

Multicultural Education and Inclusion in India: Analysis of B.Ed. Students Teacher's Perception in Context of NEP- 2020

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Abstract

Multicultural education is a teaching and learning approach that is originated by democratic values and beliefs and aims to cultivate cultural pluralism in culturally diverse societies. The ¹⁶ National Education Policy (NEP) 2020 of the Government of India, which seeks to introduce a revolutionary era in the nation's educational landscape, is a significant departure from traditional educational methods. India has consistently been a multicultural nation. A diverse array of origins, languages, perspectives, and cultures has been brought to the classroom from its ancient period to the present. The B.Ed. student teachers are the primary stakeholders for the implementation of multiculturalism in the 21st-century inclusive classrooms. This research employs thematic analysis to examine B.Ed. student teachers' views and perceptions on multicultural education and inclusion in India in context of NEP-2020. Fifty (50) B.Ed. student teachers participate in this study. Findings indicate that B.Ed. student teachers have concerns about the inclusivity through multiculturalism. Recommendations include integrating cultural competence training in teacher education, experiential learning opportunities, multicultural content in the B.Ed. curriculum, and promoting multilingual educational practices.

Key words: Multicultural education, National Education Policy (NEP) 2020, B.Ed. student teachers, inclusive classroom

Introduction:

Multicultural education is a transformative approach to teaching and learning that aims to promote educational equity and social justice through the recognition and appreciation of cultural diversity in schools (Banks, 2015). It encompasses the idea of embracing cultural pluralism and providing all students, regardless of their cultural background, with the opportunity to achieve academic success (Gay, 2018). In the context of India, a nation defined by its rich tapestry of cultures, languages, and traditions, multicultural education becomes an essential component of teacher education programs to prepare future educators for culturally responsive pedagogy (Kumar, 2019). The National Education Policy (NEP) 2020 further strengthens this vision by advocating for inclusive education that acknowledges and addresses the needs of diverse learners, fostering a learning environment that is both equitable and inclusive (Ministry of Education, 2020). The NEP 2020 is a landmark policy aimed at overhauling the educational system in India by introducing reforms that emphasize flexibility, creativity, and inclusivity (Sahoo & Tripathy, 2021). One of its core principles is to embrace India's cultural diversity by promoting multilingualism, respect for local knowledge, and multicultural perspectives in educational practices (Menon, 2020). This aligns with the broader goal of multicultural education, which seeks to develop educational settings that respect and celebrate differences while encouraging meaningful interactions among students from various cultural backgrounds (Grant & Sleeter, 2011). Today's classrooms are increasingly diverse, with pupils representing many cultural, racial, and linguistic backgrounds. Consequently, it is necessary for Educators should have the necessary skills and knowledge to promote equality inclusion in the classroom. Multicultural education originated as a framework for addressing the difficulties that emerge in various classrooms. It encourages cultural sensitivity respect for diversity and equal opportunities for all students. Nevertheless, incorporating multicultural education comes with obstacles and benefits must be understood by Educators can effectively promote equality classroom (Naz, et al., 2023). B.Ed. student teachers, as future educators, are pivotal in the implementation of multicultural education in inclusive classrooms (Sharma, 2022). Their perceptions and preparedness significantly influence how multiculturalism and inclusive practices are translated into classroom pedagogy (Pandey & Nayar, 2020). Hence, understanding their perceptions becomes crucial in shaping policies and training programs that can effectively address the educational needs of a culturally diverse society. The present study seeks to analyze the perceptions of B.Ed. student teachers in India regarding multicultural education and

inclusion, particularly in the context of NEP 2020, to draw insights that could inform future teacher education curricula and professional development initiatives.

Literature Review

Multicultural education has long been recognized as a transformative framework aimed at promoting equity and cultural pluralism within diverse classrooms (Banks, 2015). Gay (2018) further emphasized the importance of culturally responsive pedagogy in affirming students' cultural identities, thereby fostering better academic outcomes. Grant and Sleeter (2011) argued for a significant shift in teacher preparation programs, advocating for a focus on cultural sensitivity, social justice, and inclusivity to address the growing diversity in classrooms.

