

Analysis of Multi-Cultural Education Concept in Order to Explain Its Components

Esmail Mostafazadeh¹ Narges keshtiaray² Azar ghulizadeh³

1. PhD student in Curriculum Development

2. The author responsible, assistant professor department of educational sciences, Islamic azad university Isfahan

3. Assistant professor Department of educational sciences, Islamic azad university Isfahan

* E-mail of the corresponding author: k4k1@yahoo.com

Abstract

Existing racial, ethnic, linguistic, cultural variety, in different countries, educational systems, committed them to respond decently to plurality & diversity of their communities, and they are considered to be decently in educational curriculum. Multicultural education is an approach that is adopted in response to cultural diversity in a society and its educational system. This study was performed to investigate the reasons for considering the multicultural curriculum and identify its components. Research method was Qualitative and Content analysis. To collect information all available sources of multicultural education in print and electronic libraries (valid databases) were used & were analyzed using the inductive category. The findings of this research along with specifying the concept of multicultural education also showed that, attention to multicultural education curriculum, at global and national situation is an inevitable necessity. At the end of study, the components of multicultural education were identified. In summary, the following were noted: Anti-racism education, acceptance of diversity & plurality, peaceful coexistence with other groups, regarding educational justice, flexibility in educational programs, variety in using of teaching methods, and so, variety in using of educational materials, as well as using a variety of evaluation methods, training of human capacities, promoting and the strengthening of respect for the differences of others, the human tendency to create social trends rather than specific, positive attitude to different cultures, helping to develop a positive self-concept, to protect minority languages, strengthening intercultural and inter-cultural communication and ...

Keywords : Multicultural education, multicultural education components, diversity & plurality

Introduction

Iranian society is a diverse and varied society. Our country is composed of people of different nationalities; in fact, Iran is one of the countries in which various subcultures can be seen. This is mainly is unfold from the perspective of cultural diversity in terms of religion and the language ,So existence of groups & "cultural areas" in our country which are recognizable based on religious and linguistic distinctions is undeniable , and diversity in language, lifestyle, style of living, customs and traditions are easily visible(Mehraby, Younesi ,2008). Education is one of the social institutions, which is related to scientific, cultural and political change, And today are faced with a series of social, cultural and global change that should coordinate itself unavoidable form need with that changes. Due to some changes in the scope of Information and Communications, thus, the emergence of the theory such as postmodernism, feminism, pluralism, globalization and ... , It is natural ,the educational systems needs to clear their position in the changes and as well mentioned theories. One of the important theories in the context of education is theory of cultural pluralism. Moreover, the growth and complexity of communicational systems in the our era ,and becoming to a global village, preservation linguistic and cultural identities of nations has been one of the most important social and political issues of today's world. With regard to this conditions and structural, natural and geographical contexts and cultural and ethnic diversity in our country, on the one hand and the processes of globalization, political developments in Iran and surrounding communities, social and economic developments in recent years in Iran, Different educational and cultural situation in the country is provided with a single instruction.

In Contemporary period, different discourses have come to realize that the curriculum has been discussed in various contexts. One of these fields is racial issues, which included extensive efforts by a group of researchers in the field of "multiculturalism" and eliminate discrimination in education and the curriculum (Fathy Vajargah, 2013). Some curriculum specialists have raised topics such as culture, ethnicity, race and multicultural curriculum under sociological foundations set(musa Pour,2008 Sarkar Arani, 2012 ; Silver.et.al ,2009; Yar Mohammadyan ,2013) And or addressed it in specialized topics in the curriculum(Talebzade Noberyan, Fathi Vajargah, 2009 ; Fathy Vajargah, 2013 ; Ghaderi, 2011). Neo-conceptualism, which totally, represents a new approach to curriculum and education, considered their theories' foundation, students's differences in terms of cultural, historical, political and racial background (Mehr Mohammadi, 2009).

According to a research's findings, entitled "Multicultural Education ,requirement for globalization" is specified that, the term "multicultural" is that ,despite the development of relations between countries and their

moving towards a global or at least regional military, The ethnic and cultural differences between them are so important(Khosravi ,2008).

