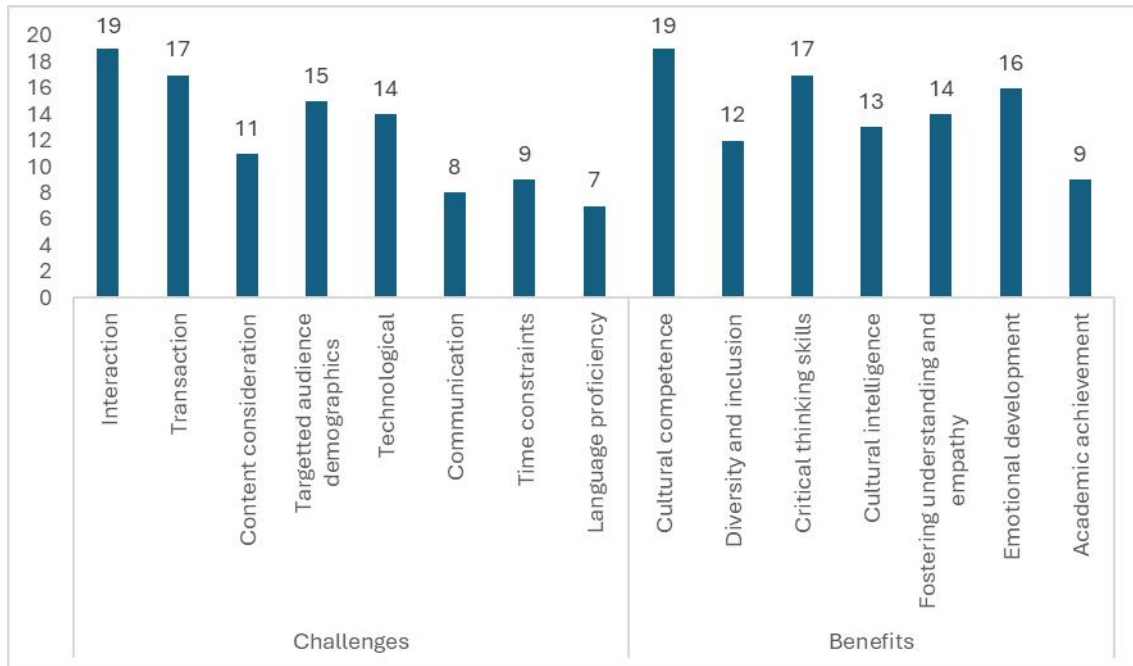


Figure 4.4: General questions

The frequency analysis of the survey data shows that interaction is the most significant challenge in developing a cross-cultural curriculum which was identified by 19 respondents. Other challenges include transaction challenges, targeted audience demographics, and technological limitations, as told by 17, 15, and 14 respondents respectively. Regarding the benefits cross-cultural curriculum, most of the staff members (19) cite cultural competence as the most important benefit. This is followed by critical thinking skills, emotional development, and fostering understanding and empathy as stated by 17, 16, 14 and staff members respectively.

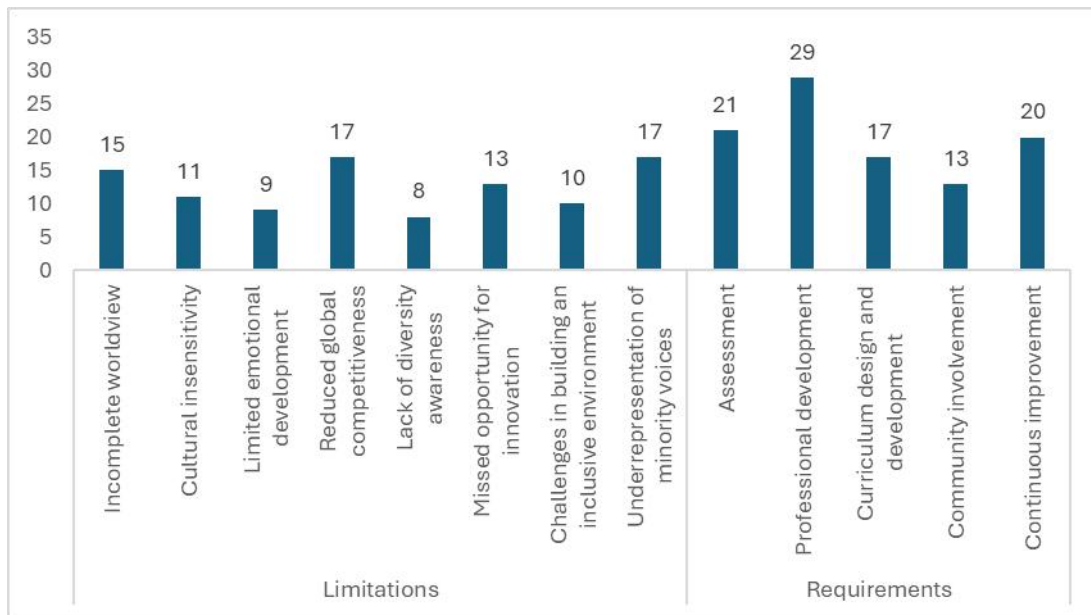


Figure 4.5: General questions

The frequency analysis shows various limitations that schools are bearing due to the absence of a cross-cultural curriculum. Reduced global competitiveness and underrepresentation of minority voices are two top limitations both of which are cited by 17 respondents. Additionally, an incomplete worldview and missed opportunities for innovation were highlighted by 15 and 13 respondents, respectively. Regarding implementation requirements, professional development emerged as a critical need, noted by 29 respondents, while assessment and continuous improvement were identified by 21 and 20 respondents, respectively.

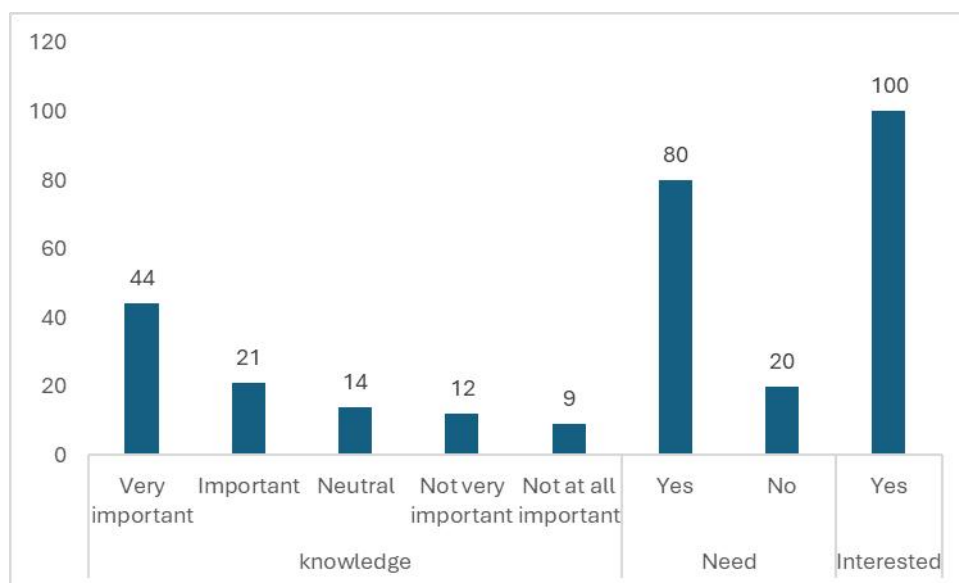


Figure 4.6: General questions

According to the above table, there is a high level of agreement among study participants on the value of a cross-cultural curriculum in the context of a modern international school. The majority (44 respondents) feel that cultural knowledge of students is “very important”, though 21 respondents find it “important”. 80 respondents think cross-cultural curriculum need to be present in schools. Furthermore, all 100 study participants express their interest in receiving additional resources or training for enhancing cross-cultural teaching. Thus, from the analysis of general questions, it is concluded that study participants are aware of the design and implementation of a cross-cultural curriculum.