In India, the National Education Policy (NEP) 2020 (Ministry of Education, 2020) has aligned with these ideas, emphasizing multilingualism, local knowledge, and cultural heritage as essential components of an inclusive classroom reflective of India's multicultural ethos. However, despite these advancements, research suggests that challenges persist in effectively implementing multicultural education. Naz et al. (2023) identified several barriers, including resistance to change, insufficient professional development opportunities, and limited multicultural content within curricula. Mukherjee (2019), in a review of culturally responsive teaching in India, observed that while multicultural education is a dynamic and necessary approach, it often struggles to meet the diverse needs of indigenous learners. The review stressed the importance of adapting teaching strategies to address cross-cultural instructional issues, highlighting the need for policy reforms and curriculum adjustments to better support diversity in education.

Similarly, Gunasekaran et al. (2022) conducted a historical study of multicultural education in India, exploring the influence of the country's four major educational systems. Their findings underscored how social hierarchies, particularly the caste system, have shaped access to education and marginalized certain groups, calling for reforms that promote social justice and equity. The role of teachers in fostering multicultural classrooms was also emphasized by Karthikeyan (2014), who suggested that teacher preparation should extend beyond traditional curriculum delivery to include peace education and active engagement with diverse cultural, ethnic, and religious groups. Karthikeyan argued that such integration of values and ethics would help nurture tolerance and respect for cultural diversity in the classroom.

In their analysis of teacher education programs, King and Butler (2015) found that, while many programs included some form of multicultural education, there was significant variability in how this content was presented. This inconsistency highlighted a gap in the cultural competence training provided to pre-service teachers. Bowser (2008) highlighted the growing need for teacher preparation programs to equip pre-service teachers not only with multicultural awareness but also with the tools to integrate technology into multicultural classrooms. The study revealed that while teachers expressed positive beliefs about multiculturalism, they often lacked the practical strategies needed to apply these beliefs effectively in diverse, technology-enhanced settings. Phuntsog (1993) pointed to the importance of incorporating multicultural curricula into elementary teacher preparation programs. While teacher educators recognized the value of multicultural education, they emphasized that its integration varied significantly across institutions, suggesting the need for strengthening multicultural content to better prepare teachers for diverse classrooms.

The studies of Amani (2023) and Tomar (2023) reinforce the critical importance of preparing teachers for inclusive classrooms. Amani's research revealed that teacher education programs often lack comprehensive training in multicultural approaches, underlining the need for curriculum revisions to better equip educators to handle diverse classroom settings (Amani, 2023). Similarly, Tomar's work on pre-service teachers' perceptions of multiculturalism emphasized the gap between positive attitudes toward social equity and a deeper understanding of multicultural education's practical implementation (Tomar, 2023).

Anugrah et al. (2024) review the literature on multicultural-based teacher education curriculum reform, emphasizing the importance of preparing prospective teachers to manage diverse classrooms effectively. Their findings highlight best practices, such as fostering cross-cultural understanding, critical reflection, and inclusive pedagogy. The study also identifies challenges like the need for professional development and stakeholder engagement. This research provides valuable insights for policymakers and educators to design inclusive teacher training programs, contributing to the development of culturally responsive teachers capable of addressing diverse classroom needs.

Objectives of the Study:

1. To critically analyze the perceptions of B.Ed. student teachers to promote Inclusivity in education through multiculturalism.

2. To find out the issues and challenges to promote Inclusivity in education through multiculturalism.
3. To provide some recommendation to promote Inclusivity in education through multiculturalism.

Methodology:

The present research is descriptive qualitative in nature. Based on the objectives few research questions were framed by the researcher and asked to the B.Ed. student teachers of Nagaland. Fifty (50) B.Ed. student teachers were selected conveniently as samples for this study and the gathered data has been analyzed by thematic analysis.

Data Analysis:

1. How do you perceive ³ the role of multicultural education in promoting inclusivity among students?

⁷ The participants perceive multicultural education as a fundamental approach to creating an inclusive learning environment by encouraging ² students to embrace and respect each other's diverse cultural backgrounds. ²³ They highlighted that this form of education is essential for fostering human values such as empathy, respect, and social responsibility. By bringing students together in diverse cultural settings, multicultural education allows for the development of social skills and a deeper cultural understanding, which in turn helps reduce stereotypes and prejudices. Additionally, respondents emphasized that ⁹ an inclusive environment, where every student feels valued, heard, and represented, promotes a sense of belonging and unity. They noted that multicultural education encourages critical thinking, enhances cultural awareness and sensitivity, and nurtures cross-cultural understanding. This approach ultimately helps students learn to appreciate differences, thereby promoting cultural tolerance and reducing potential conflicts and tensions within the classroom. By celebrating diversity and promoting 'unity in diversity,' multicultural education not only cultivates a positive attitude towards others but also contributes to the creation of equitable learning spaces that benefit all students.

