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**EQUITY EDUCATION IN THE MULTICULTURAL CONTEXT: A SYSTEMATIC LITERATURE REVIEW OF STUDIES (2013-2022)**

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**ABSTRACT**

Although the provision of egalitarian education in a multicultural context is deemed fundamental, this field has not received considerable concern. Using a systematic literature review and meta-analysis, this study aims to review 44 articles on multicultural context equity education from the Scopus database between 2013 and 2022, which include the following five research problems: (1) the number of publications and the geographical distribution; (2) authors making the most significant contributions; (3) articles having the greatest influence on the field of equity education in multicultural settings; (4) research methodology; and (5) perceptions and attitudes toward equity education in multicultural context. The findings reveal that the United States is the predominant source of all publications. While the most significant articles are from the United States, one of the most prolific authors is from China. Almost all of publications employ qualitative research method and are descriptively analyzed. Observations, interviews, document analysis, and questionnaires are frequently applied instruments. To mitigate this predominance, prospective research might adopt mixed-method approaches that integrate the profundity of qualitative analysis with the generalizability inherent in quantitative studies. Scholars believe that the issue of the number of minority groups who face challenges to engage in the education sector must be addressed. Therefore, policies that ensure diverse communities receive an equitable education are essential.

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## 1. INTRODUCTION

As widely stated in the literature, social and cultural diversity exists in every nation and appears to be increased gradually (Fatmawati, 2021; Hlepas, 2013; Leeuwen, 2008). Culture is a collection of elements that give meaning and value to human coexistence in a society. It comprises language, religion, history, social values, as well as education and the sciences (Nieto, 1999). Meeting diverse cultures, languages, and religions characterizes a multicultural society. Culture and social development are interplay; nevertheless, prejudices and stereotypes are common among individuals (Fedor, 2014). For the sake of mutual advancement, it is essential to build positive communication with other individuals despite any differences that exist. Knowledge of cultural distinctions on an equal footing helps intercultural relationship.

As a result of multicultural society, every individual should be accorded rights and guaranteed justice by the state, as all people are entitled to social justice. One key component of social justice is the practice of equity in an educational setting. Education is a nation's primary foundation for educating its people. Moreover, education has a significant impact on the development of a nation since a great nation is one whose populace is educated. However, it is obvious that minority-harming practices of injustice continue to exist in many spheres, without exception in the sector of education (Jolley et al., 2018; Josefová, 2014; Susanto, 2018). Supposedly, the diversity that Indonesia boasts of as a feature of the country should not be a barrier, but rather the capital to become a great nation with character.

Understanding equity, diversity, and inclusion issues is necessary for addressing them. Diversity and distinctions across populations are an inevitable necessity, including gender, ethnicity, race, religion, language, social class, and dis(ability), amongst many others. As an incredibly diverse nation, Indonesia has approximately 718 languages spoken by 1,340 ethnic groups with six recognized religions (Statistics Indonesia, 2012). In other words, multiculturalism and multilingualism are norms within the Indonesian context. A heterogeneous society does not imply that one culture is superior to another. In any multicultural environment, the openness, mutual respect, and tolerance can lead to inclusiveness and a more harmonious coexistence between individuals (Velthuis et al., 2021). In other words, every person has an equal standing. However, Indonesia still performs challenges to promote equity in the educational system (OECD, 2019). The misconception, according to Achyar (2018), the community tends to see inclusion as synonymous with integration. Thus, it is still believed that students must adapt to the educational system. In contrast, inclusion refers to the extent to which diverse individuals within a group are able to fully participate (Qvortrup & Qvortrup, 2018; Winters, 2013). Besides, placing equity as the first consideration before diversity and inclusion is to emphasize its importance. Accordingly, well-intentioned diversity initiatives might appear ingenuous with a focus on equity.

The diversity that exists in Indonesia certainly has an influence on the education sector. With this condition, the authorities have their own steps in empowering the diversity and preventing injustice in educational setting in order to establish an inclusive education. In fact, a great deal of prejudice against minorities still exists and the quality of education for one group in one environment varies from that of another group in a different setting. In other words, there are persistent disparities in schooling based on gender, regional location, dis(ability) status, and socioeconomic class (Statistics Indonesia, 2020; Wahid Foundation, 2020). Therefore, a theoretical approach to equity, diversity, and inclusion is crucial to the sustainability of human capital investments. A multi-input approach must be the focal point for equitable quality in the education sector as initiated in the Sustainable Development Goal (SDG) 4, guaranteeing that no students are left behind and that there are no exceptions. In addition, (Ali, 2011) stated that multiculturalism is an effective approach to overcome the issue of diversity in contemporary society. The issues that occur regarding diversity need to be handled wisely because modernity in the current era makes these problems more complex (Alivin, 2017).