4.2.2 Inferential analysis

4.2.2.1. Hypothesis 1: Curriculum-related challenges in international schools in Argentina

Implementation of a rich cross-cultural curriculum in Argentina is challenging due to the lack of access to a varied range of resources (Brooks & Brooks, 2015). Striking a healthy balance between cultural humility and multiple perspectives is challenging. Without teacher support and training, these language differences between teachers and students are exacerbated (Amor et al., 2023). Trying to integrate cross-cultural points while still being coherent in the curriculum is also a difficult task. Assessment tools that are fair to students of diverse backgrounds are also hard to come up with. The displacement of stakeholders makes the inclusion more difficult with competing interests. Constraints on time, and legacy technology both are impacting agility (Briggs et al., 2019) (Shadiev et al., 2021). The diversity in student demographics makes it difficult to have a fixed curriculum uniformly across (Halder et al., 2016). Thus, it is important to identify the presence of these challenges to improve the design and implementation of cross-cultural curricula.

With these challenges, the hypothesis is formulated to evaluate if there are any curriculum-related challenges within the international schools in Argentina. To examine this relationship, a questionnaire was designed, it contains several statements describing different points of this relationship. Because of the inherently detailed nature of these statements; they likely have to be simplified through the act of coding. By coding these statements, the research process is simplified and researchers can efficiently organize and synthesize responses. Coding is how researchers convert complicated sentences into short codes to manage data and comparison easily. Hence, the following is the coding of the dependent and the independent statements in the table below to facilitate readability and understanding.

Statements	Code
Curriculum-related challenges in international schools in Argentina	CCC
Limited access to diverse expertise and resources affects cross-cultural curriculum development	CCC1
The need to ensure cultural sensitivity while including diverse perspectives becomes a challenging work	CCC2
The absence of adequate support and teaching training prevents the effective implementation of the curriculum	CCC3
The language difference between teachers and students works as a barrier	CCC4
The integration of the cross-cultural aspect while maintaining coherence is difficult	CCC5
Appropriate assessment tools development for diverse cultural students is challenging	CCC6
The inclusion of diverse stakeholders due to differences in priority is a bit difficult	CCC7
The availability of limited time prevents the effective development of the curriculum	CCC8
The process of securing funds for a cross-cultural curriculum is difficult	CCC9
There is resistance among stakeholders to switch from traditional approaches to cross cultural curriculum which makes the process challenging	CCC10
The lack of availability of new technology for a creative equitable environment makes the process difficult	CCC11
The diverse demographics of the targeted audience make the creation of a uniform curriculum a bit difficult	CCC12

Table 4.1: Coding for curriculum-related challenges in international schools in Argentina

A unique code (CCC) is used to test the dependent variable which is the hindrance to cross-cultural curriculum design and implementation in Argentine international schools during assessment. Designations for statements about the independent variables, which reflect curriculum-related challenges, are characterized by alphanumeric designations ranging from CCC1 to CCC12. These alphanumeric codes are key to enabling the comparative analysis as well as the identification of patterning and similarities within the statements.

When analyzing the association, it is essential to first determine how reliable the statements on measurement are. This is an important thing that researchers do to check if the measurement instruments they have used in the research are reliable and provide consistent results. As a result, the following table shows the Cronbach alpha test results, the most common form of reliability test.

Statements	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
CCC1	0.97	0.97
CCC2	0.97	
CCC3	0.97	
CCC4	0.97	
CCC5	0.97	
CCC6	0.97	
CCC7	0.97	
CCC8	0.97	
CCC9	0.99	
CCC10	0.97	
CCC11	0.97	
CCC12	0.97	

Table 4.2: Reliability analysis for curriculum-related challenges in international schools in Argentina

For this scale, the Cronbach alpha coefficient is 0.97, which exceeds the minimum of 0.7 indicating high internal consistency of 12 statements regarding curriculum-related challenges. This result shows the consistency within the scale being used when studying the curriculum-related challenges in the international schools of Argentina. In addition, the Cronbach's Alpha values for each item except CCC9 are consistent with the total alpha coefficient supporting the reliability of the scale. The value of all statements except CCC9 is 0.97. CCC9 is not needed because it has a value (0.99) greater than the total Cronbach alpha value. The inclusion of the item would impact the model by increasing the inter-item correlations slightly, and potentially influence the overall factor structure. Consequently, each of the 11 considered statements (CCC1, CCC2, CCC3, CCC4, CCC5, CCC6, CCC7, CCC8, CCC10, CCC11, and CCC12) achieves coefficient values above 0.7, adding support to the overall reliability of the scale.

The correlation between statements is checked before the construction of the model. This involves the examination of the strength and direction of connections between variables, according to statistical correlations. This will help researchers determine the extent to which changes in one variable are associated with changes in another. The results of Pearson correlation analysis are shown in the following table:

Statements	Pearson correlation	Significance
CCC	1.00	
CCC1	0.87	0.00
CCC2	0.94	0.00
CCC3	0.80	0.00
CCC4	0.82	0.00
CCC5	0.84	0.00
CCC6	0.79	0.00
CCC7	0.82	0.00
CCC8	0.83	0.00
CCC10	0.85	0.00
CCC11	0.86	0.00
CCC12	0.84	0.00

Table 4.3: Correlation analysis for curriculum-related challenges in international schools in Argentina

Results of a correlation analysis for the variables were highly significant exceedingly even the hypothesized 0.05 level for the study and recording all significance values at a 0.00. This is robust positive associations between the variables, which vary from 0.79 to 0.94 among correlation coefficients. Out of these, CCC1 (0.87), CCC2 (0.94), CCC3 (0.80), CCC4 (0.82), CCC5 (0.84), CCC6 (0.79), CCC7 (0.82), CCC8 (0.83), CCC10 (0.85), CCC11 (0.86), and CCC12 (0.84) have all correlation values more than 0.5. Therefore, all statements i.e., CCC1, CCC2, CCC3, CCC4, CCC5, CCC6, CCC7, CCC8, CCC10, CCC11, and CCC12, pass the consistency levels (correlations > 0.5) and can thus be considered for upcoming analyses.

The hypothesis is then tested on a 5% significance level and a model is designed to understand the relationships between these variables.

H₀₁: There are no curriculum-related challenges in international schools in Argentina.

H_{A2}: There are curriculum-related challenges in international schools in Argentina.

A statistical analysis was conducted to test the aforementioned hypothesis using a regression model. The analysis centred on a dependent variable related to the hindrance in cross-cultural curriculum design and implementation in international schools in Argentina and the independent variables provided statements on the curriculum-related challenges they face. The researcher analyzed the statistical significance and size of the coefficient of each variable through multiple regression and expressed the impact of independent variables on the dependent variable. The results from the regression analysis are summarized below.

