

Content Analysis of the National Curriculum of Iran due to Multicultural Curriculum Components

Rashid Ahmadrash¹

Assistant Professor of Sociology at Farhangian University of Kurdistan, Sanandaj, Iran

Esmail Mostafazade²

Department of Education, Koya University, Kurdistan Region, Iraq

Received 22 April 2019

Revised 18 August 2019

Accepted 29 August 2019

Abstract: *Existing of racial, ethnic, linguistic and cultural diversity in different countries, has forced their educational system committed to decent response to the phenomenon of diversity of their communities in ways worthy of attention in national educational curriculum. Multicultural education is a kind of approach that responds to cultural diversity in a society and its educational system. This study aimed to analyse the content of the Iran's national curriculum in case of attention to multicultural curriculum components. In this study, a new method derived from the theory of systems is used to process the data's and the document of National Curriculum analysed by using Shannon model of quantitative content analysis. National Curriculum includes eight sections, each section contains parts. Due to this reason paragraphs the unit of analysis is chosen. In order to all cases to be included, the national curriculum targeted by fifty five components (components of multicultural education) content analysed. First obtained frequencies in each component. The findings indicate that commitment of all eight sectors of Iran's national curriculum to multicultural education components is in low level and even has been neglected.*

Keywords: *Multicultural Curriculum, National Curriculum, Education, Cultural Diversity.*

Introduction

Multicultural education is a perfect reform of process and school policies related to education system and students. This type of training challenges different strains of racism and all forms of discrimination between different social groups, and recognizes pluralism and cultural diversity (Nieto & Bode, 2007). Of course, definitions of multicultural education have changed over time. In the 1990s, American theorist of multicultural education emphasized on the importance of "social reconstruction" to overcome racist attitudes, social and cultural discrimination and inequality in access to power (Grant & Sleeter, 1999). In Iran, we face to different ethnic groups and some cultural- geographic regions which have cultural traditions and feelings of identity (based on common ethnicity, language, literature, or at least a home or land). Undoubtedly, existence of this cultural diversity make more difficult the task of governments in planning, because on the one hand it is necessary to respect cultural diversity and at the same time, preserve at least unity which is indispensable for the survival of any population. An important part of this task is the responsibility of the educational system.

The right to preserve their language and culture, growth and transmission it to future generations, as a key component of multicultural citizenship in multi-ethnic society like Iran, requires multi-cultural policy. Emphasis on multicultural civil rights and politics, provide an arena of dialogue, cooperation and mutual respect that drives convergence and cohesion in order to accessing definition of national identity and citizenship and, in the same time provider national unity while respecting to the ethno-cultural multiplicity. By increasing and deepening ethnic diversity, ethnic, linguistic, religious and cultural life, emigration in the countries, travels, globalization, new technologies, etc., raised efforts to properly manage the multi-cultural contemporary societies and consequently the development of educational programs in the context of multi-cultural education. Need to Goals inclusive and diverse

¹ Email: rahmadrash76@yahoo.com (Corresponding Author)

² Email: mestafazade@yahoo.com

ethnic, religious, linguistic, cultural, and promote equality include mandatory offers. The idea of the diversity of cultural and socio-political and legal action, which is reflected in modern societies and democratic laws that prevent discrimination and humiliation and marginalization of other cultures and people of these cultures, the rights of the individual, social and political participation recognizes.

Education is one of social institutions and today is facing series of global, social, scientific, political and cultural changes that should indispensably coordinate itself with those changes. Due to developments in the field of communication and information, thus, the development of a theory such as postmodernism, feminism, pluralism, globalization and natural Educational systems should clear there in the face of developments and above theories, one of these theories, is the theory of cultural pluralism (Mustafa Zadeh et al., 2014). Students from different ethnic, gender, class groups need to be recognized, because in the public sphere of school ,students because of their own individuality and their distinction from others need to be known, , so that needs are not being ignored by the majority group' identity (Asgari, 2008). Hasan Arslan (2009) states that if a community has a multinational culture, so that education policy of this society should cover all types of multi-ethnic cultures to work together to exchange cultural values. Araqiye (2009) suggests in the research that in the current period, curriculum is a field in which different language and discourse is used, including the discourse of race and multiculturalism and anti-discrimination issues in the field of education and curriculum.