The theory of equity, diversity, and inclusion has begun to be promoted and explored in various disciplines and countries (see, Fuentes et al, 2021; Hartwell et al., 2017; Mehta et al., 2020; Scott, 2020; Tavares, 2021; Tejeira et al, 2022). The diversity that exists in Indonesia needs to be embraced in order to create a just education, particularly in a multicultural context. However, a preliminary review of existing literature reveals a significant gap in studies specifically addressing equity education within Indonesia's unique and complex cultural landscape. Most available research tends to focus on general aspects of education or broader multicultural concerns without delving deeply into the intersection of equity and multiculturalism in the Indonesian context. This review's findings are consistent with prior observations that equity education in Indonesia remains underexplored in peer-reviewed academic publications. Therefore, this research aims to investigate the extent to which equity education has been promoted in the multicultural context by reviewing the last decade literature published in Scopus database.

## 2. METHOD

In this study, a systematic literature review and meta-analysis approach are adopted to review scholar studies on equity education in multicultural context. A systematic literature review summarizes and evaluates a body of relevant publications to disclose what has been done in prior studies, enabling this research to be placed in a broader context (Knopf, 2006). The purpose of a literature review is to present an overview of a particular issue or research problem (Mark & Gough, 2020). This type of review is typically conducted to assess the current state of knowledge on a certain topic. It can be used, for instance, to identify existing gaps, analyze patterns and correlations, or simply to examine a certain matter (Snyder, 2019). Therefore, we could provide an overview and new conclusions of the field.

In this case, a systematic literature review provides a crucial basis for mapping the incorporation of the theory of equity education in the cultural diversity over time through meta-analysis. The theory-based review synthesizes and extends a body of literature employing the same underlying concepts (Palmatier et al., 2018). In addition, in the social sciences, meta-analyses may emphasize on identifying and describing heterogeneity in order to understand the causal processes underlying the phenomenon under study (Koricheva et al., 2013). Furthermore, the utilization of available evidence reviews has its importance in giving practitioners and policymakers interventional insights and guidance (Tranfield, Denyer, & Smart, 2003)

In reviewing the scholarly literature on equity education, I selected Scopus-indexed articles between 2013 and 2022 within multicultural context. The decision to focus on the Scopus database was made to ensure access to a wide range of high-quality, peer-reviewed publications. Its comprehensive coverage of global research provides a robust basis for conducting systematic literature reviews. By selecting Scopus, I aimed to ensure the inclusion of diverse and rigorously evaluated studies relevant to equity education in multicultural contexts. Additionally, practical considerations such as resource limitations and the need for consistent indexing criteria were factors in selecting a single database for this review. Moreover, I utilized two out of three Boolean operators (AND, OR, and NOT) to focus on the topic under investigation. The keywords used in the search were: equity, education, and multicultural context; with AND and OR to connect the information.

Applying the systematic review methodology, an initial identification yielded a corpus of 131 references pertinent to the subject of investigation. Subsequently, discernment was exercised through an assessment of the titles and abstracts, leading to the curation of papers specifically aligned with equity education within multicultural settings. A judicious application of inclusive and exclusive filters was employed to refine the initially identified pool of literature. Consequently, a selective criterion emerged, encompassing the restriction to English-language articles of a recent vintage, published within the preceding decade. Correspondingly, literature of alternative forms and divergent domains was eschewed. By implementing this rigorous protocol, the compilation underwent a reduction from the initial count of 74 references to a distilled collection of 44 articles.