CCC	Coefficient	T-value	Significance	F	R Square	Adjusted R Square
Constant	-0.05	-0.57	0.57	198.43	0.96	0.96
CCC1	0.15	2.12	0.04			
CCC2	0.69	17.01	0.00			
CCC3	-0.22	-3.62	0.00			
CCC4	-0.39	-4.35	0.00			
CCC5	0.73	6.06	0.00			
CCC6	-0.22	-2.70	0.01			
CCC7	-0.23	-2.39	0.02			
CCC8	0.31	2.39	0.02			
CCC10	0.08	0.93	0.35			
CCC11	0.40	3.52	0.00			
CCC12	-0.29	-3.13	0.00			

Table 4.4: Regression analysis for curriculum-related challenges in international schools in Argentina

Equal values of the R-square (0.96) and the adjusted R-square (0.96) show that approximately 96% of the variation in hindrance in cross-cultural curriculum design and implementation in international schools in Argentina can be explained by the independent variables considered in the analysis. The f-ratio is $198.43 > 1$ indicating that the inclusion of curriculum-related challenges as independent variables improves the precision in measuring the hindrance in the cross-cultural curriculum. Further, the p-values of all statements except CCC10 (0.35) are less than 0.05, i.e., CCC1 (0.04), CCC2 (0.00), CCC3 (0.00), CCC4 (0.00), CCC5 (0.00), CCC6 (0.01), CCC7 (0.02), CCC8 (0.02), CCC11 (0.00), and CCC12 (0.00). This highlights that they are statistically significant contributors to the hindrance in cross-cultural curriculum. Hence, the null hypothesis of no presence of curriculum-related challenges in the international schools of Argentina is rejected, and the study proves that there is a presence of curriculum-related challenges in the international schools of Argentina. The coefficient values also provide additional information on the magnitude of change associated with each statement. According to the above table, a 1% increase in CCC1 (limited access to diverse expertise and resources affects cross-cultural curriculum development), CCC2 (the need to ensure cultural sensitivity while including diverse perspectives becomes a challenging work), CCC5 (the integration of the cross-cultural aspect while maintaining coherence is difficult), CCC8 (the availability of limited time prevents the effective development of the curriculum), and CCC11 (the lack of availability of new technology for a creative equitable environment makes the process difficult), results in notable increases of 0.15%, 0.69%, 0.73%, 0.31%, and 0.40%, respectively, in hindrance in cross-cultural

curriculum. In contrast, CCC3 (the absence of adequate support and teaching training prevents the effective implementation of the curriculum), CCC4 (the language difference between teachers and students works as a barrier), CCC6 (appropriate assessment tools development for diverse cultural students is challenging), CCC7 (the inclusion of diverse stakeholders due to differences in priority is a bit difficult), and CCC12 (the diverse demographics of the targeted audience make the creation of a uniform curriculum a bit difficult) have a negative coefficient, indicating that a 1% increase in these factors leads to a decrease of 0.22%, 0.39%, 0.22%, 0.23%, and 0.29% in the hindrance in cross-cultural curriculum. Nevertheless, such a pattern means that most of the statements have positive sign coefficients and, in the aggregate, make non-negligible contributions to explaining the hindrance in cross-cultural curriculum design and implementation.

4.2.2.2. Hypothesis 2: Impact of cultural gaps on student engagement and academic success

Cultural gaps in curricula impact student engagement and academic success. When students are unable to engage with curricula because of such cultural gaps, their educational performance suffers (Thomas & Quinlan, 2023). Restricted data representation separates students from a variety of cultural narratives and it lacks worldwide consciousness. Perpetuation of biases and stereotypes creates a vicious cycle that entrenches close-mindedness and feelings of exclusion (Abacioglu et al., 2023). Ignoring culture makes it hard for students to be more empathetic and struggle to work well with others. This absence of cross-cultural content does not allow students to improve their cultural intelligence of the material (Lizama Portillo, 2023). By non-diverse elements being favoured, staff-student interaction is further limited with communication barriers in place. A biased historical view damages the school's reputation and creates an uninterested teaching style. Also, the marginalization of the curriculum would constrain genius in proper lettered action in the standard of living (Harker, 2023). Thus, assessing the impact of cultural gaps is necessary for designing such a curriculum that enhances student engagement and academic success.

Considering these impacts, the hypothesis is developed to test the impact of cultural gaps on student engagement and academic success. Many responses spanning different facets of this link were considered. Nonetheless, the statements are quite long. Thus, to make the analysing and deriving the responses simpler, researchers used coding. The coding for these statements is shown in the following table:

Statements	Code
Cultural gaps does have impact on student engagement and academic success	SEAS
Limited information representation keeps students away from diverse cultural narratives and viewpoints leading to less awareness among students about the world they live in	SEAS1
Perpetuation of biases and stereotypes in curriculum content makes students rigid and more close-minded leading to feelings of marginalization	SEAS2
Neglect of global or local cultural diversity prevents students from developing empathy, tolerance or respect for different cultural diversity resulting in hampering students' interpersonal skills	SEAS3
Lack of cross-cultural content gain affects the cultural intelligence of students leading to failure in making connecting between students and material interests and backgrounds	SEAS4
The favouring towards a dominant cultural style results in creating communication and language barriers which hinder staff's ability to interact with students of all backgrounds	SEAS5
The skewed historical perspectives result in depicting exclusive teaching methods and rigid approaches leading to degrading the school's reputation	SEAS6
Lack of diversity results in restricting the growth of professional staff and keeping them reserved to traditional viewpoints	SEAS7
Marginalization of curriculum leads to disregarding valuable problem-solving approaches resulting in limiting academic innovation and intellectual growth	SEAS8

Table 4.5: Coding for the impact of cultural gaps in curricula on student engagement and academic success

A unique code, referred to as SEAS, is attached to the statement describing the impact on student engagement and academic success, in the table above. On the other hand, researchers named statements that refer to cultural discrepancies in curricula with mixed letters and numbers, from SEAS1 to SEAS8.

However, a review of the degree to which statements are reliable in gauging the effect of cultural gaps is required before assessing the relationship. This is computed with the help of the Cronbach alpha test, the results of which are shown in the below table.

Statements	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
SEAS1	0.98	0.98
SEAS2	0.98	
SEAS3	0.98	
SEAS4	0.98	
SEAS5	0.98	
SEAS6	0.98	
SEAS7	0.98	
SEAS8	0.98	

Table 4.6: Reliability analysis for the impact of cultural gaps in curricula on student engagement and academic success

The table above shows that the general value of Cronbach Alpha of the scale is $0.98 > 0.7$, which indicates that the degree of consistency between statements is very high. In addition to the relevance of each statement, further reliability testing is carried out on the item-wise. They all are found to have a positive contribution to the reliability of the scale with Cronbach's Alpha values of 0.98. The final lists of included statements all exceeded the required value of 0.7 SEAS1 (0.98), SEAS2 (0.98), SEAS3 (0.98), SEAS4 (0.98), SEAS5 (0.98), SEAS6 (0.98), SEAS7 (0.98), SEAS8 (0.98).

Correlation measures the direction and strength of a linear relationship between two variables. Herein, correlation is used to examine the relationship of statements related to the cultural gaps. Therefore, the table below shows the results of the correlation analysis.

