The place of multicultural education in the social science textbooks of the first secondary school and Iran's upstream documents with an emphasis on the feminist approach

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ARTICLE INFORMATION	ABSTRACT
Article type Original research Pages: 50-54 Corresponding Author's Info Email: Sadeghi.edu@gmail.com **Article history:** Received: 2022/09/01 Revised: 2022/12/20 Accepted: 2023/01/03 Published online: 2023/03/18 **Keywords:** *multicultural education, feminism, content analysis.*	**Background and Aim:** Providing equal conditions for obtaining educational opportunities is very important from a political, economic and social point of view. In the meantime, the curriculum as the most important pillar of the educational system should be given special attentionm,the purpose of the study is to review the social science textbooks of the first year of high school and upstream Iranian documents based on the components of multicultural education with emphasis on the feminist approach. **Methods:** The research is conduct within a qualitative framework and the qualitative content analysis method has been used with a conventional (inductive) approach. The study research field included upstream documents and primary school textbooks. Remarkably, the purposeful sampling method and the sample for upstream documents include: the document of fundamental change and the document of the national curriculum and for textbooks: textbooks of social sciences of the first secondary school, which includes three seventh, eighth and ninth grade textbooks. Data collection tools include: Content analysis worksheets. **Results:** the written content of these documents. Open and axial coding was used to analyze the data. Among the findings of the present study, it can mention several cases, the most important of which are: The results of the analysis of upstream documents showed that the components of multicultural education have been somewhat considered, but it seems, the components of the feminist approach have not yet been considered. The results of the qualitative content analysis of the textbooks also showed that the components of multicultural education are mentioned in a scattered manner and there is not much evidence of a feminist approach in the text and images. **Conclusion:** Based on the findings of this study, it is explicitly suggested that the facts and characteristics of cultural pluralism be emphasized by emphasizing the feminist approach (attention to Iranian multicultural women) in compiling and reviewing upstream documents. So that the social and cultural realities of the society are reflected in the relevant documents. It is also suggested that in designing textbooks and their content, special attention be paid to the components of multicultural education with emphasis on the feminist approach.

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Introduction

The topic of gender in the curriculum is combined with the spirit of the feminist identity of the curriculum. Because the term gender in the curriculum most of the times evokes the feminist identity of the curriculum. Feminism is critical from the point of view of education and curriculum, because more than half of the students and many coaches, teachers, managers and employees are women, and as one of the progressive social movements, feminism is a factor that causes many people to change their attitudes. People have been asked about the education of women and men, as well as the contribution that women and men can have in their communities. In order to understand the curriculum as a feminist text, the relationship between curriculum and gender should be examined. This work requires attention and examination of the curriculum and looking at it through the lens of feminist analysis, an analysis that deals with the way people unequally view their gender and how people's gender is shaped by them or by the dominant gender system of the society. (Keshti Arai, 2019). Although the attempt to understand the curriculum as a feminist text actually started in the 1970s, the history of this goes back much further than this time. In the book "Understanding the Curriculum", Paynar depicts the historical context of this in the form of three different eras of early efforts, mixed education and feminism (Paynar, 2004).

Feminist theories and multicultural theory have been integrated since the 1990s and have significantly impacted various academic fields (Rousseau & Vaz, 2001). In this regard, there has been a demand from both the public and scientists to understand the power and impact of gender dynamics. Feminism has had a direct impact on people's life experiences, because it starts from this radical thinking that considering the position of women, they have valuable experiences and words to say; Most importantly, the leading theorists of pioneering feminism assumed that women deserved to be heard and listened to. Feminist theorists rejected the idea that knowledge production was independent of the knowledge producer. Instead, they put all knowledge in one context and stated that the position of the producer, as well as the receiver of knowledge, should be considered. But with a simple relationship, the complexity of this claim is fully revealed; humans can't achieve impartiality regarding the production of knowledge by humans because people live in species of social relations that are influenced by specific latent mental and non-mental factors. It is in this wide network of social relations that feminist theories are produced and take place. According to this type of social coordinates, norms, values, expectations, motivations, histories and languages are filtered through culture (Hurtado, 2010). About gender stereotypes and how they are presented in textbooks, studies have been conducted in the world, and the highest concentration of works in this field can be seen in the 1970s and after.

The values discussed and the recommendations provided by sociologists and psychologists were widely used as a guide for many other mental health and education and culture professionals who wanted to include multicultural and feminist sensitivity in their work; Therefore, the focus of these discussions is on the concept of a person with proper functioning, awareness of life span and career advancement, health issues, sensitivity to the interactions of a person with the environment and preventive activities. Multicultural and feminist researchers have made important contributions in each of these fields. Counselors who use social justice, feminist, and multicultural counseling models direct time and energy toward creating positive change among their clients. They also attempt to ameliorate the social injustices that affect people's mental health (Hogg, Torres, & Nash, 2008). This research aimed to answer the question, what is the multicultural education in the social science books of the first secondary school and the upper documents of Iran, emphasizing the feminist approach?

Method

The research is conduct within a qualitative framework and the qualitative content analysis method has been used with a conventional (inductive) approach. The study research field included upstream documents and primary school textbooks. Remarkably, the purposeful sampling method and the sample for upstream documents include: the document of fundamental change and the document of the national curriculum and for textbooks: textbooks of social sciences of the first secondary school, which includes three seventh, eighth and ninth grade textbooks. Data collection tools include: Content analysis worksheets.

