
**Identification and Analysis of Effective Factors on the Promotion of Cultural Literacy
Education of the First-Year High School Boys in Tehran**

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Purpose: The aim of this article was to identify and evaluate the most effective factors for enhancing the cultural awareness of male high school students in Tehran.

Methodology: This study is a qualitative research. The statistical population includes 20 experts in management, who are experts in educational management, curriculum and education, primary education, and cultural management (with books or articles). The sampling method in this study was purposeful. Data were collected using semi-structured interviews using MAXQDA12 software.

Findings: The results of 111 main concepts (open codes) were obtained from 23 main concepts (basic codes), in the form of an inverse model including 6 selected codes including causal factors (4 components; 23 indicators), contextual factors (5 components; 23 indicators), strategic factors (6 components; 28 indicators), intervention factors (5 components; 16 indicators), key phenomena (1 component; 8 indicators), and consequences (3 components and 13 indicators) were presented.

Conclusion: Attention to cultural patterns at three levels, local, national, and international, requires special measures from educational decision-makers. In addition, with the existence of different cultural spectrums in our country and the need for national convergence and unity, the importance of this type of culture in the curriculum is more evident than ever.

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1. Introduction

Education plays a crucial role in regulating national and global policies due to its unique function as an educational and training system and as an enabling factor for addressing social issues and human progress policies. Roughly 1/5 of the country's population, or approximately 15 million people, is covered by the Ministry of Education as the most comprehensive organization for training and developing human resources. According to a report by the student organization of the Ministry of Education, there are about 6,127,017 students in grades 1 and 2 of middle school (Ministry of Education Center for Planning and Information Technology, 2019). The secondary school program of our country's education system has a relatively high number of students and links general education with university education. Therefore, any failure or disruption in this curriculum will have a significant impact on the quality of school and higher education (Mohammadabadi, 2019).

Secondary education needs to be more connected to the outside world so that students can adapt their courses to cultural and educational developments. During this historical period, major scientific and technological innovations as well as enormous economic and political transformations took place, transforming the nature of the social and demographic structures around the world. These significant developments, which will accelerate in the future, will place significant pressure on the educational community to meet growing demands and cope with the emerging problems of a changing world (Malki, 2018: 54). Therefore, it can be said that planning for secondary education is an urgent and urgent problem in general in the current conditions of the country. According to Paynar, to better understand the school curriculum, one must open the doors of culture and mix human experiences (not in the West but in all societies and countries (Zafarmand, Mahram, & Noghani Dokhtbamani, 2022: 145). Education plays an essential role in building cultural coexistence in a multicultural society. Education can play an important role in the stability and ethnic harmony of societies through programs that encourage dialogue between students of different cultures, beliefs, and religions (Khakzad, Dehghani, Hakimzadeh, Sadeghi, & Salehi, ۲۰۲۱:194). Like various European countries, Australia and Canada have implemented various programs to increase access for immigrant students of different identities. In this regard, to help students and teachers, they reinforce positive attitudes about race, culture, identity, and different languages. Therefore, one of the important areas of every society is the cultural dimension, which must always be worked on for improvement and development. Cultural experts consider the lack of identification of new needs and their response, the lack of modern cultural institutions, especially in the media dimension, and the decrease in their effectiveness due to globalization culture, among the challenges in the cultural sector. Although most development programs are classified as economic, cultural, and social, cultural issues receive less attention and the contribution of culture in these programs is negligible (Beiramypur, & Echresh, 2022: 148). Culture is a known factor that gives meaning and direction to human life (Ghiasi, Borzoei, & Nasiri, 2020: 224).

With the advent of globalization, cross-cultural encounters have become inevitable in many different situations, such as at work and study. People are certainly more exposed to different social and cultural realities than before and have the opportunity to work in heterogeneous religious and cultural environments. Furthermore, in the modern world characterized by strong immigration and ethnic renaissance, a pressing problem lies in people's tolerant attitude towards other cultures as well as their interoperability to interact constructively with people from different cultural groups. Therefore, governments should provide an environment in which people of different races, religions, ethnicities, cultures, education, ages, genders, experiences, values, and perceptions can live together by understanding these differences (Fiske, 2017). Throughout its history, Iran has been home to diverse ethnic, racial, and religious groups. Therefore, Iran is a multicultural society (Sadeghi, 2013: 127).