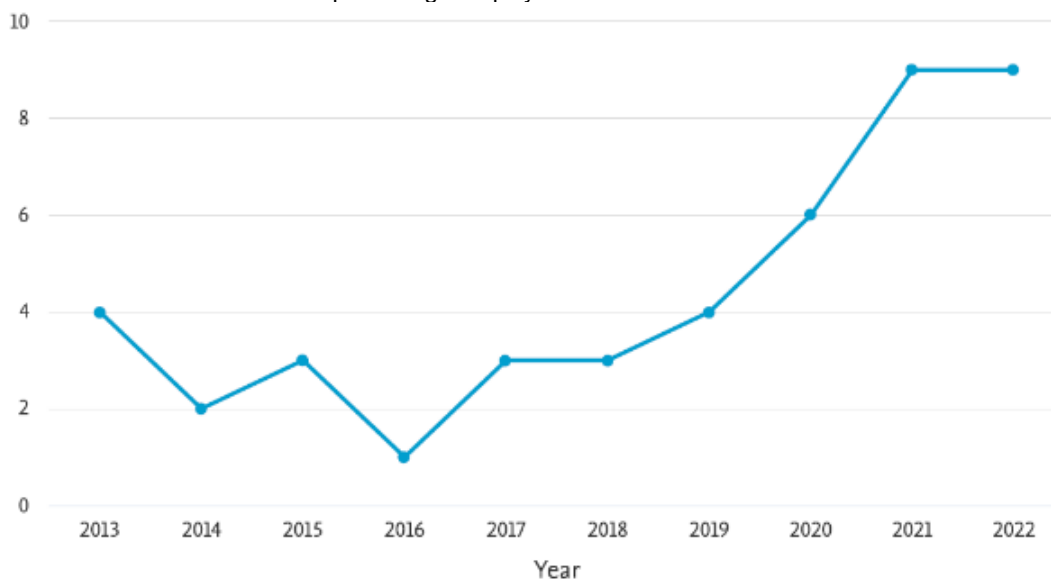
Finally, all selected articles were reviewed and discussed into the following four codes: (1) the number of publications and the geographical distribution; (2) authors making the most significant contributions; (3) articles having the greatest influence on the field of equity education in multicultural settings; (4) research methodology; and (5) perceptions and attitudes toward equity education in multicultural context.

The codes for article review were selected based on their relevance to the objectives of this study and their capacity to provide a comprehensive understanding of equity education in multicultural contexts. These criteria were informed by previous systematic reviews and discussions in the field, which emphasize the importance of examining publication trends, key contributors, influential works, methodological approaches, and thematic focuses. Specifically, these criteria enable the study to identify patterns, gaps, and future directions in the literature. This focused approach ensures that the review addresses critical dimensions of the topic while remaining systematic.

### 3. RESULTS AND DISCUSSION

#### *The number of publications and the geographical distribution*

In this section, I provide the results regarding the first code. Throughout the last decade (2013-2022), Figure 1 illustrates the number of articles pertaining to equity education in the multicultural context.



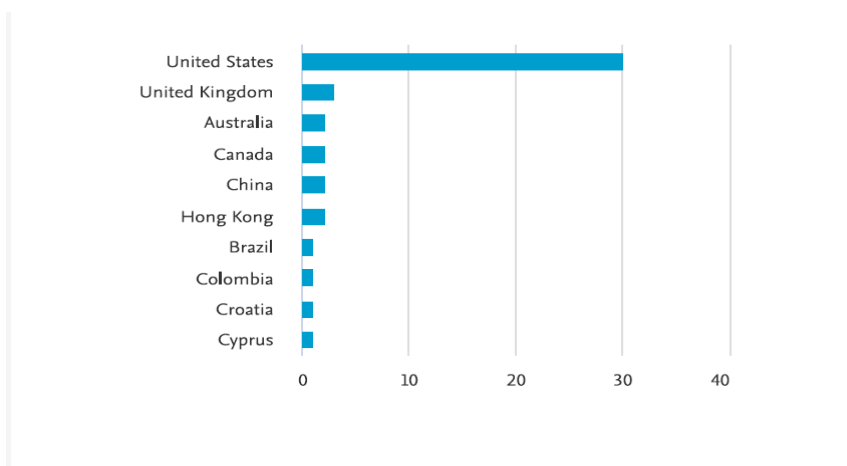
**Fig. 1 – The number of publications between 2013 and 2022 (N=44)**

The searching and identifying process yielded 44 documents related to this field of which 4 articles were published in 2013 (9.1%); 2 were published in 2014 (4.5%); 3 were published in 2015 (6.8%); 1 was published

in 2016 (2.3%); 3 were published in 2017 and 2018 (6.8%); 4 were published in 2019 (9.1%); 6 were published in 2020 (13.6%); and 9 were published in 2021 and 2022 (20.5%). All articles were indexed in the Scopus database.

Within the prior five years (2013-2017), literature in this field fluctuated with a total of 13 articles. Moreover, the latter five years (2018-2022) experienced a significant incline in the quantity of documents with 31 articles in total. Specifically, the literature in the prior and the latter five years were accounting for 29.5% and 70.5% of the total 44 articles, respectively. Nevertheless, not a single year in this period witnessed a two-digit number of the publications on the equity education in multicultural context.