2. In what ways do you think NEP 2020 can impact the implementation of multicultural education in teacher education programs?

The participants believe that NEP 2020 can significantly shape ⁹ the implementation of multicultural education within teacher education programs by promoting inclusive pedagogical practices and emphasizing cultural diversity. The policy's focus on inclusive pedagogy and holistic education encourages teacher trainees to adopt a culturally responsive approach, thereby respecting and valuing linguistic and cultural differences in the classroom. One of the key impacts highlighted is the emphasis on multilingualism and the promotion of regional languages and cultures, which supports the preservation of indigenous knowledge and traditions. The inclusion of the 'three-language formula' and support for local languages foster a multicultural and multilingual environment, preparing future educators to effectively teach in diverse linguistic contexts. Participants noted that the interdisciplinary nature of NEP 2020 encourages teacher educators to focus on social and emotional learning, which further enhances cultural sensitivity and empathy among teacher trainees. Moreover, NEP 2020 emphasizes the need for robust teacher training programs that include modules on cultural awareness and sensitivity. This focus on continuous professional development ensures that teachers are well-prepared ⁵ to implement multicultural education strategies in their future classrooms, thereby ⁵ creating a more inclusive, equitable, and culturally enriched learning environment.

3. What do you think are the essential characteristics of a culturally competent teacher?

The participants identified several key characteristics that define a culturally competent teacher, with respect for all cultures being the cornerstone. They emphasized that such teachers should be aware of their own cultural identity and have ⁴ a deep understanding and appreciation of the diverse cultural backgrounds of their students. Building on this awareness, a culturally competent teacher should actively work to cultivate ⁸ an inclusive environment where every student feels valued and respected. Participants highlighted that cultural competence involves ¹² avoiding assumptions based on stereotypes and demonstrating cultural tolerance. Teachers should have the flexibility ²² to adapt their teaching methods according to the diverse needs of their students, using culturally responsive pedagogy to bridge differences and promote engagement. Strong communication skills and an ability to manage diverse classrooms are also crucial to creating an environment that supports learning for all. Furthermore, the responses indicated that culturally competent teachers should exhibit open-mindedness, self-reflection, and a commitment to practicing social justice. They should be able to celebrate various cultural traditions and festivals with their students to foster a sense of belonging and cultural pride. Teachers must also demonstrate personal adherence to ethical

norms, values, and traditions, serving as role models for their students. Finally, the ability to build strong relationships with students from varied cultural backgrounds, coupled with a commitment to addressing the challenges that arise in multicultural settings, was seen as a defining feature of cultural competence. Such teachers are not only aware of cultural differences but actively work to integrate these differences into their teaching practice, thereby promoting an inclusive and equitable learning experience.

4. What challenges do you think teachers face in promoting multicultural education in diverse classrooms?

The participants identified a range of challenges that teachers encounter when implementing multicultural education in diverse classroom settings. One of the primary challenges mentioned is the lack of awareness about the various cultural backgrounds of the students. Teachers often find it difficult to become familiar with each student's unique cultural identity due to time constraints and the pressure to complete the syllabus. This limitation hampers their ability to address diverse cultural needs effectively. Language barriers were also highlighted as a significant issue, making communication and instruction difficult in linguistically diverse classrooms. Participants noted that teachers often lack the training and resources needed to navigate such complex environments, resulting in inadequate preparation to implement culturally responsive teaching strategies. Another major obstacle is the prevalence of stereotypes, biases, and prejudices, both within the curriculum and among teachers themselves. Overcoming these ingrained perceptions is challenging, especially when coupled with a rigid educational system that is not flexible enough to incorporate multicultural perspectives. Teachers are also burdened by curriculum limitations that fail to account for cultural diversity, making it difficult to integrate multicultural content meaningfully. The responses further indicated that teachers may struggle to manage diverse learning needs and balance varying cultural perspectives in the classroom. This challenge is exacerbated by the lack of support from parents and the broader school community. Traditional assessment methods, which are not designed to accommodate cultural differences, pose additional challenges in evaluating the progress of students from diverse backgrounds. Finally, social issues such as tribalism, if practiced or even subtly endorsed by educators, can undermine efforts to promote multicultural education and create divisions within the classroom. Participants emphasized the need for teachers to possess cultural competence and adaptability to foster an inclusive learning environment where all students feel represented and respected.