Results

The document on the fundamental transformation of education has eight chapters, the first chapter is general, the second chapter is the statement of values, the third chapter is the mission statement, the fourth chapter is the vision, the fifth chapter is the macro goals, the sixth chapter is the macro strategies, the seventh chapter is the operational goals and solutions, and the eighth chapter is The institutional framework and executive system is a fundamental transformation. In the first chapter of Iran's development vision document 1404, from the point of view of attention to the components of multicultural education, only the familiarity with the common human, Islamic-Iranian identity has been paid attention to. In the second chapter, attention has been paid to rejecting racism, establishing relationships based on justice with people, respecting individual, gender, cultural and social differences, protecting national unity and social cohesion, and effective interaction with other cultures, and these indicators are among the components related to values. They are multicultural education. The third chapter (mission statement) and the eighth chapter (institutional framework and executive system) should have paid more attention to the indicators of multicultural education. In the fourth chapter (Perspectives), attention is paid to the flourishing of Islamic, revolutionary-Iranian identity, local, regional and national policymaking and the acceptance of individual differences in the field of multicultural education. In the fifth and sixth chapters, more attention should be paid in the field of multicultural education, and the observance of educational justice is its manifestation.

The seventh chapter is one of the complete parts of the fundamental change document from the point of view of attention to the components of multicultural education. In various cases, this chapter has paid proper attention to multicultural education's important features and components. Respecting individual differences, respecting the differences between urban and rural students, prioritizing the value and dignity of human beings, strengthening national cohesion and unity, creating diverse educational opportunities, getting to know various cultures and climatic and geographical conditions, developing an educational program that fits the roles of girls and boys. diversity in educational opportunities and compliance with the requirements of gender identity in the curriculum and educational methods are among the categories that make this section stand out compared to other sections of the document. As can be seen, this document emphasizes the feminist approach very little and most of the obtained indicators are used in the field of multicultural education.

Based on the analysis of social science textbooks of the first year of high school, the researcher has reached several important points: 1- Multicultural women appear less in the main roles than multicultural men. 2- Compared to men, marriage and motherhood are for women. Multiculturalism is shown to be much more important. 3- Working women are shown in traditionally feminine positions, often subordinate to men with lower status or power. 4- Women are much more passive in the curriculum than men and generally solve their problems through Others give up. 5- Curriculums, especially the multicultural women, do not recognize or ignore women's progress. 6- The presence of multicultural women and girls in textbooks is much less than that of men and boys. 7- The family role of multicultural women and girls is limited to domestic duties. and do not have any active role in decision-making. 8- There is no participation and cooperation between family members in textbooks and mothers always have a marginal role. 9- The social presence of multicultural women and girls is very small compared to boys and men. 5- Women do not have a job identity and are presented as independent individuals. 6- Girls have fewer high-level cognitive activities such as inference, curiosity, and questioning and problem-solving. 8- The field of science in books is completely male and women, especially multicultural women, are not present in the field of science. 9- Political and national arenas are reserved only for men.

Conclusion

Different cultures are constantly working to oppress women. The most important goal of multiculturalism is the freedom of members of minority groups (ethnic, gender, religious and other people) from cultural, political and social oppression. Women are not only a gender but also a cultural group and their heritage should be given a respectable place in the school curriculum and national law. The feminist ideal is perfectly compatible with multiculturalism. The two speech traditions of these two movements have been formed during two different periods. Feminism has been around for decades, if not a century. While multiculturalism only developed in the last third decade of the 20th century. However, from the very beginning of the multicultural struggle, it was completely intertwined with the feminist cause. Although some feminists still claim that equality for women should be determined individually and women should not be considered a cultural minority group striving to achieve collective rights, but should consider the importance of cultural production by fighting stereotypes, women defined multiculturalism with emphasis on feminist approach. The perception, discrimination and oppression of "other" is undoubtedly for women both individually and collectively. The similarity of the development of theories and struggles of both (feminism and multiculturalism) is such that Ido Lando (2020) identified similar problems in describing the

activities of the two concepts, such as ignoring or showing the attitude of both of them towards the injustices of society. Peter McLaren (2006), a theorist of radical multiculturalism, believes that the two movements are fundamentally the same. She claims that a successful multicultural struggle for a true (socialist-feminist) democratic foundation depends on breaking down the binary understanding of good versus evil, and us versus them. This type of perception is the basis of ethnocentric approaches and the suppression of "I". Since the purpose of this research is to pay attention to the topic of multiculturalism with emphasis on the feminist approach, and the researcher means to pay special attention to multicultural women, the term multicultural women is used. According to the mentioned contents, it is suggested: A- It is very important to adapt the content of textbooks to the needs of multicultural students. Considering that most of the content of social science books for the first year of high school and the concepts in them are related to boys, it would be good if multicultural female experts were used more in the field of compiling the content of these books. B- Since one of the very important and fundamental tools in the field of transferring concepts and beliefs are books and upstream documents, one should be very careful in choosing concepts and their content and consider all aspects (cultural, gender). C- The results of this research show the fact that the content of social science textbooks for the first year of high school shows women as emotional and weak and suggests that women are suitable for one group of jobs and men for another group. Thus, it is suggested to decide in this field with an open mind and consider the equality of men and women and different cultures in different fields and multicultural women. C- It is suggested that the content of the curricula be revised and examined in terms of gender roles and stereotypes and attention to different cultures and ethnic groups.

Conflict of Interest

According to the authors, this article has no financial sponsor or conflict of interest.

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