
# Cross-Cultural AI Education: Internationalizing Curriculum for Equitable Global Impact

[1]Francisca Oladipo, [2]Tayo Arulogun, [3]Lily Aimas-Love

1,3 Computer Science Department, Thomas Adewumi University, Oko

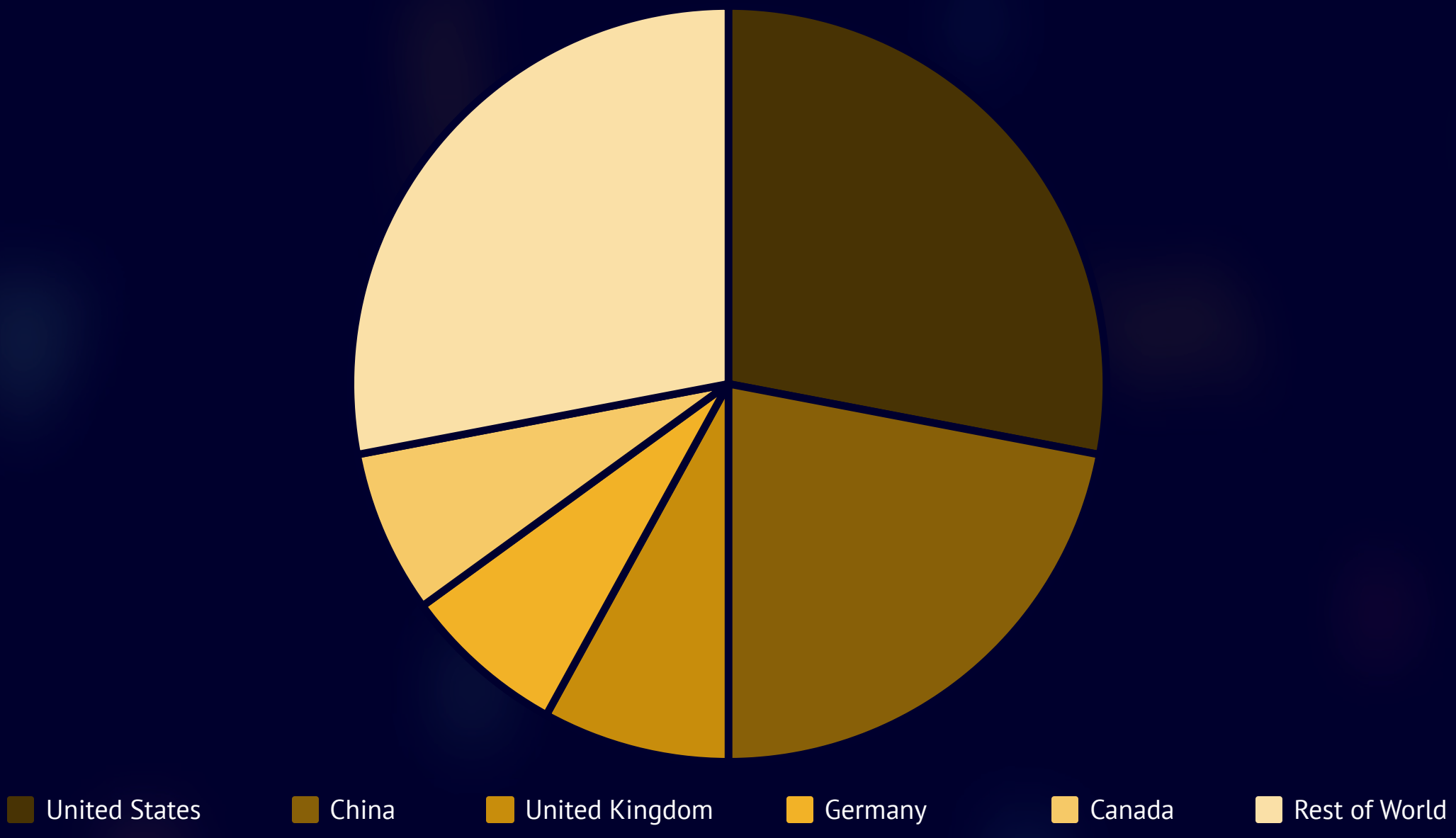
2 Computer Science Department, Miva Open University, Abuja