Regarding the geographical distribution of the studies, it appears that United States and United Kingdom are the most contributed countries. However, there is a persistent different in the number of publications between United States and United Kingdom. To be more precise, scholars from the United States published 30 articles pertaining to equity education in the multicultural context, which is equal to 68.2% of the total 44 articles; meanwhile, there are 6.8% Scopus-indexed articles from the United Kingdom in this period. The remaining articles come from several countries such as Australia, Canada, China, Hong Kong, Brazil, Colombia, Croatia, and Cyprus.



**Fig. 2 – The geographical distribution**

As demonstrated in Figure 2, all other countries have only one-digit number of the publications, including the United Kingdom.

The significant disparity in the number of publications on this field can be attributed to several factors. First, the substantial funding allocations from government and private entities may facilitate a higher volume of scholarly output. Second, the sociopolitical and cultural emphasis on diversity and equity creates a strong impetus for academic exploration of these subjects, particularly in the context of its diverse population.

**Authors making the most significant contributions**

Among the authors who have made significant contributions to the field of equity education in a multicultural context, two stand out prominently:

**Table 1 – Author(s) making most significant contributions.**

Rank	Author	Affiliation	Documents
1	Laura Blythe Liu	Beijing Normal University, China	2
1	Natalie B. Milman	The George Washington University, United States	2

As can be seen in Table 1, Laura Blythe Liu has emerged as a notable figure in the realm of equity education within a multicultural framework. Affiliated with Beijing Normal University in China, Liu has authored two impactful documents that have greatly contributed to the advancement of equitable education practices. Her work encompasses a deep understanding of the challenges and opportunities presented by cultural diversity within educational settings. Through her research, Liu has explored innovative strategies for ensuring fair and

inclusive education for students from various cultural backgrounds. Her insights have been influential in shaping policies and practices that aim to bridge educational gaps and promote cultural sensitivity in pedagogy.

Another distinguished figure in the field of equity education in a multicultural context is Natalie B. Milman from The George Washington University in the United States. Milman’s extensive contribution is evident through her two significant documents that have made a substantial impact on the discourse surrounding equitable education. Her work delves into the intricate intersections of cultural diversity and education, emphasizing the importance of adapting teaching methods and curricula to cater to a wide array of cultural perspectives. Milman’s research has illuminated the path towards creating inclusive learning environments that value diversity and provide all students with equal opportunities to succeed.

Another distinguished figure in the field of equity education in a multicultural context is Natalie B. Milman from The George Washington University in the United States. Milman’s extensive contribution is evident through her two significant documents that have made a substantial impact on the discourse surrounding equitable education. Her work delves into the intricate intersections of cultural diversity and education, emphasizing the importance of adapting teaching methods and curricula to cater to a wide array of cultural perspectives. Milman’s research has illuminated the path towards creating inclusive learning environments that value diversity and provide all students with equal opportunities to succeed.

Both Laura Blythe Liu and Natalie B. Milman have demonstrated an unwavering commitment to advancing equity education in multicultural contexts. Their research and insights have not only elevated the academic discourse in this field but have also had practical implications for educators, policymakers, and institutions aiming to create more inclusive and equitable learning environments. Through their pioneering work, these authors have paved the way for continued progress in fostering diversity, understanding, and fairness within education systems worldwide.

**Articles having the greatest influence on the field of equity education in multicultural settings**

Table 2 details the articles that wield substantial impact within the field, as gauged by their citation counts. The rank is notably characterized by a preponderance of contributions from the United States. Within the scope of the top 10 articles, a discernible pattern emerges wherein nine originate from the United States, with the remaining one emanating from Canada.

Notably, a pronounced contrast is evident between the foremost article, attributed to Chezare, and the subsequent article, authored by Christine, with citation frequencies of 101 and 31, respectively. In the lower echelons of the third-ranked position and beyond, no publication within the corpus garnered citations surpassing the threshold of 30. Moreover, it is noteworthy that the seventh-ranked article, originating from Canada, exhibited a citation count confined to one-digit number (see Table 2).