For this reason, in development programs, it is necessary for the government to assess the current cultural situation and carry out necessary studies and research to identify the cultural challenges and crises resulting from the development of cultural communication and the invasion of foreign culture (article 162 of the Sixth

Development Planning Law, 2016). Knowing the cultural characteristics that will necessarily arise in future societies will help to develop appropriate plans based on a broader time horizon and to continuously revise them. One of those cultural requirements is the development of cultural knowledge. Here, literacy is more than just reading and writing, and one of the most important cross-cultural knowledge that all teachers and educators must acquire is cultural knowledge (Sergeeva et al, 2019: 193). Khakzad et al. (۲۰۲۲) conducted a study titled "Pedagogical framework based on the development of cultural competence in middle school according to the Zeiss perspective". Based on the research results, 10 areas were proposed for the proposed framework. It includes knowledge and experiences, content and structure, social and emotional factors, and equitable and appropriate educational opportunities and resources. Moreover, it includes parent and community engagement, educational strategies, the quality of cultural literacy programs, teacher qualifications, diagnosis, and assessment, as well as the policies and monitoring on the basis of which the framework is designed and approved. Afzali, Sadeghi, Musapour, Qadri, (2022) in a study titled "Assessment of Multicultural Understanding Aspects of Farhangian University Student Teachers" found that the multicultural understanding level of Farhangian University student teachers was at a favorable level in terms of knowledge. Multiculturalism has an average impact on attitudes, but skills are comparatively underdeveloped. Robinson, & Williams, (2023) conducted a study titled "Investigating the Development of Racial and Cultural Literacy Skills in the Classroom:

Strategies for Supporting Diverse Student Groups." The authors find that this subjugates students of color and those from underrepresented groups as a means to disrupt the deficits and stereotypes that subjugate the perspectives of students of color and those who others from marginalized communities. The key literacies of interest in this case include racial and cultural knowledge, which the authors argue can lead to more informed behaviors and actions that promote positive social change. In developing critical and critical racial literacy, the authors discuss how teachers and professors can shape their educational careers in ways that create environments that promote learning and success for all students. Cook, Maine, Fozzard, & McCaughran, 2022 in their study titled "Building cultural knowledge through dialogue: democracy is at the heart of learning" pointed out that learning to dialogue in the democratic process is necessary to protect and strengthen democracy and promote a culture of human rights. The Dialogue and Reasoning for Cultural Literacy in Schools project supports teachers' practice in promoting authentic democratic principles in their classrooms through dialogic teaching.

Considering the interconnectedness of today's world and the importance of finding different types of literacy in the present century, attention to this issue in developing the country's curriculum Water is very important. The existence of a desirable curriculum and its impact on audiences, as well as the importance of secondary school programs as the origin and source of adolescent education, where institutionalized the most influential beliefs and attitudes, are hidden from anyone. However, the observations and experiences of one researcher as a teacher indicate that the current secondary education system in Iran only seeks to provide programs offered by the centralized system. In these programs, there is no trace of intensive cultural education, which is more evident in regions whose language and culture differ from the official language of the country. Also, according to the review of the background of the research by the researchers and a passing comment on the research done in the field of cultural literacy in the middle school curriculum, it can be seen that no coherent and effective action has been taken to develop on cultural literacy in Iran`s educational system. In other words, it can be said that this field of research related to education and training is relatively neglected. Therefore, in this research, based on the combination of different models in theoretical and research bases, focusing on the components of cultural literacy, the analysis of the components of cultural literacy for the first-year high school boys in Tehran was done. The results of this meta-combination will be of great help to program designers who are looking for a model capable of meeting the new needs of society in the field of communication with other cultures. Overall, this study aims to provide appropriate feedback and changes in the existing curriculum in order to draw out the most important components and existing aspects of cultural

knowledge for students secondary-year high school students. To achieve this goal, this study seeks to answer the following question: What are the dimensions and components of cultural knowledge for first-year students of boys' high school in Tehran?