# Abstract

Artificial intelligence technologies are rapidly transforming societies worldwide, yet the global distribution of AI research, development, and educational capacity remains profoundly unequal. While academic institutions across diverse regions increasingly offer AI education, these curricula often unconsciously replicate Western epistemological frameworks, technical priorities, and pedagogical approaches.

This presentation introduces the Culturally Responsive AI Education (CRAE) framework, designed to address global disparities in AI education through curriculum internationalization. Based on research across 12 countries on six continents, we identify key barriers to equitable AI education and propose practical solutions to democratize AI innovation while preparing students to work effectively across cultural boundaries.

# Global Disparities in AI Education




Significant disparities exist in global AI research and education. Just five countries produce nearly 72% of peer-reviewed AI research publications: the United States, China, the United Kingdom, Germany, and Canada. These disparities are mirrored in educational capacity, with high-quality AI resources concentrated in wealthy nations.

The geographic and demographic composition of the AI research community directly shapes which problems are prioritized, which datasets are constructed, and ultimately, which populations benefit from AI advances. When AI education is concentrated in a small subset of global contexts, it tends to reproduce technologies that best serve those same contexts.

# Key Barriers to AI Curriculum Internationalization

### Algorithmic Colonialism

Uncritical adoption of Western curriculum structures, technical priorities, and pedagogical approaches without adaptation to local needs, resources, or cultural contexts.

### Culturally Homogeneous Data

Heavy reliance on standard benchmark datasets developed primarily in North American and European contexts that embed Western cultural assumptions and priorities.

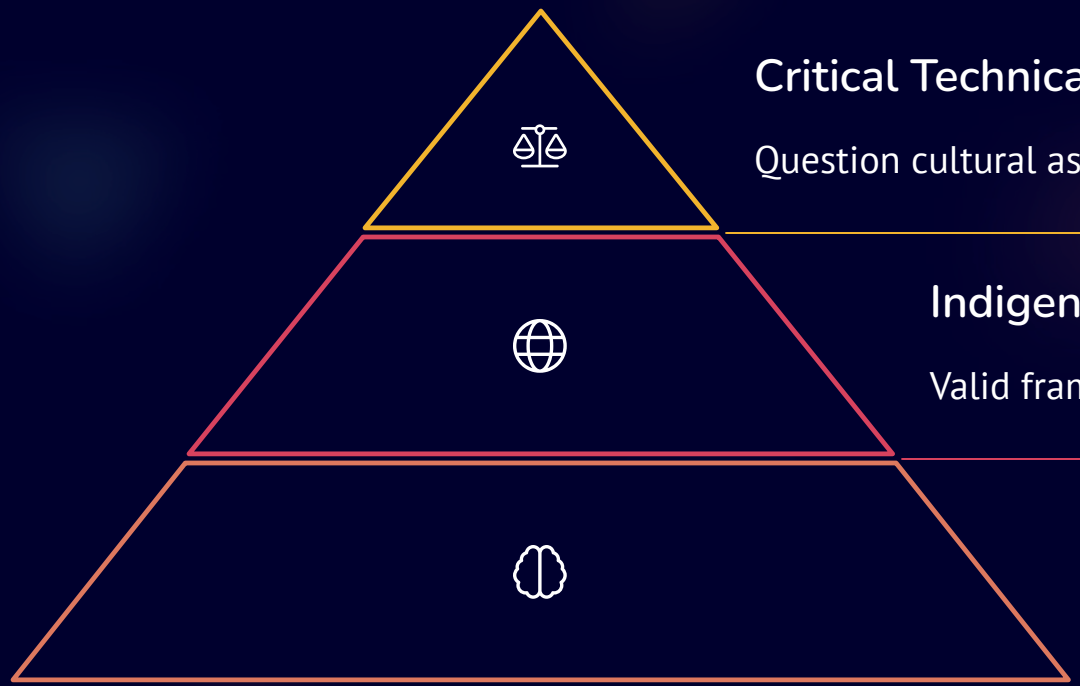
### English-Language Dominance

Most AI libraries use English-based syntax and documentation, creating additional cognitive load for non-native English speakers. High-quality educational materials remain predominantly available in English.