According Sohrabi Renani (2011) understanding of cultural differences and an attempt to focus attention on the common cultural background of students can be aligned to the objectives of the students and provide them coherence and more cooperation. Amin Khandaghi and Goudarzi (2011) of the need for changes in the structure and decision-making authority in the curriculum of the country and move towards regional system's curriculum offers And honest (2012) from four perspectives need to design curriculum, multicultural, multi-cultural orientation in the curriculum is necessary to ensure diversity in education based on ethnicity and culture of today's society, luxury is not something optional for excellence and survival of a country like essential Iran, training to people who appreciate culture are not only to other cultures but also respect the value of respect Need to develop a multicultural curriculum in the educational system of Iran is inevitable. The reasons for approval to emphasize multicultural education that is necessary for its implementation, Are a multicultural society characterized by the presence of various ethnic groups, cultures and different languages as diverse examples of multicultural society (reality of Iranian society), respect for the dignity of all human beings maintain their dignity, globalization of its requirements for training, the successful experiences of countries which are multicultural educational approach, Lack of multicultural education in the educational system in Iran (Mustafazadeh et al,2014). This reasons acknowledge, attention to the multi-cultural education, is needed more than ever, Therefore, efforts to develop and explain the multicultural curriculum is a fundamental necessity. With the approval of the Strategic document change, Formal education system of the Islamic Republic of Iran in High Council on Education, the educational system of the country were addressed in this document transformation. According to this document, the change in curriculum of practical requirements for achieving the foreseen objectives, and therefore develop "national curriculum" as a road map of the curriculum on the agenda were the custodians of education.

Debate on the need for a national curriculum in Iran since 2000, following the successful experience of some countries in this regard, ultimately began to draft in April in 2011 and for approval submitted to the Supreme Council of Education. The educational content of the national curriculum framework are essential in defined teaching and learning curriculum in schools. Osareh (2008) in his study stated that:

'The design and develop of the national curriculum is a public and total policy in the field of Curriculum'.

Dowkeynes (1988) defines national curriculum document as a common curriculum framework in a society in which is to provide factors to determine the content of the thematic areas, factors to evaluate the curriculum goals and a framework for curriculum design and the best educational measures.

Alen Reid (2005), quoted Salsabili (2008) in a report commissioned by the Department of Science and Education studies done in Australia, argues that to deal with the complexities of globalization, it is essential to have a national curriculum. In his opinion a national approach to curriculum or the national curriculum development, while considering common national elements and universal approach to provides integration of National Curriculum, at the same time allows to exist an important and significant space for local.

Place and purpose of the national curriculum development from Allen Dwight (1992) is based on national targets that local control through national coordination of curriculum, educational organization provides for school staff. According to Roger Avonstrop (2005), it should not be written so much as curriculum or national curriculum for teachers, but the effort is to develop a framework that is developed according to the school's curriculum and an emphasis The National Curriculum programs of decentralization, flexibility and choice of schools and teachers and being school-based. Marty Helstrom (2005) suggests the need for local authorities and schools with the national curriculum and the schools are allowed to develop their inventions and innovations. The need to transition of designed educational system and curriculum to decentralization in Iran, at the same time, according to national unity and harmony, which can be pursued within the framework of the national curriculum and considering the diversity and plurality of the guidance recommendations by Salsabili (2007) has been proposed.

Previous Researches

Cultural diversity is the most basic property of societies throughout the world. The cultural variation, particularly after political developments in post-World War II became one of the most challenging issues related to modern democracy. Park (2000) named different types of cultural diversity in the community as follow: a) subcultural diversity: members of such groups sharing values and meaning with the dominant culture, are trying to offer different lifestyle or space for conventional family structure within the same culture. b) Diversity of attitude: some community members have different towards the principles and values of the dominant culture; they try to substitute the some values with alternatives. For example, feminists are critical of patriarchal policies, and religious groups are critical of secular trends. c) Diversity of the community or society; different groups in modern societies with self-awareness and a more or less organized communities act according to their own belief system and their practical environment such as, immigrants, religious communities or indigenous people (Ibid, 138).

- Sadeqy (2010) in a study, analyzed the content of the third edition of national curriculum document, in order to determine the applicability of each section of the document deals with the components of multicultural education in all different parts of the National Curriculum document analysis, In addition to policies related to the "implementation of document" essentially lacks the features and components of multicultural education and in multicultural mission, teachers and administrators are no role as an enforcement document is not anticipated.
- Multicultural curriculum in the education system of Iran has been neglected, Mehrmohammadi (2009) and teacher training books are oblivious to a multi-cultural curriculum (Soltani, 2010).
- Amin Khandaghi and Goudarzi (2011) states that: "Analysis and assessment of educational system ' experts and practitioners of university, Suggests the need to change and move towards regional system of curriculum and due to Sadeqy (2012), from the four perspective need of multicultural curriculum development (from the educational, psychological, age requirements, upstream laws), multi-cultural orientation in the curriculum is necessary in Iran's educational system, and diversity in education based on ethnicity and culture is not something optional but for excellence and survival of a country like Iran is essential to educate people who appreciate not only the culture but also to other cultures and respect the others.
- The results of Khosravi et al (2013) showed that from the perspective of teachers and administrators, both goals of the first and second secondary school curriculum and the course does not fit with the concepts of multicultural education. The results Abdoli Sultan Ahmadi (2014) displays the amount of attention to the design and development of the teachings of this approach in contents of curriculum of Persian books (reading and writing) and social sciences is far from acceptable. One of the main issues that policy makers and planners in a multi-ethnic