2. Methodology

This study is a qualitative research. The statistical population includes 20 experts in management, who are experts in educational management, curriculum and education, primary education, and cultural management (with books or articles). The sampling method in this study was purposeful. The current study is developmental in focus and descriptive and exploratory in approach. The purpose of the study is to identify and analyze influencing factors to improve the effectiveness of cultural literacy education for first-year high school students in Tehran. From a methodological perspective, this is an exploratory description based on field data theory (Beiramypur, & Echresh, 2022). In this study, an attempt was made to extract the dimensions, components, indicators, and finally, model models of effective factors to promote cultural knowledge education for first-year high school students in Tehran from psychological analysis and cognitive structures found in interviews. The study areas consist of professionals who have expertise in education management, curriculum and instruction (CMU), primary school administration, and cultural management or have published articles and books in this area. Those who had worked in public and private universities for at least three years held a Master's degree, and held specialized degrees such as doctrinal studies in management and related fields, were eligible to apply for admission. The sampling method was also purposeful. According to the authors, in this sampling method, the cases were selected non-randomly and completely intentionally, and in the qualitative part, 20 experts participated in this study, presented in Table 1. A qualitative data (grounded theory) approach was used to determine the identification and analysis of effective factors that promote cultural literacy education for the first year high school students in Tehran. The average time of the interviews was 78 minutes. After the implementation of the interviews, in order to analyze the data, the ground theory method was used simultaneously with the data collection. In this way, after conducting the interviews, the tapes were first downloaded. After that, a copy of the extracted codes was sent to the interviewee and confirmed. In order to familiarize with the data and sink, the data was reread several times, thus the primary codes were identified and similar primary codes were placed together in one class and the primary classes were formed. These classes were merged and formed the contents of the subjects. Furthermore, to ensure the accuracy of the data collected, two other researchers participated in data analysis in addition to the principal investigators. The researcher read the manuscripts to confirm coding and categories, and participants were reintroduced to increase verification. Maximum sampling diversity and long access times are other ways to increase data reliability. From the initial interview, codes, and subcategories were created, and then data reduction continued across all units of analysis (codes) until themes emerged in six dimensions (causation, strategy, consequences, context, and stakeholders) as optional codes. Interviews continued until the theoretical stage of data saturation. Qualitative content analysis was performed with MAXQDA12 software.

3. Findings

Question 1: What factors influence the promotion of cultural literacy education for male first-year high school students in Tehran?

The opinions of research participants show that the causal conditions for promoting cultural literacy education for first-year high school students in Tehran city lie in four components of laws and regulations governing the society, educational facilities and equipment, technology, and media with 23 indicators. Finally, 4 components and 23 indicators were extracted for the causal part.

Table 2: categories, components, and concepts counted as causal conditions

Dimention	Components	Indicators
Causal condition	Strengthening and developing the laws and regulations governing the society	1. Strengthening and developing the law of free education in society in line with the development of cultural literacy 2. The law of practical and operational training instead of theoretical training 3. The law of teaching familiarity with the historical and cultural monuments of the world.
	Educational facilities and equipment	4. Schools have the necessary facilities and equipment to increase cultural literacy 5. Buying written cultural works and making them available 6. Buying movies, replicas, etc. related to cultural and historical works
	Using technology to strengthen cultural literacy	7. Identification and application of new technologies 8. Using a computer, smartphone, etc. 9. Internet searchability 10. Using new communication and information systems 11. Conservation of cultural works with the help of technology 12. Using mobile phone software and applications
	Using media to strengthen cultural literacy	13. Introduction of showing ancient Iranian culture and its customs through radio and television 14. Introduction of the customs of different Iranian tribes by radio and television 15. Introducing and showing the customs, values, and norms of other ethnic groups through radio and television 16. Introduction of works and symbols of Iranian culture such as ancient works, books, introduction of celebrities, architecture, etc.