5. What would be your recommendations to strengthen culturally responsive teaching with respect to your B.Ed. curriculum?

The participants proposed several modifications to the existing B.Ed. curriculum to strengthen culturally responsive teaching practices. A prominent suggestion was the inclusion of a culture-inclusive paper that integrates diverse perspectives, enabling future teachers to gain a broader understanding of various cultural contexts. Incorporating more indigenous knowledge and context-specific content relevant to Nagaland was strongly recommended, as this would help future educators connect better with local cultural realities. To enhance practical learning, the respondents emphasized the need for field experiences and community engagement initiatives. Collaborating with local experts and cultural organizations was suggested as a way to expose teacher trainees to authentic cultural practices, making learning more experiential. This would also enable them to build meaningful partnerships with the communities they are likely to serve. Training programs and workshops were highlighted as essential for equipping teacher trainees with the skills needed to manage diverse classrooms with sensitivity and fairness. Additionally, introducing cultural attires on specific occasions and organizing cultural programs were seen as ways to celebrate diversity and promote cultural awareness within the college community. Overall, these changes aim to prepare future teachers to handle diversity with greater competence, making the curriculum more inclusive and reflective of the cultural richness of Nagaland and beyond.

6. What Strategies or activities would you suggest to promote respect and appreciation for cultural diversity among students?

The participants offered a variety of strategies and activities to foster respect and appreciation for cultural diversity among students. A prominent suggestion was organizing cultural festivals and events within the academic calendar to celebrate diverse traditions and emphasize the importance of cultural heritage. Such events could include multicultural days, food festivals, and cultural days, where students can showcase and share aspects of their cultural backgrounds, including traditional attire, cuisine, and customs. Group discussions on cultural diversity and open dialogues about cultural experiences were also recommended as a means to create a safe space for students to express their unique cultural identities and learn about others. This dialogue can be enhanced by incorporating student-led initiatives where students share the uniqueness of their cultures, enabling their peers to gain a deeper understanding and appreciation of different traditions. The participants highlighted that

cultural exchange programs and collaborative projects are effective in promoting intercultural understanding. Activities such as teaching different cultural folk songs or folk tales, reading books from various cultures, and cultural storytelling can make learning engaging and allow students to explore the rich narratives of different communities. This includes incorporating lectures on multiculturalism, study tours to different cultural settings, and implementing community engagement projects to provide firsthand experiences of diverse cultural contexts. By implementing inclusive classroom activities and encouraging student-led cultural initiatives, educators can play a crucial role in fostering an atmosphere of respect, empathy, and cultural sensitivity.

7. How do you see NEP 2020 transforming the current educational practices related to diversity and inclusion?

The responses indicated that NEP 2020 is perceived as a transformative framework aimed at enhancing diversity and inclusivity within the educational landscape. A key theme emerging from the participants' responses was "quality education for all", which emphasizes that the policy is designed to ensure equitable learning opportunities across various sections of society. This focus on inclusivity is seen in the policy's approach to social justice and support for marginalized communities, advocating for equal access to educational resources for all students, including those from underrepresented groups. The multilingual education component of NEP 2020 was highlighted as an important step toward promoting cultural and linguistic diversity in classrooms. By encouraging the use of regional languages and embracing multilingualism, the policy aims to make learning more accessible and inclusive, particularly for students from diverse linguistic backgrounds. Furthermore, NEP 2020's emphasis on incorporating indigenous knowledge systems is seen as a way to recognize and integrate India's cultural heritage into mainstream education. Another transformative aspect noted was the promotion of equitable access to all learners, including those with disabilities and from marginalized communities. The incorporation of technology to bridge learning gaps was also considered a significant step, as it provides marginalized students with resources and tools to enhance their learning experiences. Overall, NEP 2020 is seen as a progressive policy that has the potential to reshape educational practices in India by advocating for an inclusive, equitable, and culturally rich educational experience for all students.