and multi-cultural context should consider is the issue of educational content. The main question is whether the national curriculum document had attention to its multiculturalism? Discussion of this Study is the attention of scientists and policy makers to focus on multicultural education into the curriculum.

The Research Question

How is the content of the National Curriculum from the prospective of multi-cultural curriculum components and the basic elements?

Research Method

Because of the nature of this study is analyzing documents and on the one hand researcher is trying to report without any intervene ,so to reach the goal in this research ,it is used content analysis method. In this study, national curriculum document (fourth and latest edition, 2011) was investigated using quantitative content analysis Shannon Model. National Curriculum content analyzed based on Fifty-five components of multicultural education (Mustafa Zadeh et al. 2014), at first ,obtained frequency was developed based on each component in the National Curriculum program, in the next phase , data of this table based on the first stage of entropy Shannon is going to come normalized data and then information load data of on the second phase of Shannon entropy from that table are expressed. And then based on the third stage of Shannon entropy, the importance of data factor expressed, thereby determine the overall maximum amount of importance given to each component.

Research Results

To answer research question, eight sectors of the national curriculum in terms of attention to the 55 components of multicultural education, studied and analyzed, the described research question' answer, together with the relevant tables comes later.

Table (1): lists the eight sectors of the national curriculum

<ol style="list-style-type: none"> 1. basics & Fundamentals of the national curriculum 2. The national curriculum approach, goals and objectives of the curriculum and training model 3. The structure, timing and content 4. teaching - learning strategies 5. Evaluation of academic Achievement 6. The production and educational programs and materials and media course process 7. The method of implementation of the national curriculum 8. The national curriculum assessment and its reforming process

The above figure & table show, in the National Curriculum utmost attention has been given to the ' flexibility and diversity of courses and content and training programs in multicultural education "and" diversity in teaching methods and in multicultural education components "by important factor of 0.105 and "increase the level of participation of parents and students in multicultural education component" by an important factor of 0.096. It is noteworthy that from 55 components which are explained by Mustafa Zadeh et al. (2014) has not been paid attention to 39 components and their importance factor is zero and partially has been paid attention to only 16 components in Figure 1.