Question 2: What are the main (central) phenomena for the promotion of cultural literacy education for male first-year high school students in Tehran?

The opinions of the participants of the research showed that the main (central) phenomenon of promoting the cultural literacy of the first-year high school students in Tehran is in 1 component of cultural literacy and 8 indicators.

Table 3: Categories, components and concepts counted as the main phenomenon

Dimention	Components	Indicators
Central phenomena	Cultural literacy	literary literacy Artistic literacy Communication literacy Information literacy Media literacy Digital literacy Social literacy Health literacy

Question 3: What are the background conditions for promotion of cultural literacy education for male first-year high school students in Tehran?

The opinions of the participants of the research showed that the variables of the background conditions for the promotion of cultural literacy of the students of the first year of high school for boys in Tehran are 5 components and 23 indicators.

Table 4: Categories, components and concepts counted as background conditions

Dimension	Components	Indicators
	Macro cultural policies	<ol style="list-style-type: none"> 1. The justice of cultural education in quantitative (universal and mandatory) and qualitative dimensions (respecting gender, ethnic differences, etc.) 2. Diligence in the development and dissemination of authentic Iranian Islamic culture in all aspects of life inside and outside the country 3. Getting students to participate in cultural activities
Contextual condition	Compilation of transformation plans and documents	<ol style="list-style-type: none"> 1. Education and cultural training for students (six fields of education) 2. Religious education and drawing the life of religious and revolutionary people 3. Emphasis on friendship with Iran and pride in the history and civilization of Iran and Islam 4. Protection of national unity and social cohesion centered on common Islamic-Iranian identity 5. Increasing the participation of the public education system in the growth of the country (setting the stage for increasing the role of parents and educators in the process of strengthening public culture) 6. Socially and culturally diversifying the learning environment outside the school
	Developing curricula in line with cultural literacy	<ol style="list-style-type: none"> 1. Teaching Persian and Arabic and other foreign languages 2. Creating a balance in the theoretical and practical curriculum (strengthening practical aspects in science education) 3. Strengthening practical aspects in science education 4. Strengthening the sense of hospitality through teaching examples of Iranian history and civilization
	Change in education	<ol style="list-style-type: none"> 1. Reengineering teaching methods in line with cultural literacy education 2. Reorganization of the principles governing curricula with a focus on cultural literacy 3. Improving the level of media literacy of students in line with improving their cultural literacy

macro management programs	4. Designing and establishing an optimal and fair distribution system of human resources, financial resources, academic fields based on the territorial purpose 5. Development of Internet and intranet penetration
Encouraging the family to preserve the culture of the society	1. Holding festivals and national-religious occasions and observing them by families 2. Families respect the rituals and customs of other Iranian tribes 3. Encouraging families to visit the rituals and customs of different Iranian tribes 4. Promoting travel and visiting the country's national cultural-historical places and monuments among families 5. Studying Iranian civilization and signs of civilization by family members

Question 4: What are the intervening factors in promotion of cultural literacy education for male first-year high school students in Tehran?

The opinions of the participants of the research showed that the intervening factors in promoting the cultural literacy education of the first year high school students in Tehran are 5 components and 16 indicators.

Table 5: Categories, components and concepts counted as intervening variables

Dimention	Components	Indicators
Intervening condition	Social factors	1. Knowledge of the laws and regulations governing the society
		2. Awareness of citizenship rights and duties
		3. Immigration of foreigners to the country
		4. Immigration of countrymen abroad
	Strengthening economic ability	5. Families have a suitable economic situation to increase literacy through travel, buying books, smartphones and computers 6. Education budget of schools to make schools smarter 7. The country's allocated budget for the preservation of cultural works 8. Budget allocated for the protection of celebrities
Internal and external skills		9. Social skills of communication and cooperation with others 10. Skill in conversation and proper expression of ideas and points of view to others 11. The skill of understanding and criticizing information
		Cyberspace
	Cultural Invasion	15. Cultural invasion affecting the type of clothing/fashion, leisure time, etc. 16. Cultural invasion affecting the distortion or exaggeration of the history of the past

Question 5: What are the strategies for promoting of cultural literacy education for male first-year high school students in Tehran?