8. How can teacher educators help B.Ed. students develop the skills needed to foster Multicultural classrooms?

The responses emphasize the critical role of teacher-educators in equipping B.Ed. student-teachers with the skills necessary to foster multicultural classrooms. A recurring theme is the need for comprehensive training in cultural competence, which involves exposing student-teachers to varied cultural perspectives and teaching strategies that accommodate diversity. Participants suggested that teacher-educators should focus on helping B.Ed. students understand diverse cultural backgrounds and recognize the importance of multiculturalism in the teaching-learning process. To achieve this, workshops, seminars, and lectures by experts were recommended as effective platforms for deepening future teachers' understanding of inclusivity and multicultural education. Through these activities, student-teachers can gain firsthand knowledge on designing lessons and activities that cater to the varied needs, interests, and abilities of students from different cultural backgrounds. Participants also highlighted the value of group work and collaborative learning to foster appreciation for diverse perspectives. Teacher-educators should demonstrate culturally responsive teaching methods, showing student-teachers how to adapt lessons and manage classrooms in ways that promote inclusion and equity. Moreover, the need for curriculum reform was underscored, suggesting that B.Ed. programs should be designed with multicultural classrooms in mind, incorporating content that prepares future teachers to handle cultural diversity. Reflective practices were also emphasized, where B.Ed. students are encouraged to reflect on their own biases and understand the implications of their actions in a diverse classroom. Overall, participants recognized that teacher-educators are pivotal in preparing B.Ed. students to become culturally responsive educators by providing the knowledge, attitudes, and skills necessary to create inclusive and effective multicultural classrooms.

9. What role do you think student teachers should play in promoting cultural inclusion under the NEP 2020 guidelines?

The responses from B.Ed. student-teachers highlight several key responsibilities they should undertake to promote cultural inclusion in line with NEP 2020 guidelines. A predominant theme is the necessity for student-teachers to develop cultural sensitivity and awareness, enabling them to recognize and appreciate the diverse backgrounds of their peers. By embodying inclusive values and attitudes, student-teachers can create safe and respectful learning environments that foster collaboration and understanding. Integrating diverse perspectives and experiences into their teaching is crucial. Student-teachers are encouraged to address biases and stereotypes actively, ensuring that their classrooms are spaces where all students feel valued. Participation in community outreach programs that celebrate cultural

diversity further enriches their educational experience and allows them to connect learning with the local community. When designing lesson plans, student-teachers should prioritize incorporating multicultural content into their activities. This approach not only reflects India's rich cultural diversity but also enhances cross-cultural understanding among students. Engaging with local communities can help student-teachers bring cultural relevance into the curriculum, thereby making learning more meaningful.

Promoting open discussions about diversity within the classroom is another critical aspect. By encouraging equal participation and celebrating cultural differences, student-teachers can help create an inclusive atmosphere that respects and honors varied cultural identities. Utilizing differentiated instruction is vital for meeting the diverse needs of students, allowing for tailored learning experiences that respect individual backgrounds and perspectives. Overall, B.Ed. student-teachers play a significant role in advancing cultural inclusion by fostering an environment of respect, understanding, and collaboration, aligning with the principles outlined in NEP 2020.

Discussion:

The findings of this study emphasize the importance of multicultural education in promoting inclusivity and understanding within educational settings, particularly for future educators in India. The participants identified multicultural education as an essential tool for fostering respect, empathy, and social cohesion among students from diverse backgrounds. They highlighted the significance of creating an inclusive learning environment where all students feel represented and valued. Through multicultural education, students develop essential social skills and cultural awareness that can help reduce stereotypes, prejudice, and potential classroom conflicts. This approach aligns closely with the objectives of the NEP 2020, which prioritizes inclusivity, multilingualism, and cultural diversity as integral components of the Indian education system.

The NEP 2020's support for diverse linguistic and cultural practices was positively received by participants, who saw it as a transformative policy fostering equity and cultural appreciation in teacher education. By promoting multilingual education and regional languages, NEP 2020 enhances accessibility and provides teachers with a framework to support linguistic diversity in the classroom. Participants noted that this policy facilitates the incorporation of indigenous knowledge and cultural heritage into the curriculum, thereby encouraging teacher trainees to adopt a culturally responsive pedagogy. The NEP's focus on

holistic and experiential learning further supports the preparation of teachers capable of navigating cultural diversity within educational environments.