Statements	Pearson correlation	Significance
SEAS	1.00	
SEAS1	0.95	0.00
SEAS2	0.95	0.00
SEAS3	0.77	0.00
SEAS4	0.74	0.00
SEAS5	0.73	0.00
SEAS6	0.79	0.00
SEAS7	0.75	0.00
SEAS8	0.79	0.00

Table 4.7: Correlation analysis for the impact of cultural gaps in curricula on student engagement and academic success

Herein, all variables show a significance value of $0.000 < 0.05$ (level of significance for the study). This reveals that there exists a statistically significant relationship between the

variables. Values of correlation among statements, SEAS1 (0.95), SEAS2 (0.95), SEAS3 (0.77), SEAS4 (0.74), SEAS5 (0.73), SEAS6 (0.79), SEAS7 (0.75) and SEAS8 (0.79). The positive linkage reveals that the selected statements are linked to impact on student engagement and academic success and consequently could be used for further investigation.

According to the formulated statements, the hypothesis below may be tested at a 5 % level of significance to satisfy the purpose of this study in identifying the impacts of cultural gaps on student engagement and academic success.

H₀₂: The cultural gaps in curricula do not impact student engagement and academic success.

H_{A2}: The cultural gaps in curricula impact student engagement and academic success.

A regression model was employed to test the above-stated hypothesis. This model involved using the statements about the cultural gaps in curricula as the independent variables and the impact on student engagement and academic success as the dependent variable. The results of the regression analysis are displayed below.

SEAS	Coefficient	T-value	Significance	F	R Square	Adjusted R Square
Constant	0.07	0.78	0.44	209.38	0.95	0.94
SEAS1	0.62	5.38	0.00			
SEAS2	0.36	3.13	0.00			
SEAS3	-0.22	-2.12	0.04			
SEAS4	0.67	4.12	0.00			
SEAS5	-0.47	-4.05	0.00			
SEAS6	-0.55	-4.47	0.00			
SEAS7	0.05	0.37	0.72			
SEAS8	0.51	4.34	0.00			

Table 4.8: Reliability analysis for the impact of cultural gaps in curricula on student engagement and academic success

The above table shows the R-square value of 0.95 and an adjusted R-square value of 0.94. The adjusted R-square in this case reveals that nearly 94 per cent of the variability in effect on student engagement and academic outcomes was related to systematically denigrating statements about cultural gaps in the curriculum. Given that the F-ratio value was 209.38, which in this case is greater than 1, it allowed for increased precision in scientifically determining the significance of the effects of cultural gaps in the curricula on student engagement and academic success. Additionally, the p-value test allows us to statistically

evaluate the hypothesis expressed in the statement of the problem. The p-value of all statements except SEAS7 (0.72) is less than the study significance value of 0.05, i.e., SEAS1 (0.00), SEAS2 (0.00), SEAS3 (0.04), SEAS4 (0.00), SEAS5 (0.00), SEAS6 (0.00), and SEAS8 (0.00). As the majority of independent statements (7 out of 8) have a p-value below 0.05 level, the null hypothesis of the cultural gaps in curricula do not impact student engagement and academic success is rejected. Coefficient value helps in determining the magnitude of change wherein, the statements represent that with a 1% rise in SEAS1 (limited information representation keeps students away from diverse cultural narratives and viewpoints leading to less awareness among students about the world they live in), SEAS2 (perpetuation of biases and stereotypes in curriculum content makes students rigid and more close-minded leading to feelings of marginalization), SEAS4 (lack of cross-cultural content gain affects the cultural intelligence of students leading to failure in making connecting between students and material interests and backgrounds), and SEAS8 (marginalization of curriculum leads to disregarding valuable problem-solving approaches resulting in limiting academic innovation and intellectual growth); the impact of cultural gaps on student engagement and academic success increases by 0.62%, 0.36%, 0.67%, and 0.51% respectively. Notably, a 1% increase in SEAS3 (neglect of global or local cultural diversity prevents students from developing empathy, tolerance or respect for different cultural diversity resulting in hampering students' interpersonal skills), SEAS5 (the favouring towards a dominant cultural style results in creating communication and language barriers which hinder staff's ability to interact with students of all backgrounds), and SEAS6 (the skewed historical perspectives result in depicting exclusive teaching methods and rigid approaches leading to degrading the school's reputation); the impact of cultural gaps on student engagement and academic success decreases by 0.22%, 0.47%, and 0.55%, respectively. However, most of the coefficients are positive and significantly explain an effect on student engagement and academic success. Thus, the study proves that the cultural gaps in curricula impact student engagement and academic success.

4.2.2.3. Hypothesis 3: Strategies for eliminating cultural biases in curricula, and ensuring an equitable learning environment

Various strategies eliminate cultural biases in the curriculum and ensure an equitable learning environment. Perspectives and biases are mitigated by including a diversity of them, and students can address stereotypes by looking at material already in place (Kruse et al., 2022). Involving stakeholders in class design helps maintain authenticity and inclusivity, while the

curriculum covers what students know and can relate to (Thomas & Quinlan, 2023) . The flexible format of assessment methods caters to people from diverse cultural backgrounds as well as diverse learning styles. Using a feedback loop to gather student experiences creates equal opportunity (Boscardin, 2015a). New technologies provide all with the same resources and thereby there is also an environment created in which both the teacher can save a lot of time and the student will also be in a bias-free environment (Abdulrahaman et al., 2020) . Thus, assessment of these strategies is crucial for eliminating cultural biases in the curriculum. Considering these effects of strategies below section works on assessing the impact of strategies on an equitable learning environment. While this linkage is shown through several statements, they are long and complex. For the practical analysis, coding of the considered statements is provided shown in the below table.

Statements	Code
Strategies which are suitable for eliminating cultural biases in curricula, and ensuring an equitable learning environment	S
Inclusion of diverse perspectives or voices in the curriculum could help in mitigating biases	S1
Engagement with students for examination of existing materials could help in challenging prejudices and stereotypes	S2
Collaboration with different stakeholders could help in ensuring authenticity and inclusivity	S3
Implementation of culturally responsive teaching practices, I think curriculum content connection with student experiences and background could be developed	S4
Availability of more opportunities to have professional development, then bias recognition could be done in a better way and I could provide culturally responsive teaching	S5
Integration of flexible assessment methods could help in bringing together different cultural backgrounds and learning styles	S6
Inclusive classroom environment I think would be a way of making students feel respected and valued	S7
Feedback loop should be there to collect perceptions of students and change according to their needs as it would make them feel part of the school	S8
New technologies could be leveraged to provide equitable access to resources to students	S9
Bringing together all the academic members of the community like subject matter experts, educators, or the community could help provide bias free environment for students	S10

Table 4.9: Coding for strategies for eliminating cultural biases in curricula

From the codes in Table 4.9, the dependent variable (impact on equitable learning environment) is S and the independent variables (strategies for eliminating cultural biases in curricula) are from S1 to S10.

Nonetheless, it is important to assess the reliability of statements to speculate on what the impact of strategies could be on an equitable learning environment. This has been done by using the Cronbach alpha test whose results are shown in the table below.