The definition of multicultural education is very broad and diverse & also had different meanings at different times. This education implicated different cultures in the 1960s and 1970s through introducing the curriculum; Cultures that has historically extinct or as required were not included in the school curriculum. This term was later found a broader sense and not only encompassed ethnic, racial, social and gender groups and but also encompassed groups with special needs.

Multicultural Education, in its current definition applies to all policies and issues that schools should operate to improve educational outcomes for all students which have a nationality, class, religion, and gender diverse and gifted children. In other words, the concept of multicultural education is a concept in which all students regardless group of which they belong, shall be entitled to equality of educational opportunity in school.

Oxford Dictionary, in definition of cultural pluralism, writes: Cultural pluralism refers to the way human social diversity and species composed in different manners and social life. Sometimes also referred to in definition of cultural pluralism: 1- Different ethnic groups and community life that made this different religious groups in the political life. It represents a social phenomenon. 2. Acceptance of this principle that, Mentioned different groups can live peacefully in a community. This definition implies a school & idea of thought (Oxford Dictionary, 2011). Management Association of America in defining the multicultural education says that multicultural education is a humanistic concept, which is based on identity, diversity, human rights, social justice and the possibility to select the different lifestyles of each person. This concept includes efforts which generally appear in determining the training program, administrative organizing in work place (Askarian, 2006).

Multiculturalism or multicultural policy, is a relatively new concept that evokes the presence of several different cultures together, And multicultural societies, are societies that several different cultures due to some reasons as possible, simultaneously have lived together. Multicultural approach is to pursuing engagement, understanding and cultural exchange between cultures, so that different cultures can co-exist peacefully and with less stress (Sadeqy, 2011).

Nowadays, due to the extensive physical and virtual interaction of people and cultures and the disappearance of traditional borders, inevitably bespoke bonds arose between people and cultures. The confluence of cultures together, has increased, likelihood of creating challenges and tensions among people and cultures. This mechanism is suitable for predicting the near cultures, understanding and peaceful coexistence and cooperation among them in order to eliminate possible misunderstandings to be doubled. In this context, one of the fundamental missions of education in multicultural societies is designing the curriculum culturally sensitive and responsive to the multicultural characteristics.

Banks believes that, one of the experts of this field, multicultural education is at least three things: an idea or concept, an educational reform movement and a process. First, multicultural education embraces the idea that all students, regardless of gender, social class and ethnic characteristics, ethnic, cultural, education system should have an equal opportunity to learn. Second, a multicultural education reform movement that is trying to change schools and other educational institutions in a way that all learners of all ages, social class, gender, race, language and culture will have an equal opportunity to learn. Multicultural education is not limited to changes in the curriculum, but also involves changes in the school and educational environment.

Finally, multicultural education is a process that never ends; it will not be fully realized. Educational equality such as, freedom and justice, they are ideal for people who work in them but they are not quite right. Racism and sexism, no matter how much they tried to remove it, there will always be some. Because they do not meet all the goals of multicultural education, therefore, should always be striving to increase the quality of education for all learners. Thus, multicultural education should be seen as a continuous process (Banks and Banks, 2007).

The Parkh, multicultural approach has a basic three perspectives: first that the existence of human culture, which are made during the development of world culture, has evolved and their social life and relationships within the meaning of setting priorities from the culture. That does not mean that humans are surrounded only by their culture and men can grow beyond that. Second, different cultures have different semantic systems and until every culture, consisting of a limited part of the cultural symbols of other cultures is needed to better understand themselves, their intellectual and moral horizons expand to a larger image in order to save his own fascination, That does not mean that one can have a good life in their culture, But rather means that the person viewing capabilities of other cultures that can rethink about the shortcomings of its action. Third, each culture arising from collective cultural and ongoing challenges within their various traditions of thought and reflects them. This does not mean that culture is free of integrity and identity, but also means that the collective identity is fluid and open. All of the above means that no culture is totally worthless, But also because of the cultural identity of its members is a respected and valued, On the other hand, most cultures are not perfect, and every culture has the right to offer to others. And during this that cultures change toward the best (Parekh, 2008) .