**Table 2 – Articles having the greatest influence.**

Rank	Author(s)	Title	Citations
1	Chezare A. Warren	Empathy, Teacher Dispositions, and Preparation for Culturally Responsive Pedagogy	101
2	Christine E. Sleeter	Multiculturalism and education for citizenship in a context of neoliberalism	31
3	Adrienne D. Dixon	“What’s Going On?”: A Critical Race Theory Perspective on Black Lives Matter and Activism in Education	23
4	Paul C. Gorski and Kelly Dalton	Striving for Critical Reflection in Multicultural and Social Justice Teacher Education: Introducing a Typology of Reflection Approaches	20
4	Angelina E. Castagno	Multicultural education and the protection of whiteness	20
5	Cecilia Garibay and Rebecca M. Teasdale	Equity and Evaluation in Informal STEM Education	19
5	Kathleen Riley and Kathryn Solic	“Change Happens Beyond the Comfort Zone”: Bringing Undergraduate Teacher-Candidates Into Activist Teacher Communities	19
6	Ruth M. Harman and Xiaodong Zhang	Performance, performativity and second language identities: How can we know the actor from the act?	14
6	Mary M. Atwater, Malcolm B. Butler, Tonjua B. Freeman, and Eileen R. Carlton Parsons	An Examination of Black Science Teacher Educators’ Experiences with Multicultural Education, Equity, and Social Justice	14

7	Rhonda C. George, Reana Maier, and Karen Robson	Ignoring race: a comparative analysis of education policy in British Columbia and Ontario	9
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**Research Methodology**

**Table 3 – Overview of Research Methodology**

No.	Author(s) (year)	Approach	Setting and Participants	Instruments	Data Analysis
1	Chezare A. Warren (2018)	Qualitative	White teachers	Discussion, document analysis	Descriptive
2	Christine E. Sleeter (2014)	Qualitative	United States; Mexican	Document analysis	Descriptive
3	Adrienne D. Dixon (2018)	Qualitative	Schools and districts that serve students of color in under-resourced urban communities	Observation	Descriptive
4	Paul C. Gorski and Kelly Dalton (2020)	Qualitative	United States; people from snowball samplings sharing their syllabi and courses on provided media	Documentation (documents)	Critical content analysis
5	Angelina E. Castagno (2013)	Qualitative	Two of the district's eight secondary schools; twelve teachers in each school	Passive and participant observation (field notes), interview (audio recorded)	Content analysis
6	Cecilia Garibay and Rebecca M. Teasdale (2019)	Qualitative	United States	Discussion, literature review	Descriptive
7	Kathleen Riley and Kathryn Solic (2017)	Qualitative	University; six teacher candidates and one psychology major	Observation (audio recorded, field notes), interview (audio recorded)	Recursive analysis
8	Ruth M. Harman and Xiaodong Zhang (2015)	Qualitative and SFL approach	United States; 17 educators	Observation (video tape), interview	Intertextual data analysis
9	Mary M. Atwater, Malcolm B. Butler, Tonjua B. Freeman, and Eileen R. Carlton Parsons (2013)	Qualitative case study	Universities in US; Twenty black science teacher	Interviews	Narrative analysis
10	Rhonda C. George, Reana Maier, and Karen Robson (2020)	Qualitative	British Columbia and Ontario	Document analysis	Descriptive (NVIVO)
11	Inkeri Rissanen (2021)	Qualitative	Principals and assistant principals of Finnish and Swedish multicultural comprehensive Schools; ten participants in both countries	Semi-structured interview (Recording)	Abductive qualitative content analysis
12	Laura Blythe Liu, Lottie L. Baker, and Natalie B. Milman (2014)	Qualitative	College; 33 articles from Education Resources Information Center (ERIC)	Literature review	Constant comparative method of analysis
13	Philip A. Boda (2019)	Qualitative phenomenography	Urban university in the American northeast; twenty-two graduate students	Question prompts	Content analysis
14	Pilar Hernandez-Wolfe, Victoria Eugenia Acevedo, Irene Victoria, and	Qualitative	University; three Colombian faculty from a tier 1 university, six Afro-South American women, and eleven master's level family	Interviews (dialogue, Q & A)	Descriptive