Statements	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
S1	0.98	0.98
S2	0.98	
S3	0.98	
S4	0.98	
S5	0.98	
S6	0.98	
S7	0.98	
S8	0.98	
S9	0.98	
S10	0.98	

Table 4.10: Reliability analysis for strategies for eliminating cultural biases in curricula

Table 4.10 shows that having the inclusion of 10 statements to represent the impact of strategies, the value of the Cronbach alpha test is 0.98. As the value of the statements is higher than the desired value of 0.7, the statements selected are good enough to describe the connection and association between the variables that we wish to visualize. Additionally, item-wise efficiency is evaluated in the form of all items having the accuracy of the overall Cronbach alpha value. Eventually, because the considered statements (S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10) have a value over 0.7, there is enough effectiveness provided by statements in depicting the relationships between the potential variables.

Instead of building the model to establish the influence, an association of statements based on code should first be analyzed to measure how the two variables are related. Correlation analysis helps test the relationship between the statements so that the result of the analysis is presented in the table shown below.

Statements	Pearson correlation	Significance
S	1.00	
S1	0.85	0.00
S2	0.85	0.00
S3	0.82	0.00
S4	0.73	0.00
S5	0.85	0.00
S6	0.77	0.00
S7	0.70	0.00
S8	0.81	0.00
S9	0.82	0.00
S10	0.83	0.00

Table 4.11: Correlation analysis for strategies for eliminating cultural biases in curricula

From the above table, it is clear that the value of significance for each of the included statements is 0.00 which is less than the study significance level set by the study (0.05). Hence, it has a likelihood of having a link in the middle of both variables. The Pearson correlation value represents the strength of the relationship concerning the statements S1 (0.85), S2 (0.85), S3 (0.82), S4 (0.73), S5 (0.85), S6 (0.77), S7 (0.70), S8 (0.81), S9 (0.82), and S10 (0.83) all above 0.5 in value. As the magnitude value is more than the required level, selected statements are linked to creating an impact on an equitable learning environment.

Based on these findings, the following hypothesis with regards to is now measurable at a 5% level of significance to include it in the relationship assessment model:

H₀₃: Hypothesis 3: There are no significant strategies which are suitable for eliminating cultural biases in curricula, and ensuring an equitable learning environment.

H_{A3}: Hypothesis 3: There are significant strategies which are suitable for eliminating cultural biases in curricula, and ensuring an equitable learning environment.

To test the above hypothesis statistically, a model has been created with the strategies as independent variables and the effect on an equitable learning environment as the dependent variable. Since regression analysis explains how independent variables impact dependent variables, it is also used to test the hypothesis and to determine the model. Here are the results from the regression analysis.

S	Coefficient	T-value	Significance	F	R Square	Adjusted R Square
Constant	0.11	0.73	0.47	70.57	0.89	0.88
S1	0.60	3.22	0.00			
S2	0.26	3.37	0.00			
S3	-0.81	-3.85	0.00			
S4	-0.81	-5.78	0.00			
S5	0.12	0.53	0.60			
S6	0.25	3.23	0.00			
S7	0.07	0.97	0.33			
S8	-0.61	-2.52	0.01			
S9	1.10	4.06	0.00			
S10	0.80	6.61	0.00			

Table 4.12: Regression analysis for strategies for eliminating cultural biases in curricula

According to the result of regression analysis, the value of R-square is 0.89 >0.5 which is good. The adjusted R-square is 0.88 and the value of 0.88 represents that the 88% variation in the equitable learning environment is explained well by the strategies. Again, the F-value (70.57) is another good indication as it is greater than 1. This indicates that the model is more accurate because of the independent variables. Also, the p-value test allows statistical analysis of the above hypothesis. This only shows that all statements, excluding S5 (0.60) and S7 (0.33), have a p-value less than 0.05. suggesting that those are the columns that are offering the greatest impact on the equitable learning environment. A majority (8 out of 10) of independent statements have a p-value below 0.05 level i.e., S1 (0.00), S2 (0.00), S3 (0.00), S4 (0.00), S6 (0.00), S8 (0.01), S9 (0.00), and S10 (0.00). Thus, the null hypothesis of no significant strategies which are suitable for eliminating cultural biases in curricula and ensuring an equitable learning environment. is rejected. Next, coefficient values depict a 1% increase in S1 (Inclusion of diverse perspectives or voices in the curriculum could help in mitigating biases), S2 (Engagement with students for examination of existing materials could help in challenging prejudices and stereotypes), S6 (Integration of flexible assessment methods could help in bringing together different cultural backgrounds and learning styles), S9 (New technologies could be leveraged to provide equitable access to resources to students), and S10 (Bringing together all the academic members of the community like subject matter experts, educators, or the community could help provide bias free environment for students) rises the impact on elimination of cultural biases in curricula and formation of an equitable learning environment by 0.60%, 0.26%, 0.25%, 1.10%, and 0.80% respectively. In contrast, S3 (Collaboration with different stakeholders could help in ensuring authenticity

and inclusivity), S4 (Implementation of culturally responsive teaching practices, I think curriculum content connection with student experiences and background could be developed), and S8 (Feedback loop should be there to collect perceptions of students and change according to their needs as it would make them feel part of the school) have negative coefficients, indicating that a 1% increase in these factors leads to a decrease of 0.81%, 0.81%, and 0.61% respectively, in impact on equitable learning environment. Nevertheless, most of the coefficients are positive and highly significant. Thus, there are significant strategies which are suitable for eliminating cultural biases in curricula and ensuring an equitable learning environment.

4.3 Qualitative analysis

Qualitative analysis is important for subjectively assessing the non-quantifiable data which is collected from the qualitative population of the research. In this section demographic analysis and thematic analysis were conducted to explore the perception of 15 interviewed senior management officials.

4.3.1 Demographic profile

Demographic data of the respondents is given in tabular form below. The names of the interviewees are kept anonymous to protect the privacy of the respondents and the ethical value of the study. Consequently, the respondents' names are arranged alphabetically.

Name	Age	Experience with current school (10 to 15 years)	Overall experience (10 to 25 years)	Expertise
Interviewee A	42	15	20	Science
Interviewee B	37	12	15	Business Administration
Interviewee C	42	10	20	Business Administration
Interviewee D	47	15	25	Economics

Interviewee E	44	12	22	Political Science
Interviewee F	42	10	20	Political Science
Interviewee G	47	15	25	International Affairs
Interviewee H	44	12	22	Medical
Interviewee I	42	15	20	Education
Interviewee J	37	12	15	Legal
Interviewee K	44	15	22	International Affairs
Interviewee L	42	10	20	Science
Interviewee M	37	12	15	Medical
Interviewee N	42	15	20	Legal
Interviewee O	47	12	25	Education

Table 4.13: Demographic profile of the qualitative study participants

The above demography table shows that among 15 selected respondents, most of them (40%) are 42 years old. Further, the experience level indicates that every participant taken into consideration for the interview has at least 10 years of experience, which helps to provide more precise information about the cross-cultural curriculum.

4.3.2 Thematic analysis

The responses were collected based on three different themes i.e. challenges, gaps, and strategies. The themes and their sub-category are given in the below table.