### Context-Insensitive Pedagogy

Limited adaptation of pedagogical approaches to diverse cultural learning traditions, with AI education predominantly employing models developed for Western educational settings.

# The CRAE Framework: Pluralistic Epistemological Foundations



### Critical Technical Practice

Question cultural assumptions in AI systems

### Indigenous Knowledge Integration

Valid frameworks for approaching AI challenges

### Comparative Epistemological Analysis

Different cultural traditions of intelligence and learning

The CRAE framework integrates diverse knowledge traditions and epistemological approaches into AI education, challenging the assumed universality of Western technical frameworks. For example, a course module at Thomas Adewumi University paired Western computational perspectives with Yoruba epistemological frameworks, examining how different conceptualizations of intelligence shape technical approaches to machine learning.

# The CRAE Framework: Localized Dataset Development

## Local Dataset Curation Projects

Students engage in collaborative projects to develop AI datasets representing local contexts, languages, and challenges. These projects provide culturally relevant learning materials and contribute to the diversification of available AI training resources.

## Comparative Dataset Analysis

Curriculum incorporates critical analysis of how dataset choices shape AI systems' performance across cultural contexts. Students examine how standard benchmark datasets embed cultural assumptions and how these affect model performance in diverse settings.

## Context-Centered Problem Definition

Rather than adopting standardized problem definitions from established benchmarks, courses encourage students to define AI challenges based on local priorities and contexts, shifting from a technology-centered to a context-centered perspective on AI education.