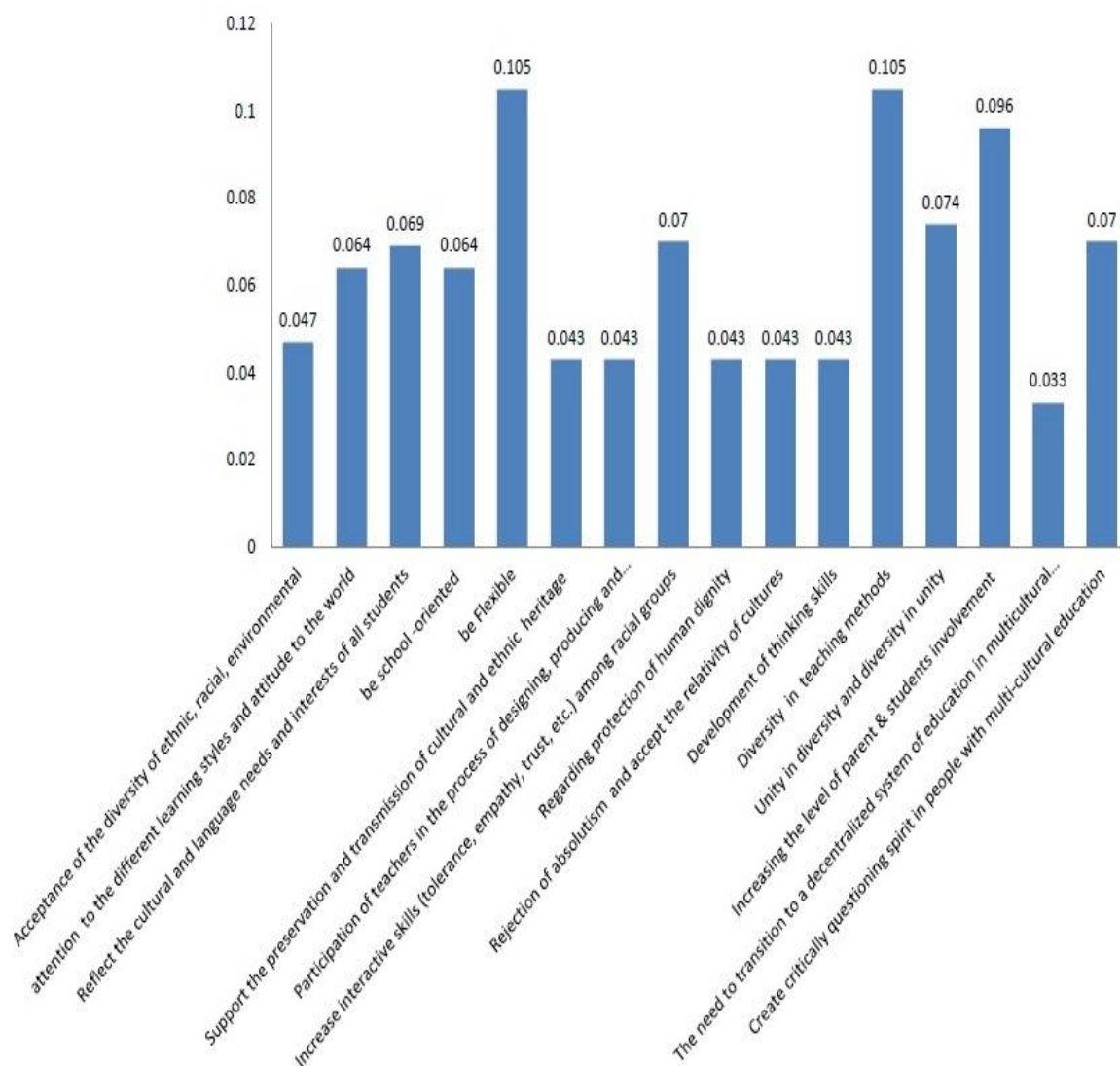


Figure (1): coefficient of multicultural issues in different parts of the National Curriculum

Conclusion

Cultural diversity make much more difficult the task of governments in planning. It is clear that an important part of this task is the responsibility of the educational system and the curriculum and also it is very important. In this study, after explaining some of the basics of theoretical and conceptual changes of multicultural education, the importance of multicultural education' components in the national curriculum document will be discussed. Multicultural Education is an educational approach, which is trying to appreciate cultural pluralism, and valued the training needs of a society that has more than a certain tradition and a combination of multiple cultures, and authenticate it. This approach is beneficial to society through the education systems, in order to promote a culture of interpersonal and cultural pluralism as an approach to provide equal educational opportunities for all, the development of multiculturalism is considered in some countries and has brought many benefits to the use of multicultural education as an approach in the educational system.

Multicultural education is a philosophy and a way for educational reform and a means of learning about cultural diversity, prepare for it and admire it. Multicultural education program, new programs are mainly in human relations, relations between the group and the type of knowledge of other cultures emphasize the community's attention concepts such as race, culture, gender and ethnicity multi-cultural approach focusing on the attention to the dignity of life and sayings Forgot raises.

The Obtained results acknowledges that, due to importance of education in today's world, and acceptance and attention to multicultural educational systems in this way of education, our country curriculum needs to move upstream documents like the National Curriculum this type of educational approaches and does not ignore it. This study in the same direction examined different parts of the National Curriculum document for multicultural education component. Results show from 55 components , has not been paid attention to 39 components ,and their importance factor is zero and partially has been paid attention to only 16 components, In total eight sections of National Curriculum had low attention to components of Multicultural Education. And this findings is compatible with findings of Mehrmohammadi (2009), Soltani et al. (2010), Sadeghi (2012) Khosravi et al. (2013), Abdoli Sultan Abadi (2014) and indicating that multicultural education has been neglected in the educational system in Iran.

Education and the national curriculum are low-interest and even oblivious to the teachings of multiculturalism and its components, Multicultural Education and training has been neglected. And the education system suffer from the lack of a systematic and strategic program in order to respect the cultural and ethnic identity. Neglecting in designing such issues and programs is known as symbol of the null curriculum of our educational system, which in turn can impact important on attitudes and values of Students. Finally, it is concluded that the development of a multicultural curriculum in Iran because of the different tribes, different cultures, different languages as examples of multicultural society, etc., seems more and more necessary, therefore, to define and explain the multicultural curriculum and program is undeniable need and upstream documents must take the necessary measures and reforms.