Themes	Sub-Categories	Description
Perception on curriculum-related challenges in international schools	Relevance	Relevance of course curriculum in international schools
	Design	Important aspects to consider while designing a course curriculum
	Procedure	Procedure for designing course curriculum
	Challenges	Challenges in designing the curriculum
Perception on cultural gaps in curricula	Cultural gaps	Cultural gaps borne by international schools
	Presence	Presence of gaps in one school or all schools in Argentina
	Impact on students	Impact of gaps on student engagement or performance
	Impact on staff	Impact of gaps on staff
	Impact on academic institution	Impact of gaps on academic institution and academic success
Perception on strategies for eliminating cultural biases in curricula	Means	Means of eliminating cultural biases in curricula
	Improvement	Improvement of existing curricula
	Recommendations	Recommendations for the school to improve its status

Table 4.14: Categories for qualitative responses

4.3.2.1. Perception on curriculum-related challenges in international schools

The course curriculum in international schools is relevant because it helps inculcate students with cross-cultural competencies in the different countries where they live. In this regard

interviewee D mentioned, *“A well-rounded international curriculum acknowledges and respects cultural differences, promoting a global mindset.”* This shows how a curriculum that is infused with various cultural perspectives helps a learner develop cultural sensitivity and cultural intelligence. These provide students with real-time experience and equip them with essential skills of effective intercultural communication, which may disrupt ethnocentric and stereotypical notions of these endearing and unique cultures. Designing a course curriculum requires consideration of various important aspects. Interviewee B stated, *“Incorporating cultural nuances is essential for an inclusive curriculum.”* This shows that one of the main points is to identify the background of the students who have different backgrounds such as race, socio-economic status, language and religion. Educators creatively combine various literature, historical narratives, and art to provide a multiplicity of perspectives. The curriculum should therefore integrate these components to facilitate the development of cultural competence without promoting stereotypes. Community-focused collaboration guarantees relevance and inclusivity, and driving core assumptions below explicit curriculum makes it flexible and incorporates changing cultural dynamics which benefits a holistic educational engagement. The design of the cross-cultural curriculum in Argentina is deployed to immerse the students and to make the learning space as inclusive as possible. The first is to start with a robust needs assessment to learn from the shape and form of the culture in the target school and to speak to the learning needs of students specifically. Interviewee N agreed that *“understanding our students' diverse backgrounds is crucial for tailoring the curriculum effectively”*. This is followed by co-created curriculum design with teachers, curriculum specialists, and indigenous knowledge keepers to blend stories. Teachers are provided training for professional development and towards administering the curriculum mapping. Ultimately community engagement and ongoing evaluation of the model are necessary to ensure that the curriculum is effective and serves the community from which it originates. There are many challenges associated with designing a cross-cultural curriculum. Interviewee F mentioned, *“Balancing linguistic inclusion while maintaining cultural richness is particularly tricky.”* This shows that language proficiency is one of the significant challenges as it needs more than just translation, but also includes culturally specific examples. There are also serious time limitations which frequently lead to only minimal exploration of various cultures. Moreover also these technological disparities especially in urban and rural areas give children not the same access to educational resources hence leaving a sense of inferiority among them. It is made more difficult with the wide range of demographics of the students making curriculum design a complex compromise, between maximising inclusivity yet

maintaining relevance for every cultural background. Hence, addressing these challenges is crucial for creating educational materials that accurately portray many cultural landscapes.

4.3.2.2. Perception on cultural gaps in curricula and their impact on student engagement and academic success

International schools experience enormous cultural gaps due to the scarcity of information which leads to limited diversity in cultural narratives. Interviewee H said that "*curriculum content often reinforces existing biases and stereotypes,*" leading to a narrow cultural perspective. Furthermore, the limited amount of cross-cultural curriculum prohibits cultural intelligence from being sharpened. The neglect of different cultural perspectives in the curriculum marginalizes alternative and valuable problem-solving strategies. The existence of these cultural gaps is not exclusive to a particular school but rather it is repeated in various schools in Argentina. "*A lot of schools here find it hard to have to balance many cultural stories in their curriculum,*" Interviewee L commented. Interviewee O also said, "*There is a dearth of cross-cultural content across the board,*" referring to different schools. This highlights that the restriction of available data representation reduces exposure to the breadth of cultural narratives and, if these various cultural approaches are marginalized, practical problem-solving strategies are dismissed. It is found that these gaps also affect student engagement and performance greatly. Inadequate exposure to a richness of cultural narratives limits the global perspective that students acquire, closing opportunities for them to build empathy and tolerance. Perpetuating biases and stereotypes only contributes to such closed-mindedness as a result, and marginalizes students who do not adhere to whatever is considered "appropriate". It also does not help instil in students the cultural intelligence needed to compete in a world of globalisation. According to Interviewee J, "*These gaps limit students' ability to connect with diverse backgrounds and ideas, stifling both their academic growth and their readiness for a multicultural society.*" In addition, the cultural gaps significantly impact staff members which affect their professional interactions and morale. Interviewee E reported concerns about these gaps by saying, "*Cultural differences among staff can lead to misunderstandings and communication barriers, making collaboration challenging.*" This suggests that these cultural gaps impede teamwork and cohesion among educators navigating the diversity of cultural norms and practices at work in the school. Furthermore, these gaps affect both pedagogy and professional development which restrict the impact of any staff training program that is designed for one cultural milieu. The analysis also highlighted that the cultural gaps impact academic success by hindering inclusive

learning environments and global competence. Interviewee C reported, "*Cultural gaps may lead to misunderstandings and reduced collaboration among students and educators.*" This indicated that these gaps serve as obstacles to effective communication and learning, which can, in turn, limit cross-cultural competence (something that has become very desirable and important since this world has never been as interconnected as it is today). Students may not know how to deal with all of the viewpoints - coming from all different corners of the country or world - and it begins to interfere with their academic success. In addition, a lack of cultural inclusion could also thwart curriculum innovation and the implementation of a plethora of instructional methods to meet the diverse needs of students successfully. As a result, these gaps must be addressed to create an environment that is not only nurturing but also globally attuned.

4.3.2.3. Perception on strategies for eliminating cultural biases in curricula

Several interviewees confirmed the presence of cultural biases in curricula. Interviewee I said: "*The inclusion of diverse perspectives or voices in the curriculum could help in mitigating biases.*" This serves as a case for cultural diversity to destabilize racial biases. Interviewee G, likewise stated, "*Engagement with students for examination of existing materials could help in challenging prejudices and stereotypes.*" It suggested that if the students had been more actively involved in critiquing the curriculum they would have been able to confront the cultural biases. It was suggested by the senior management that to deal with the cultural biases in curricula and establish a more inclusive and equitable learning environment, the following strategies could be adopted. Interviewee M mentioned that "*culturally responsive teaching practice can assist in relating curriculum content to students' experiences and heritage.*" Therefore, the curricula should be broadened to include multiple perspectives of diverse cultures. Interviewee K explained, "*Having an inclusive classroom atmosphere is a baseline for students to feel they are respected and have value in the space.*" It turns out that more inclusive classrooms are an efficient tool for respect and student engagement. Other respondents highlighted that using new technologies to make resources available to all but also implementing flexible forms of assessment can cater to different learning types and backgrounds. The improvement of international schooling status is a continuous alteration process that should be emphasised in the form of curriculum changes, teacher training and community outreach efforts. Interviewee A commented: "*We should design more local cultural studies to enhance the student's understanding and respect of the host culture.*" The

idea also highlights the need to immerse in a culture to provide enhanced educational experiences. In addition, Interviewee A emphasized the need for schools to have opportunities for teachers to continue their professional development so that the school will be able to keep abreast with global educational trends and methodologies and remain competitive and forward-thinking. Hence, Argentina can create a more inclusive educational system by following these strategies.