	Toren Volkman (2015)		therapy students from the U.S.		
15	Seungho Moon (2017)	Qualitative	Midwest, suburban, public university in the United States; 34 pre service and in-service teacher	Observation and discussion (field notes, audio and video recording)	Content analysis
16	Vander Tavares (2021)	Qualitative (case study)	Canadian university	Observation and discussion	Descriptive
17	Jaclyn Caires-Hurley, Margarita Jimenez-Silva, and Ofelia Schepers (2020)	Qualitative inquiry	32 PBL lessons published on a website	Document analysis (matrix and rubrics)	Descriptive
18	Chi Hung Leung and Ming Tak Hue (2020)	Quantitative	Hongkong; 381 teachers at 16 schools	Questionnaire	Statistical analysis
19	Mathew D. Felton-Koestler (2020)	Qualitative	School; mathematics teacher	Literature review, observation	Descriptive
20	Ana Ivenicki (2020)	Qualitative (case study)	Brazil	Document reviews, observation	Descriptive
21	Laura B. Liu and Natalie B. Milman (2013)	Qualitative (case study)	Western university; seven of nine required credential program courses observed, 10 faculty and approximately 160 graduate TC and 90 undergraduate students	Observations (field notes), interviews and document analysis	Content analysis
22	Simona Goldin, Erin Elizabeth Flynn, and Cori Mehan Egan (2017)	Qualitative	School of education course; sixty-one undergraduate students	Observation	Constant comparative analysis
23	Liz Jackson, Susan M Bridges, Patcy Yeung, Kit Chan, Ida Ah Chee Mok, and Sarah Jane Aiston (2016)	Qualitative	Hongkong	Discussion, literature review	Descriptive
24	Michelle N. Kwok, Ambyr R. Rios, Andrew Kwok, and Sharon D. Matthews (2021)	Qualitative	College of Education at a southern public university; undergraduate students majoring in Interdisciplinary Studies	Survey (Qualtrics), interview (open-ended questions)	Content analysis
25	Buse Sakalli and Naciye Kunt (2021)	Qualitative	Three state and two secondary schools; nine secondary school students	Document analysis, semi-structured interviews, field notes, observations, and informal chats	Descriptive in data collection, contextual-normative in interpretation
26	Martin J. La Roche (2021)	Qualitative	United States	Documents analysis	Content analysis
27	Marine Pepanyan, Sohyun Meacham, Stephanie Logan (2019)	Qualitative	US Midwest public comprehensive university; eight participants (seven graduate and one undergraduate)	Focus group Interview (tape recording)	Descriptive
28	Darrick Smith and Christine J. Yeh (2019)	Qualitative phenomenography	Social justice urban school; eight school staff, teachers, and a student	In-depth interviews, observation (field notes)	Grounded theory and an iterative coding process
29	Mariana Momanu and Nicoleta Laura Popa (2015)	Qualitative	European	Observation and documents analysis	Descriptive

30	Daniel L. Hoffman, Peter Leong, Rochelle Pi'ilani H. Ka'aloa, and Seungoh Paek (2022)	Qualitative	Hawaii; ten in-service computer science teachers	Focus group discussion	Descriptive
31	Laura Beth Kelly and Cara Djonko-Moore (2022)	Qualitative	Pre-school and elementary school context in 56 peer reviewed studies	Discourse analysis article (Interpretation)	Descriptive
32	Loni Crumb, Crystal Chambers, Amy Azano, Africa Hands, Kristen Cuthrell, and Max Avent (2022)	Qualitative (asset-based, conceptual framework)	Rural areas	Observation notes, asset	Descriptive
33	Peter D. Wallis and Tomas Rocha (2022)	Qualitative (conceptual and design-oriented)	N/A	Observation and theoretical analysis	Descriptive
34	Lance Levenson (2022)	Qualitative (case study)	Church of Scotland's Tabeetha School, Jaffa Israel; Arab-Palestinian pupils	Observation, dialogues	Descriptive
35	Anna S. Cohen Miller, Aigul Rakisheva, and Nurlygul Smat (2022)	Qualitative (Arts-based)	Higher education	Emancipatory pedagogy	Content analysis
36	Xochitl Archey (2022)	Qualitative	Teacher certification program; 97 participants	Observation notes, dialogues, and artifacts.	Traditional thematic analysis
37	Hillary Parkhouse, Ejana Bennett, Toshna Pandey, Kristina Lee, and Jacqueline Johnson Wilson (2022)	Qualitative	N/A	Observation notes, document analysis	Descriptive, content analysis
38	Wen-Chia Chang and Marilyn Cochran-Smith (2022)	Qualitative	N/A	Assessment tools (multiculturally validity)	Descriptive, content analysis
39	Alicja R. Sadownik, Yvonne Bakken, Josephine Gabi, Adrijana Višnjić-Jevtić, and Jennifer Koutoulas (2021)	Qualitative	Anglo-Celtic, Nordic and Continenta; 12 countries	Observation, document analysis (ECE policy)	Critical inquiry
40	Anna Sullivan, Neil Tippet, Jamie Manolev, Melanie Baak, and Bruce Johnson (2021)	Qualitative	Australia	Document analysis (educational system policy)	Content analysis
41	Logamurthie Athiemoolam, Annaline Vermaak (2021)	Qualitative phenomenography	English medium secondary schools, Port Elizabeth, South Africa; sixteen teachers	In-depth semi-structured interviews	Content analysis
42	Eva Harðardóttir, Berglind Rós Magnúsdóttir, and Jo-Anne Dillabough (2021)	Qualitative	Iceland; Teachers in two compulsory schools and three upper-secondary schools	Interviews (related to the policy documents)	Descriptive
43	B. Mohan (2018)	Qualitative	Students	Pedagogy analysis	Narrative analysis