Research Recommendations

- ✎ It is recommended that in the case of other documents about consisting with upstream component of multicultural education, similar research should be done.
- ✎ Using content analysis, based on different levels of school textbooks at a rate of consisting with the components of multicultural education be considered.

References

1. Amin khandaghi, M, Goudarzi, MA (2011) designing the regional curriculum system of the Islamic Republic of Iran, *Journal of Curriculum Studies*, Vol. VI, No. 23
2. Arslan, Hasan. (2009). Educational Policy vs. Culturally Sensitive Programs in Turkish Educational System. *International Journal of Progressive Education*, Volume 5 Number 2
3. Asgari, M. (2008). Multicultural curriculum in Canadian educational system: Theory of Recognition. Paper presented at the 8th conference of Iranian Curriculum Studies Association. Mazandaran University, Babolsar, Iran. October 29-30, 2008
4. Avenstrup ,R. (2005). Tomorrow's Curriculum Today: social transformation and curriculum. Istanbul: Conference on curriculum Reform and Implementation in 21st century ,June 5-8, 2005
5. Dwight A. (1992). Schools for a New Century; A conservative Approach to Radical School Reform. [[Http: //www. eric.](http://www.eric) ,June 8, 2005 ,P 10-31.
6. Grant, C.A. and Sleeter, c. (1999). Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender (3rd Ed.). Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender (3rd Ed.). New York, Wiley and Sons, Inc. New York, Wiley and Sons, Inc.
7. Hellstrom ,M. (2005). School Curriculum - is it worth trying? Istanbul: Conference on Curriculum Reform and Implementation in 21st Century ,June, 8 2005 ,P 10-31.

8. Iraqiya Ali Raza (2009), integrated strategy towards a multicultural curriculum, interdisciplinary studies, human sciences, Volume II, Number 1
9. Khosravi, M. (2008) Multicultural Education a requirement for the globalization of education, the Eighth Conference of the Association of Curriculum Studies, CDE, Page 401 to 427, Mazandaran University
10. Mehr Mohammadi, Mahmoud, (2009) "concerning policy considerations The main the development of interdisciplinary curricula in higher education from the perspective of developmental process" Journal Interdisciplinary Graduate Studies, No. 3
11. Mousavi, Seyed E. (2013) content analysis of social studies of sixth grade based on multi-cultural school year 2012-2013 extracted from upstream documents. (MA thesis) Allameh Tabatabai University, Faculty of Psychology and Educational Sciences.
12. Mustafa Zadeh, Ismail (2014) explains the components of multicultural education and multicultural education in the educational system of Iran, thesis, Azad University, Isfahan, Isfahan, to instruct the ship's doctor N. vote
13. National Curriculum Document (2011) the fourth edition- Ministry of Education
14. Grant, CA and CE Sleeter (1999) Hoy, David Couzens (2004) Critical resistance From Post structuralism to Post-critique, Cambridge, The Mit Press Johnson, O(2011) Dose multicultural education improve student racial attitudes? Marshal & Peters, M(1994) Post Modernism and Education, In The International Encyclopedia of Education, PP: 4642-4639 Nieto, S. and Bode(2007), Affirming Diversity :The Sociopolitical Context of Multicultural Education, Boston, Allyn and Bacon Nieto, S. and Bode (2007), Affirming Diversity: The Sociopolitical Context of Multicultural Education, Boston, Allyn and Bacon
15. Osareh, AR; Aghazadeh, Muharram (2008) Globalization and National Curriculum, Curriculum Studies Association of the Eighth Congress of globalization and staying local papers curriculum: Challenges and Opportunities, Mazandaran University.
16. Parekh, B. (2000) Rethinking multiculturalism, cultural diversity and political theory, London, Palgrave.
17. Sadeqy, A. (2011) design Pattern curriculum for Elementary teacher education, multicultural Islamic Republic of Iran. PhD thesis. Allameh Tabatabai University. The doctor guides Mahmoud Mohammady
18. Sadeqy, A. (2012), explained the need characteristics in a multi-cultural curriculum development, examine challenges and provide strategies, strategy, culture the Journal, Issue 17,
19. Salsabili, N. (2007) the transition planning system towards decentralization in the design and development of the curriculum, with an emphasis on school-based curriculum, curriculum studies, the first year, 4.
20. Sohrabi Renany, Mary, keshty aray, N.; Gholizadeh A(2011) Diversity Management skills to respond to the demands of religious and ethnic minority students, a new approach Journal of Educational Administration, Vol. II Issue 6
21. Soltani, M. (2009), multicultural education in teacher training institutions from the perspective of students in Sanandaj, Kurdistan University Master's Thesis.