The opinions of the participants of the research showed that the strategic conditions for the promotion of cultural literacy education of the first year high school students of Tehran city in 6 components of literature, music, religion and religion, cultural and national and world works, handicrafts and ethnic groups and customs. Finally, 6 components and 28 indicators were extracted for the research strategies section

Table 6: Categories, components and concepts calculated as strategies

Dimension	Components	Indicators
Strategic conditions	Strengthening the knowledge of domestic and foreign history and literature	1. Iranian travelogues and biographies
		2. Travelogues and biographies of foreigners
		3. The works of painters and calligraphers and... Iran
		4. The works of painters, calligraphers, etc. of the world
		5. Famous classical poets such as Ferdowsi, Saadi, Hafez, Movalna, etc.
		6. New poetry poets such as Nima Yoshij, Akhwan Tahal, Sohrab Sepehri, Forough Farrokhzad and...
		7. Classical and new foreign poets
		8. Iranian scientists and writers (doctors, astronomers, physicists, chemists, etc.)
		9. Foreign scientists and writers
		10. Antiquities inside the country, such as thirty-three bridges, Taq Bostan, Persepolis, etc.
		11. World antiquities made by Iranians
	Strengthening musical knowledge	12. Iranian traditional music styles/instruments
		13. Iranian and international musical instruments
		14. Iranian religious music (lamentation, reciting prayer, recitation, etc.)
	Familiarizing students with religions	15. Rituals and religious ceremonies of Islam and Shia and Sunni religions
		16. Rituals and religious ceremonies of different religions
	Familiarizing students with national and international cultural works	17. Nationally registered historical cultural works
		18. Globally registered historical cultural works
	Familiarizing students with handicrafts	19. Iranian fabrics (such as carpets, rugs, mats, jajim, gebeh and other woven handicrafts)
		20. Arts such as embroidering, calligraphy, enameling, turquoise painting, mosaic work, etc. are specific to Iran.
	Familiarizing students with ethnic groups and customs	21. Familiarity with Iranian races and ethnic groups
		22. Customs and traditions of Iranian peoples
		23. Customs of Iranian culture in other countries
		24. Customs of other countries

25. National-religious customs and traditions of Iranians
26. Native Iranian local games
27. Touring and traveling to internal cities by individuals
28. Foreign tourism and traveling to other countries, especially neighbors