44	Laura Alicia Valdiviezo and Judith H. Munter (2013)	Qualitative	Latin America	Literature review	Descriptive
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Table 3 provides a comprehensive depiction of the research landscape pertaining to equity education within multicultural contexts. Unfortunately, there is a lack of representation from Southeast Asia, including Indonesia, within the dataset. This lack of representation is particularly significant because these regions possess unique sociocultural dynamics and educational challenges that can enrich the global discourse on equity education. Increased contributions from these areas are crucial to ensuring that the global understanding of equity education reflects diverse realities and fosters solutions that are both locally relevant and globally informed. This underrepresentation underscores the necessity for enhanced academic contributions from the Global South to provide a more equitable and thorough viewpoint on equity education in multicultural contexts.

A meticulous examination of the methodological paradigms adopted by these studies provides illuminating insights into the prevailing approaches employed to delve into equity education within multicultural contexts. Remarkably, a substantial majority of these inquiries have embraced qualitative methodologies, employing intricate and contextually enriched frameworks to delve into the multifaceted nuances of equity education. This predilection for qualitative methodologies appears indicative of a deliberate endeavor to encapsulate the intricate interplay between cultural diversity, identity, and educational paradigms woven into the fabric of research.

Nonetheless, it is noteworthy that amidst the predominance of qualitative methodologies, a lone study distinguishes itself by adopting a quantitative trajectory. This quantitative departure introduces an alternative lens through which to fathom equity education within multicultural settings, with the potential to yield quantitative insights that complement the qualitative depth proffered by concurrent investigations. This methodological heterogeneity accentuates the multifaceted character of the research arena, underscoring the diverse array of strategies harnessed to unravel and address the intricacies enmeshed within equity education within diverse cultural landscapes.

Concerning the instruments wielded for empirical data collection, observations and interviews emerge as the primary vehicles employed by these studies. This choice is consonant with the qualitative underpinnings characterizing most of these inquiries, as these instruments facilitate the collection of immersive and contextually situated narratives and experiential perspectives. These first-person accounts, acquired through interviews and observations, assume paramount importance in rendering a comprehensive comprehension of the lived experiences of individuals within the multifarious milieu of multicultural educational ecosystems. These insights offer invaluable vantage points that enrich the nuanced understanding of equity within educational settings.

Subsequent to the process of empirical data collection, the studies uniformly engage in the pivotal phase of data analysis. This analytical juncture holds pivotal significance as it marks the transformation of amassed data into discernible patterns, thematic constructs, and elucidative frameworks that resonate with the thematic foci of the respective studies. Despite differences in analytical procedures, there is a clear preference for descriptive analysis techniques. This prevalence highlights a conscious emphasis on articulating factual dispositions, recurrent patterns, and distinct attributes embedded within the empirical corpus. This predilection towards descriptive analysis underscores a concerted endeavor to establish a robust methodological foundation, thereby facilitating profound scholarly inquiry and evidence-driven policy formulation in the domain of equity education within the intricate contours of multicultural settings.

### ***Perceptions and attitudes toward equity education in multicultural context***

Scholars argue that there is a need for equity in education in order to engage the broader community in reducing educational inequities and maintaining relevance in an increasingly heterogeneous society (Garibay & Teasdale, 2019; Sakallı & Kunt, 2021). In other words, inclusive education will be the result of an egalitarian education that embraces differences. However, these terminologies are less prevalent in the education industry (Harðardóttir et al., 2019), resulting in prejudices on intellectual abilities that drive to injustice and a variety of stereotype threats (Pepanyan et al., 2019). Furthermore, proponents of the multicultural strategy argue for the acknowledgement and preservation of cultural identities and see learning in multicultural context as the most impactful means of eradicating prejudice (Rissanen, 2021).