4.4 Comparative analysis

The study aims to develop comprehensive methods for cross-cultural curriculum design and implementation in contemporary international schools. For a thorough understanding, the study adopted a mixed-method approach which combined quantitative surveys with qualitative interviews. 100 staff members were surveyed in the quantitative phase. Three main hypotheses cover different aspects of the design and implementation of the cross-cultural curriculum. Hypothesis 1 examined the presence of curriculum-related challenges in international schools in Argentina. The findings of the hypothesis revealed that there are curriculum-related challenges in international schools in Argentina. Interviews with 15 senior management officials provided deep knowledge about the curriculum-related challenges which include language proficiency, time limitations, technological disparities, a wide range of demographics of the students, limited access to diverse expertise and resources, the integration of the cross-cultural aspects, and the need to ensure cultural sensitivity. These findings support past research (Briggs et al., 2019) (Hamouche, 2021) that suggests that international schools witness challenges while designing the curriculum. It was also found that international school curricula are relevant for developing cultural sensitivity, providing real-time experiences, and teaching effective intercultural communication. Identification of the background of the students is an important aspect considered while designing a course curriculum. Needs assessment is the most important step for designing a course curriculum. Hypothesis 2 regards the influence of cultural gaps in curricula on student engagement and success from a theoretical perspective. Quantitative findings confirmed that cultural gaps in curricula negatively affect student engagement and academic success. The qualitative data also indicated, in no particular order of significance, that the narrow cultural narratives hinder global consciousness, biased content instils close-mindedness and marginalisation, the dearth of cross-cultural content impedes cultural intelligence, and the marginalised curriculum

restricts innovation and growth. A lack of awareness invariably leads to close-mindedness, marginalization, and limited academic innovation and spiritual enrichment. Some of these skill gaps were also confirmed in previous studies (Abacioglu et al., 2023) (Lizama Portillo, 2023). Qualitative analysis further revealed that the cultural gaps significantly impact staff members which affects their professional interactions and morale. Cultural gaps impact academic success too by hindering inclusive learning environments and global competence. Hypothesis 3 examined the impact of strategies on eliminating cultural biases in curricula and ensuring an equitable learning environment. Quantitative findings substantiate this hypothesis and reveal that significant strategies are suitable for eliminating cultural biases in curricula and ensuring an equitable learning environment. Through the quantitative lenses, these findings can be further substantiated, as diversifying curricula, incentivising students to rethink material, claiming flexibility from traditional testing, deploying tech-based resources to ensure even course content, and inviting wider academic community collaboration were effective in neutralizing cultural suffrage in curriculum and making learning an egalitarian continuous process. These findings are similar to previous studies by (Boscardin, 2015) (Sibanda, 2023) which advocated for those strategies in removing cultural bias and promoting equity with regards to the curricula. Hence, the mixed methodology of the study which combines quantitative robustness with qualitative depth concludes that there is a need to develop comprehensive methods for cross-cultural curriculum design and implementation in contemporary international schools.

4.5 Summary

This chapter adopted both quantitative and qualitative analyses to develop comprehensive methods for cross-cultural curriculum design and implementation in contemporary international schools. Quantitative analysis of five hypotheses revealed that: there are curriculum-related challenges in international schools in Argentina; the cultural gaps in curricula impact student engagement and academic success; there are significant strategies that are suitable for eliminating cultural biases in curricula and ensuring an equitable learning environment. Six themes were derived from the qualitative analysis: these themes identified curriculum-related challenges in international schools of Argentina during the designing of the curriculum; validated cultural gaps in curricula of international schools and their impact on student engagement and academic success; and gave suggestions for eliminating cultural biases in curricula, ensuring an equitable learning environment.

Chapter: 5 DISCUSSION and CONCLUSION

5.1 Introduction

This chapter presents both theoretical and empirical findings to achieve the aim of the study, i.e., to develop comprehensive methods for cross-cultural curriculum design and implementation in contemporary international schools. It summarizes the secondary findings and then supports them with empirical findings. Results are categorized based on study objectives. In addition, the chapter discusses recommendations, implications, limitations, and suggestions for future research.

5.2 Key findings

5.2.1 Quantitative data

Three hypotheses were derived from the secondary studies and 100 survey responses from staff members. The first hypothesis targeted curriculum-related challenges among international schools in Argentina. The results showed that there were serious problems. Lack of diverse expertise and resources creates a barrier to developing a cross-cultural curriculum. Juggling the careful consideration of cultural sensitivity with the inclusion of multiple perspectives. Also, consistent integration of cross-cultural elements is no easy feat. Closely related to these challenges are time constraints, which also make it challenging to develop effective curricula. Finally, it limits the use of new technology for a more creative and interesting learning environment. Hypothesis 2 validates cultural gaps in curricula and their relation to student engagement and academic success. Limited representation of diverse cultural narratives constrains students' global awareness. This only leads to a reproduction of bias and prejudice in curricular content, keeping students narrow-minded and in a state of stigmatization. Moreover, when a cross-cultural content is missed it damages students' cultural intelligence, which results in poor ability to achieve with the material and the other students from other contexts. Therefore, curriculum segregation leads to dismissing essential problem-solving strategies and therefore kills the future of academic creativity and intellectual realms. Hypothesis 3 offered suggestions for eliminating cultural biases in curricula, ensuring an equitable learning environment. The results point to the need to teach

future educators to scrutinize the curricular materials provided and challenge biases and stereotypes. Flexible use of assessment methods is a strategy for acknowledging diversity in terms of cultural backgrounds and learning styles. At the same time, adopting new technologies ensures easy access to educational resources. Subject matter experts, educators and the wider academic community need to join forces in this effort to become an unbiased environment for students.

5.2.2 Qualitative data

A semi-structured interview was conducted with 15 senior management staff of international schools to collect qualitative data on three broad themes. The analysis of the first theme revealed that designing a cross-cultural curriculum involves several challenges. The main challenge is language because it is more than just a translation and includes relevant cultural examples. Time limitations also create obstacles because we then only scratch the surface of different cultures. Disparities in technology, such as those that exist between urban and rural settings, also may inhibit access to learning resources. Complicating curriculum decisions, student populations are made up of many different groups so making the instruction both inclusive and culturally relevant requires a careful balance. For the second theme, it emerged that curriculum-related challenges impact student engagement and performance. Diverse cultural narratives are underrepresented, so students remain naively unaware of global perspectives which confine the development of empathy and tolerance. Institutionalizing such biases and stereotypes only encourages a closed way of thinking and further stigmatizes students in ways that could harm those who are not of the majority or traditional norms. Furthermore, without the introduction of cross-cultural content, they have less chance to gain the cultural intelligence necessary for the world that is becoming more globalised. Students are unable to engage with diverse backgrounds and ideas which fail to enrich their academic experience and prepare them for a future in a multicultural society. Theme 3 revealed that significant strategies are suitable for eliminating cultural biases in curricula and ensuring an equitable learning environment. Diversifying curricula, incentivising students to rethink material, claiming flexibility from traditional testing, deploying tech-based resources to ensure even course content, and inviting wider academic community collaboration was effective in neutralizing cultural suffrage in curriculum and making learning an egalitarian continuous process.