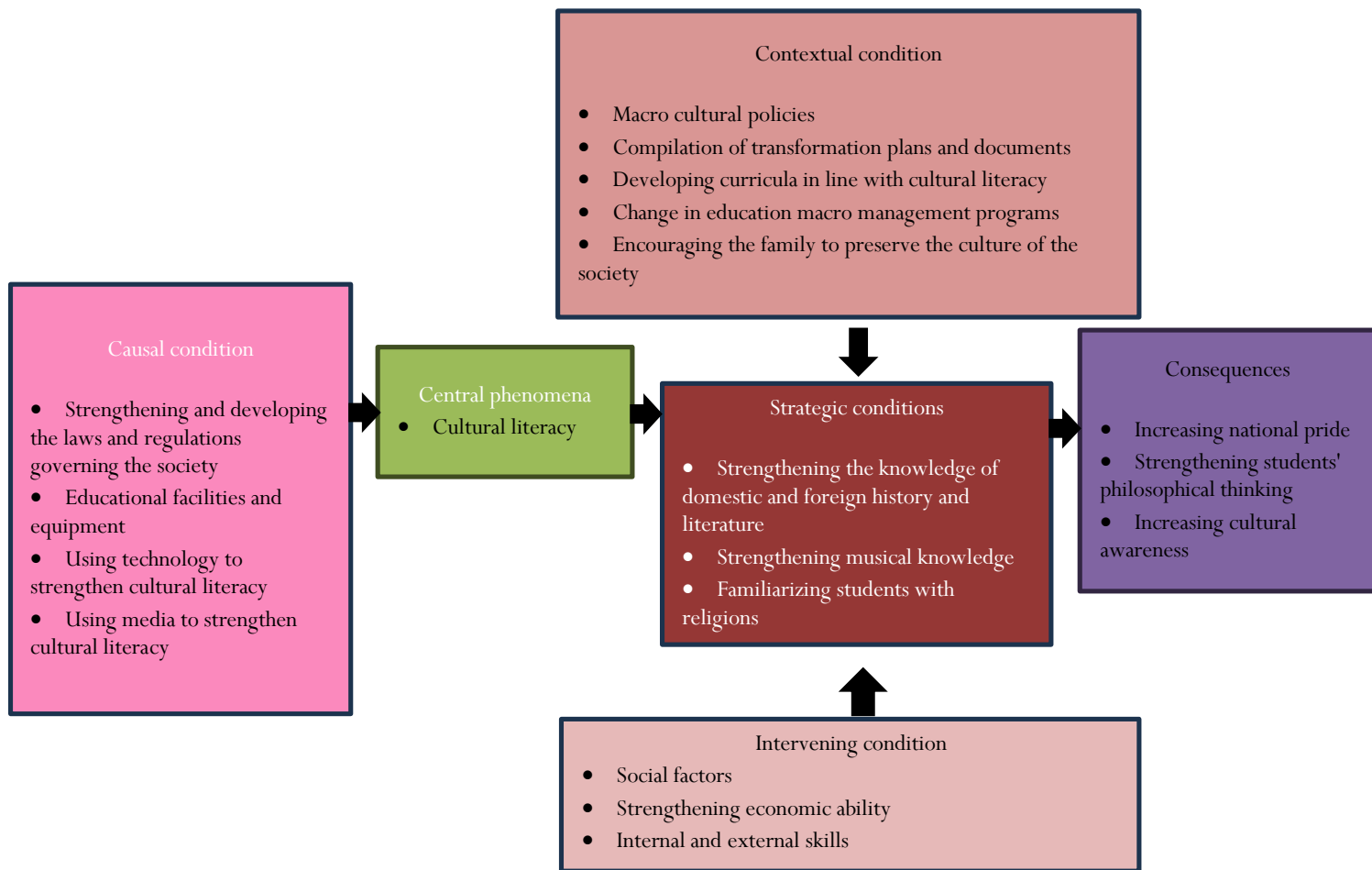
Question 6: What are the consequences of promotion of cultural literacy education for male first-year high school students in Tehran?

The opinions of the participants of the research showed that the consequences of improving the cultural literacy education of the first year high school students in Tehran are in 3 components and 13 indicators.

Table 7: Categories, components and concepts counted as outcomes

Dimention	Components	Indicators
Consequences	Increasing national pride	<ol style="list-style-type: none"> 1. Increasing self-esteem 2. Creating a positive attitude and interest towards important periods of Iranian history and historical monuments 3. Dealing with cultural alienation 4. Increasing self-confidence
	Strengthening students' philosophical thinking	<ol style="list-style-type: none"> 5. Strengthening fluid thinking and posing mental questions by students 6. Improving students' patience and tolerance 7. Strengthening students' flexibility 8. Strengthening students' curiosity 9. Creating and strengthening critical thinking in students
	Increasing cultural awareness	<ol style="list-style-type: none"> 10. Cultural awareness in students 11. Increasing intercultural sensitivity in students 12. Empathy for the differences of others (that is, awareness of other cultures and respect for them) 13. Increasing local cultural awareness (familiarity with the cultural values of other nations and countries)

Figure 1. Paradigm model of factors affecting the promotion of cultural literacy of the first year high school boys in Tehran