Diversity is both a challenge and an opportunity for education, which has steadily become a realm of diversity. It is a challenge since policymakers and educators must ensure shared physical places for disadvantaged minorities and an opportunity because a diverse society is likely to achieve prosperity, economic growth, and social development. On the basis of the concept of transforming diversity into an opportunity, equity education in multicultural context should be centered on specific goals (Sakallı & Kunt, 2021). Preparing children to be citizens in a heterogenous society is a complex task (Sleeter, 2014). However, it is vital to strengthen democratic participation and give substance to the principles of equity and justice in a diverse community.

Performing social justice and equity in societies is fundamental for diverse multicultural societies (Sadownik et al., 2021). The urgency of developing mind frames of equity becomes more apparent in gender, racial, socioeconomic, ability, linguistics, and cultural diversity (Archev, 2022). Moreover, language characterized as multilinguality is a component of social life and can serve as a means of fostering educational justice and reconciliation in the presence of diversity (Agnihotri, 2014). Therefore, we should view individual differences not as problems, but as opportunities for democratizing and enriching learning.

As Caires-Hurley et al.(2020) emphasized, integrating multicultural content can provide more meaningful instructional since it represents knowledge and community contributions, transforms education to reflect a multicultural history, and affords students opportunities to engage in learning experiences intended for social action. Unfortunately, international students frequently encounter engagement challenges as passive learners, as the majority student group tends to dominate the engagement process (Tavares, 2021; Xiao, 2021).

Not only pupils as subjects of exclusion and injustice (Boda, 2019; Tavares, 2021), but even educators (Atwater et al., 2013) as well as certain groups (Deterding et al, 2011) suffered from racial and cultural issues. Moreover, there is an urgent need for schools to respond by recruiting teachers of color and instructors from low-income backgrounds and reducing hurdles in the way. Concurrently, there is a need for extensive and comprehensive programmatic change that restructures social justice and anti-oppression curriculum (Riley & Solic, 2017).

Whether through a multiculturalism lens (Ivenicki, 2020), critical reflection (Gorski & Dalton, 2020), or technology (Liu et al., 2014), it is unquestionable that scholars must be capable of bringing about justice. In addition, educators should focus on creating inclusive classroom cultures based on the diversity of their students, encouraging pupils to broaden their cultural knowledge in order to assist a diverse group of students feel at ease and recognize their connections (Kwok et al., 2021).

Furthermore, in order to eliminate social equity issues in education system, a robust education policy must be in place to support diverse populations (George et al., 2020; Liu & Milman, 2013). In multicultural classrooms, special attention should be paid to disadvantaged students with multiple challenges (Leung & Hue, 2020).

#### 4. CONCLUSION

In a multicultural environment, this study explores and analyses recent developments in research on equity education. The total number of publications in this field demonstrates that equity education in a multicultural context has not received significant attention from scholars in the past decade. The number of articles published in Scopus-indexed journals in this field peaked in 2021 at a total of nine. This exemplifies the growing scholarly interest in education in diverse cultures.

In addition, our findings about the geographical distribution of articles attributed to this field reveal that the United States is a key territory contributing to educational justice research in multicultural settings, followed by the United Kingdom as the leading figure in its adoption. Accordingly, 103 authors from 10 countries have discussed this topic. Although the United States has the most cited publications, one of the most prolific authors in this field is from China.

Furthermore, 43 of the 44 articles reviewed on equity education in a multicultural context have been conducted by utilizing qualitative research approach. Observation, interviews, and document analysis are the most used instruments for data collection, followed by questionnaires. The literature is dominated by descriptive analyses. Future research can benefit from mixed-approaches designs, which combine qualitative analysis with quantitative generalizability, to address the preference for qualitative methods in existing studies. Longitudinal and large-scale surveys can reveal changes across time and across cultures. Participatory action research, which involves stakeholders in problem-solving, is also recommended to bridge theory and practice. Big data and machine learning can also reveal complicated equitable education system trends and relationships, improving policy and implementation understanding.

Scholars argue that heterogeneous societies must be taken into account in order to provide a just education and ensure that every child receives social justice. It implies that diverse societies necessitate justice, as this pluralism is inevitable. We must ensure that minority students are included and supported equitably.

The key recommendations advocate for the implementation of culturally responsive pedagogical practices that are congruent with established standardized frameworks. Exemplary case studies of policy implementation across numerous contexts are highlighted as models of best practices. Moreover, it is advised to establish policy frameworks that promote flexibility in curriculum design, thereby respecting cultural diversity while maintaining standardization. The active participation of all stakeholders—educators, policymakers, and minority communities—is seen crucial for the establishment of equitable and effective educational systems.

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