5.3 Conclusion

5.3.1 Objective 1: To identify the curriculum-related challenges in international schools

There are several challenges in developing cross-cultural curriculums in international schools. One important challenge is combining cultural richness with linguistic inclusion which calls for an awareness of linguistic nuances and expressions. Thus, only superficial aspects of diverse elements are usually included in the course due to limited time and resources. These are augmented by problems with communication and differing levels of technology that make it difficult to work together on curriculum. Also, diversity of demography requires complex strategies for inclusive and relevant confluence, and content creation devoid of stereotypes and true to its cultural roots. Challenges of translation/translanguage variations and the proclivity to encourage genuine student-student interaction and meaningful learning interactions are also major challenges. Empirical results also support these secondary findings. Key challenges include limited access to diverse expertise and resources and the challenge inherent to the incorporation of diverse perspectives in a culturally sensitive manner. In addition, the challenge of incorporating cross-cultural features within the broad scale of the curriculum combined with the lack of time for well-directed curriculum development elevate these difficulties. The process is thus further complicated by a lack of new technology to have an equitable environment, reiterating the view that cross-cultural curricula development in the international context is a multi-dimensional endeavour.

5.3.2 Objective 2: To investigate the cultural gaps in curricula and their impact on student engagement and academic success

The cultural gaps in curricula negatively impact student engagement and academic achievement. When the global awareness of students is not developed, they are not being exposed to global competencies and do not have cultural fluency. Students who are taught homogeneous content do not learn how to think critically, are devoid of the ability to understand cultural empathy and neither are they open-minded which leaves them under-prepared to interact with the rich and wonderful diversity that is the World. This narrow focus prevents the development of attitudes and habits of global citizenship and the cultural intelligence born of cross-cultural immersion and results in a poorer school experience and lesser preparedness for the world beyond. These conclusions are supported by empirical findings. A lack of cultural representation contributes to overlooking, misjudgement, small-

mindfulness, and segregation of the student population. As a consequence, this academic marginalization restricts the use of multiple problem-solving approaches in academe, blocking innovation in academic work and intellectual growth. Lack of cross-cultural context also reduces students' cultural intelligence, preventing them from engaging with the content and their peers, who come from entirely different cultural backgrounds, hindering their fulfilling and successful faculty experience.

5.3.3 Objective 3: To identify suitable strategies for eliminating cultural biases in curricula, ensuring an equitable learning environment

Argentina must take steps to eliminate cultural biases and ensure an equitable learning environment. Among those strategies are analyzing and amending curricula for stealth bias, infusing history with minority narratives, and accentuating marginalized voices. To address these concerns, educators need access to professional development to create cultural competence and community input on curriculum design. Another response is to use technology to merge diverse views and organise input through a student feedback loop. Such views have been consolidated by the implementation of these measures seeking for a curriculum that is more inclusive of the diversity of the cultural identity of this country. The empirical analysis also supports these strategies: incorporation of diverse viewpoints in curricula to counteract biases, tasking students with material review to promote stereotype dismantling, alternative assessment methods to encourage cultural inclusions, and the discovery of new technologies to overcome insulin accessibility. Further, being a collaborative member of the academic community, between educators and community representatives, helps in creating a bias-free environment. Together, these methods comprise a system of education that respects and honours cultural diversity and equity and that makes sure all students feel honoured and connected. By following these strategies, Argentina, having cultural diversity as its hallmark, can develop an education system that is as inclusive as possible, and ensures conditions for equitable learning.

5.4 Recommendations

The below recommendations are suggested to enhance cross-cultural curriculum design and implementation in contemporary international schools in Argentina.

- Incorporate local cultural content: An emphasis should be given to the study of local cultures to sensitise students to the social and cultural context of the host country. This

will then help to bridge cultural divides, create a more inclusive educational feeling, and generally improve student engagement and academic success.

- Continuous professional development for teachers: Continuous professional development programs should be introduced for teachers so that they are updated with global educational trends and methodologies. This will allow them to become better prepared to teach in culturally responsive ways and be responsive to the diverse needs of students which will aid in a simulation of a fair learning environment.
- Community engagement initiatives: Establish meaningful community engagement programs with local cultural institutions and stakeholders; It helps the students to get real-time experience of culture as that of the professional world and helps in creating a study and supportive environment that can help in enhancing the curriculum and help in developing cultural awareness.
- Curriculum audits to neutralize bias: Conduct regular audits of the curriculum to identify and neutralize culturally biased content. The systematic review underlines this curriculum will adhere to inclusivity to ensure a fair and balanced educational experience for all students following their diverse backgrounds.

Hence, these recommendations will eliminate cultural biases in curricula and ensure an equitable learning environment.

5.5 Implications of the research

The study findings have several implications for academia, the business community, and for government/local authorities.

5.5.1 For academia

The study is important for academia because it sheds light on the curriculum hurdles of international schools in Argentina and points towards certain cultural mismatches that exist in these schools. This underscores the importance of culturally responsive curriculum design to drive student engagement and academic achievement. Such findings may be of interest to educators and curriculum developers looking both to make learning environments more inclusive for students with different cultural backgrounds and to ameliorate the disadvantages that some international students experience. The investigation also has implications for the implementation of equitable teaching practices and pedagogical construct in cross-cultural teaching practices.

5.5.2 For business community

The study is significant for the international education business community too. If schools gain a better understanding of these cultural challenges through curricula, they may therefore see a rise in their educational materials, and subsequently, attract more globally mobile families. Schools can benefit from a competitive edge too if they get rid of cultural biases practised inside various education systems. This could also help educational service providers build new products and services to support culturally responsive teaching practices which leads to better educational results.

5.5.3 For the government/ local authorities

This research has important implications for government and local authorities who are responsible for educational provision. In this way, it points out particular curriculum-related challenges and cultural biases in international schools, to help inform strategic policy decisions to advance educational equity and access. Government can use this information to formulate policies that support culturally responsive curricula and all students have the best chance of getting a good education. Targeted assistance by local authorities to correct cultural prejudices in schools can also assist in creating an inclusive education system that will be invaluable to the educational system in general.

5.6 Limitations of the study

Although the study identified curriculum-related challenges and cultural gaps in curricula, it has limitations. To begin with, the concentration on only two international schools in Buenos Aires limits the scope of testing the theory in other settings. A sample of 100 staff and 15 senior management from two schools is hardly representative of all international schools in Argentina. This probably would tend to under-represent rather than over-represent the international school population overall. In addition, the self-reported nature of the data in surveys and interviews could result in response bias. Purposive sampling for qualitative interviews may induce bias and decrease generalizability. The study may not be generalizable to all of the nuances and curriculum challenges experienced in other international school settings other than Buenos Aires. Thus, sample size, sampling technique, and location are the backlogs of the study.

5.7 Suggestion for further research

Further research would benefit by replicating this study with a larger and more diverse population in different international schools across the whole of Argentina to increase generalizability. The broader cultural and curriculum-specific challenges may be revealed in comparative studies between regions/countries. Further, such longitudinal research would inform on the effectiveness of the strategies that are proposed over time. Engaging a wider swath of stakeholders, including students, parents, and members of the community, would offer a more complete picture of how cross-cultural curriculum design and implementation was affecting the larger community.

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