Philosophies of multiculturalism concept is as a national model for public policy in the modern state,

Ethno-cultural diversity, national security and strengthen social integration and synergy through attention to the importance and political influence of ethnic and cultural diversity. One of the most important political presuppositions models of multiculturalism in applying for citizenship rights and policies in accordance with the potential for the development of ethnic identity and cultural diversity due to the divergence in non-cultural, multi-ethnic society (Taqy Lu 2007).

Cultural pluralism in a multicultural society, Allows that in a society without threatening national unity and political unity, generally, a society recognizes the right of minorities to maintain their own language in the context of family and community groups, the right to practice religion, the right to organize relations within the family and community and the right to retain their local, collective and social practices.

(Arslan, 2009) In their study entitled "culturally sensitive educational policy agenda on education in Turkey", studied the sensitivity of administrators, teachers and primary school curriculum in relation to multicultural education, Arslan said that if a society has a multinational culture, so , The educational policy of such a community should cover all types of multi-ethnic cultures to work together to exchange cultural values.

Also (Shayegan ,2011) argues that the security of the world and national units need to embrace diversity and multiculturalism. Acceptance of pluralism makes Simplistic look become unique peer simplistic look and the field for peaceful coexistence of people in the Third Millennium provided. (Gundara, S. Jagdish,2002) In his study entitled "The Politics of Multiculturalism in Canada, Great Britain and Australia: the role of intercultural education" has analyzed and evaluated the policy of multiculturalism in the mentioned three countries and concluded that Intercultural education emphasizes the role of social cohesion in a democratic context is an important aspect of the government's response to diversity And the failure to recognize this leads to secessionist demand.

Multicultural policy and following it, the multicultural education is a concept in recent years, has attracted minds of many thinkers of the social, political, cultural and educational countries. In our country, there is less emphasis on multicultural education; and discussion, books and articles on this subject is low. Multicultural education as a field of study that is Considered a major goal of equal educational opportunities for all races, nations and groups of different cultures (Banks and Banks, 1995).

One of its main goals is to help all students' knowledge and skills in the use of just having effective performance and a pluralistic society has a field of interaction and communication with other ethnic groups of population.

Multicultural curriculum, can prepare individuals and groups to live peacefully in a multicultural society. Being a variety of racial, ethnic, culture, customs and language, as examples of the multicultural society in Iran, the establishment of a multicultural curriculum features in Iran has been more than ever necessary. And given the multicultural nature of society on the one hand and the lack of theoretical and philosophical framework for multicultural education in the current education system, this question comes, how education system can properly fulfill its educational mission? In this study, multicultural education and its components and necessity of attention to the importance of education in a multicultural curriculum, have been studied, and strive to be the speech of some components of a multicultural curriculum; it also shows the reasons given to it.

Research questions

1. What is multicultural education?
2. What are the requirements for, multicultural education in educational system of Iran?
3. What are the components of multicultural education?

Research methodology

The research Method in this study was qualitative and content analysis. To collect information, all available sources of multicultural education in print and electronic libraries (databases valid) were used, and using the inductive category was analyzed. To achieve this, select the text associated with the main objective studied in the first stage of the texts, and research questions paragraphs were related to the concepts related to the topic of each paragraph was extracted code in the second phase.in the third stage ,codes extracted concepts in both categories and in the fourth stage to handle the concept, name and title (derived components) .(Mayring , 2000)- believes that the qualitative content analysis method is applied to categorical classification, Researcher offering and assuming certain definitions before starting the study, the study deals with the specified text, Comparing definitions and texts analyzed predetermined judgment about the presence or absence of specific instances defined in the text (Fardanesh , 2008,). The method which is suitable for solving the problem of qualitative content analysis method is inductive method.

Findings

Question 1: What is multicultural education?