4. Conclusion

In today's times, it is difficult to imagine a dynamic society without an effective social protection system. Prosperity creates peace of mind and self-esteem for individuals and society, increases productivity, creates an environment favorable for sustainable growth and development, and social justice, and achieves a better position for the countries in the global community. In this regard, one of the common interests of economic, social, political, and cultural scientists is to study the level of cultural knowledge of members of society. One of the factors that create differences between countries is the way culture is created and promoted among these societies (Jin, Wu, Xia, & Zhao, 2023). In this context, the United Nations Declaration emphasizes the role of cultural building and cultural understanding in reducing or eliminating deprivation, vulnerability, and poverty and promoting the well-being of individuals and countries. The report of the Agency for International Development, the official agency dedicated to achieving well-being and development, emphasizes the role of education, culture, and cultural development, and considers the Management of different countries as the main premise for socio-cultural development. On the other hand, in the mid-1990s, international popular and professional discourse demonstrated a renewed interest in the role of institutions in sociocultural changes and introduced institutional and governance as a decisive factor in achieving wealth and prosperity (Fallah Shayan, Mohabbati-Kalejahi, Alavi, & Zahed, 2022).

In other words, it should be introduced government and good governance as the primary agents of cultural development and prosperity. Furthermore, cultural experts say that building culture is associated with cultural understanding. If a country wants to establish a culture in society, it must start with schools and education. Because literacy is always associated with education. Considering that men and boys have more activities outside the family than women in our country, especially during the ages of teenagers and young adults, it is therefore important to promote and raise the level of cultural understanding of men at the secondary level. For that reason, the study of cultural understanding of first-grade middle school male students is of particular importance. In this regard, it becomes important to study the category of cultural knowledge as the core content of education in the early stages of secondary school.

To achieve this goal, it is necessary to first identify the aspects and components of cultural knowledge, then, with appropriate management and planning, the areas of improvement and promotion of knowledge cultural awareness and, therefore, the quality of education and training services provided. In this article, after explaining the general concept of cultural knowledge studied in the early stages of high school for boys. The main focus of this study was to examine the challenges faced by educational administrators, policymakers, and researchers as well as what students should know to improve their cultural knowledge mine. In conducting this research, the aim is to bring about changes in educational policy and administration to enhance students' cultural understanding. Finally, by identifying the components and indicators of cultural understanding, a first conceptual model was designed. This model includes 23 components and 111 indicators divided into 6 aspects (cause and effect, main phenomenon, basic, intervention, strategy, and consequences). Regarding the results of this study, several researchers have come to consistent results, which are mentioned in several cases. Lähdesmäki, Baranova, Ylönen, Koistinen, & Mäkinen (2022) showed that cultural literacy can be effective in students' moods, thoughts, and attitudes. Moreover, the authors showed that there is a positive and meaningful relationship between teachers' professional competence, teachers' interaction with staff and management, teachers' interaction with each other, parents' participation in school activities, and the use of school physical facilities. In addition, all the components of school culture (use of school physical facilities, teachers' interaction with staff and management, teachers' interaction with each other, parents' participation in school activities, and teachers' professional competence) can explain the research activity in a meaningful way (Tahmasebzadeh Sheikhlari, Taghipour, Ghoerishi, & Imannejad, 2020).

The advantages of this study as a qualitative study are important because the qualitative research method provides a deeper and richer understanding of social behavior than other methods. Things that are not easily measured can be qualitatively studied, such as the opinions of teachers and students. Qualitative research is

appropriate for studying patterns of behavior that are better understood in natural settings, such as attitudes, interactions, and group dynamics. However, unlike the aforementioned advantages, this study had limitations as a qualitative study. For example, this type of research is highly dependent on the researcher's observations, and because numerical data is rarely used, the validity of the researcher's conclusions and conclusions cannot be verified. It is almost impossible to eliminate observer (researcher) bias. Since only one situation is considered, the data cannot be generalized. Legal, moral, physical, and mental risks can be raised for the researcher. This type of information can have important consequences for the researcher and the subjects.

Conflict of interest

The authors declared no conflict of interest.

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