# The CRAE Framework: Multilingual Programming Environments

### Multilingual AI Libraries

Programming interfaces supporting multiple languages

### Localized Technical Vocabulary

Glossaries mapping AI concepts across languages

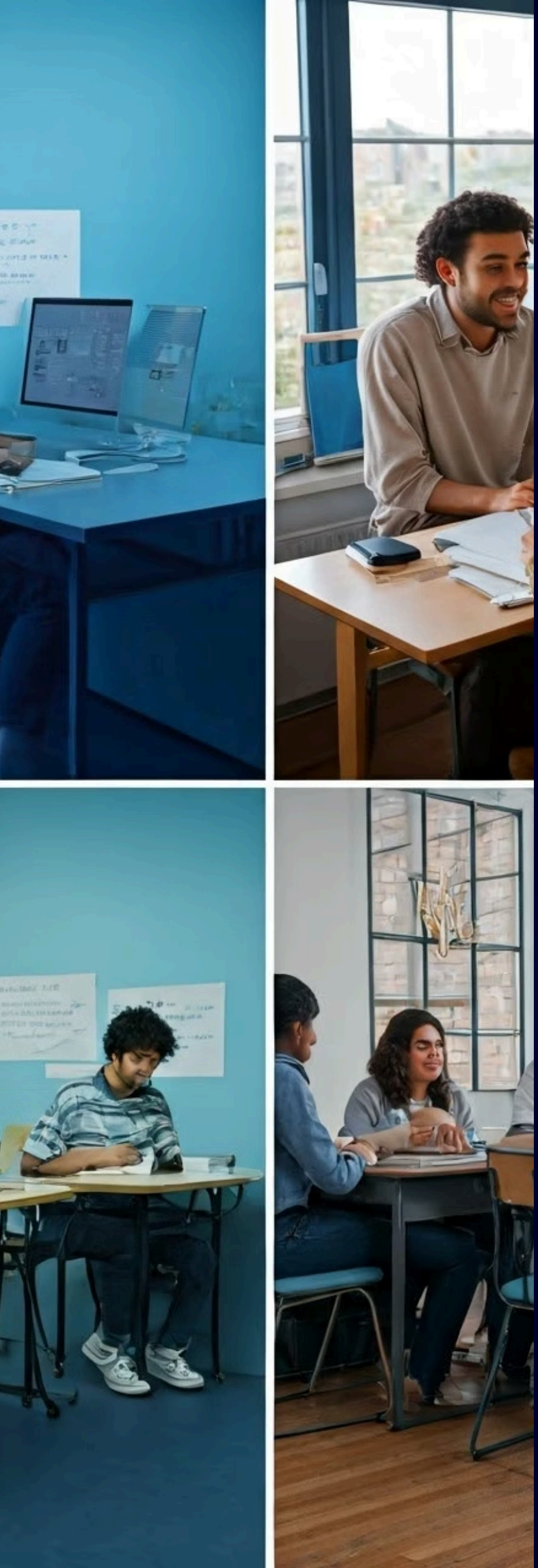
### Reduced Cognitive Load

Separating linguistic knowledge from technical mastery

### Collaborative Development

Environments supporting multilingual documentation

To address English-language dominance, the CRAE framework incorporates strategies to reduce linguistic barriers in AI education. While maintaining compatibility with English-based libraries (e.g., TensorFlow, PyTorch), these interfaces allow students to use function names, documentation, and error messages in their primary languages, reducing cognitive load and connecting AI concepts to existing knowledge frameworks.



# Implementation Results Across Four Universities

## 38%

### Increased Engagement

Higher student participation in Nigeria

## 42%

### Technical Mastery

Improved assessment scores in Brazil

## 27%

### Local Applications

More regionally-relevant projects in India

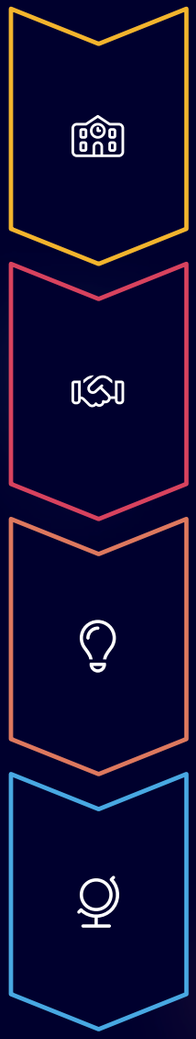
## 31%

### Cross-Cultural Collaboration

Increase in international student projects

Implementation across universities in Nigeria, Brazil, India, and Germany showed enhanced student engagement and technical mastery through connecting AI concepts to locally meaningful problems. Students demonstrated improved technical mastery precisely because of, not despite, the curriculum's cultural responsiveness. By connecting AI concepts to locally meaningful problems and culturally familiar frameworks, the approach reduced cognitive barriers and increased motivation.

# Reshaping the Global AI Development Landscape



## Equitable Education

Democratizing access to quality AI education across global contexts through culturally responsive curriculum and multilingual resources.

## Bidirectional Knowledge Exchange

Facilitating genuine knowledge flow between Western and Global South institutions, recognizing the value of diverse epistemological traditions.

## Diverse Innovation

Expanding AI's foundational frameworks by incorporating diverse conceptualizations of intelligence and learning, potentially leading to novel technical approaches.

## Global Impact

Preparing diverse students to develop AI applications addressing local priorities using culturally appropriate approaches, contributing to a more equitable distribution of AI benefits globally.

As AI technologies continue to transform societies worldwide, educational institutions have a critical responsibility to prepare diverse students to shape these technologies in culturally responsive and contextually appropriate ways. By reimagining AI education through international and intercultural lenses, we can help ensure that the benefits of AI innovation are shared equitably across our interconnected global community.