Despite these positive impacts, the participants also identified challenges associated with implementing multicultural education. A key concern was ²⁵the lack of resources and training ²⁴for teachers to address cultural differences ²³effectively. Language barriers, curriculum constraints, and the persistence of stereotypes within the educational system were highlighted as significant obstacles. Moreover, the lack of time to understand each student's unique cultural background and limited support from parents and the broader school community present additional difficulties for educators. Participants stressed the need for cultural competence and adaptability to address these challenges and to create inclusive classrooms that promote equality and diversity.

¹⁴**Conclusion:**

In conclusion, this study underscores the critical role that multicultural education plays in fostering inclusivity and cultural awareness among students. As classrooms in India and globally become increasingly diverse, the need for teachers who can navigate cultural differences and promote an inclusive environment is more pressing than ever. NEP 2020 offers a significant policy framework for advancing this goal by advocating for a culturally responsive education system that respects India's linguistic and cultural diversity. This policy empowers future educators to embrace multicultural perspectives, ensuring that classrooms ²⁴are inclusive and equitable for all students. ²³The perceptions of B.Ed. student-teachers in this study highlight the benefits of incorporating multicultural education in teacher training programs. Such integration not only enhances teachers' cultural competence but also prepares them to address the complexities of diverse classrooms. Participants emphasized that culturally competent teachers should exhibit flexibility, empathy, and open-mindedness, ensuring that all students feel valued. By fostering an environment of respect and understanding, teachers can help students appreciate cultural diversity, thereby contributing to social harmony. However, the challenges identified, including curriculum limitations and resource constraints, indicate a need for comprehensive teacher training programs that address cultural competence more effectively. Integrating multicultural education into the B.Ed. curriculum, along with opportunities for practical experience, can equip future educators with the skills to manage diverse classrooms and promote inclusivity. Through enhanced professional development and curricular reforms, teacher education programs can

better prepare student-teachers to implement the principles of multicultural education, supporting an equitable, inclusive, and culturally enriched learning environment for all students which will support in embracing the inclusivity and ultimately sustainable development through education.

Recommendations:

Including Training for Cultural Competence in Teacher Education: B.Ed. programs should integrate comprehensive training on cultural competence, enabling student-teachers to recognize and appreciate diverse cultural backgrounds. This includes modules on multiculturalism, inclusivity, and strategies to manage culturally diverse classrooms effectively.

Incorporate Experiential Learning Opportunities: Teacher education programs should emphasize fieldwork and community engagement. Collaborating with local cultural organizations or participating in community events can provide future teachers with hands-on experience, helping them connect theory with real-world cultural diversity.

Integrate Multicultural Content into the B.Ed. Curriculum: The curriculum should include culturally responsive teaching materials, such as literature and case studies representing various cultures. This helps student-teachers gain a broader understanding of cultural contexts and prepares them to handle diversity in their future classrooms.

Promote Multilingual Education Practices: Aligning with NEP 2020's emphasis on multilingualism, teacher training should include language appreciation and regional language components. This supports cultural inclusivity and prepares educators to teach in linguistically diverse classrooms.

Organize Professional Development Workshops: Regular workshops on culturally responsive pedagogy, language sensitivity, and inclusive teaching practices can enhance teachers' skills. These workshops should focus on overcoming language barriers, managing classroom diversity, and addressing biases.

Encourage Reflective Practices: B.Ed. students should be encouraged to engage in reflective practices that help them recognize their own biases and understand the implications of their actions. Reflection sessions can foster empathy, helping teachers to build inclusive and respectful classroom environments.

Strengthen Community Engagement and Partnerships: Teacher education institutions should build partnerships with cultural experts and local communities ¹⁷ to provide student-teachers with authentic cultural learning experiences. Involving local experts in curriculum planning or as guest speakers can enrich the educational experience.

Develop Bias-Free Assessment Methods: Training programs should emphasize the need for culturally sensitive assessment techniques. Developing inclusive assessment strategies that cater to diverse learning styles and cultural backgrounds can ensure fair and equitable evaluation of all students.

Celebrate Cultural Diversity in Schools: Schools should organize cultural events and activities, such as multicultural days, language appreciation events, and cultural festivals. These events can foster cultural appreciation, allowing students and teachers to experience and celebrate the diversity within their communities.

Advocate for Curriculum Flexibility to Address Diversity: Policymakers and educational institutions should ensure that the curriculum allows for flexibility in addressing cultural diversity. Curriculum adjustments should accommodate diverse cultural perspectives, ²¹ enabling teachers to tailor their teaching to meet the needs of all students.

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