Multicultural curriculum is a program with a democratic approach, which has the possibilities of peaceful

coexistence, education, justice and equal educational opportunities for all persons with nationality, class, religion, and gender and different races, and is intended to foster main capacities of people especially in multicultural societies. Multicultural education is a philosophy and is an approach, performed to educational reform as a means of learning about cultural diversity, prepare for it and admire it ,it is a Humanistic concept .Although multicultural education as an essential requirement in multicultural communities that want to pursue a peaceful life ,is vital. This type of education rejected issues such as racism, nationalism and other forms of discrimination in schools and communities and challenges it, and instead of it, maximizing stressed and acknowledged the (ethnic, cultural and racial) diversity (Gay, 2000).

One of the main goals of multicultural education, is assistance to all students in a fair advantage of the knowledge and skills And to function effectively in a diverse society and interacting with other ethnic groups in the population (Iraqiya ,2009).

The concept of a multicultural curriculum being developed every day, but in the study of the theoretical foundations, to extract components of this approach, we can share ideas and found that summarizes the key components are mentioned as follows: Anti-racism education, acceptance of diversity, peaceful coexistence with other groups, education, justice, flexible educational programs, using a variety of teaching methods, using a variety of educational materials, also use a variety of assessment techniques, personal development, addressing the attitudes, values, experience and expertise basic skills, equality of educational opportunity, ethnic and cultural literacy development, study other cultures of the world, strengthening the spirit of tolerance and acceptance of different ideas, empowerment for social reform, training of human capacities, promote mutual respect for differences among people, human tendency to create social trends rather than specific, positive attitude to different cultures, helping to develop a positive self-concept, to protect minority languages, learning to respect the culture of others, helping children to become productive individuals and efficiently in a multicultural society, contributing to the development of a positive self-concept in children, increase students' knowledge about other cultures, strengthen inter-cultural and intra-cultural communication and...

According to studies carried out and what was discussed above, we can conclude that the multicultural curriculum due to cultural status and increased availability of various cultures in the world today, is a vital necessity.

It is clear that changes in the areas of social, economic and cultural, that occurs rapidly today and in various ways to change their life for human beings. Considering the natural and social change as a real, due to the multicultural nature of the curriculum as well as the program to suit different & flexible conditions . Multi-cultural education can be a good option for all countries. In general, given the multicultural curriculum and instruction, especially in multicultural societies, it is an inevitable issue. And can be prepared with this program than the background of the development of human societies can be produced.

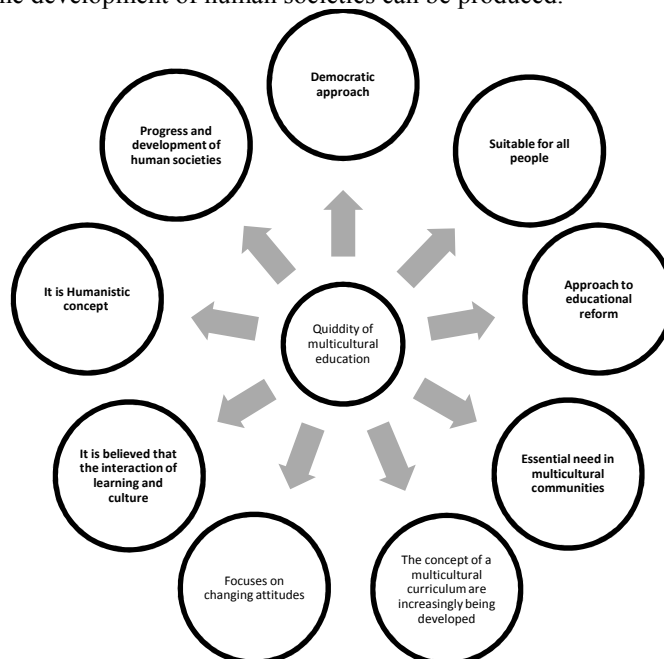


Figure 1. Quiddity of multicultural education

Question 2 - Necessities of multicultural education

Necessities & reasons of multi-cultural curriculum in the educational system which are inexplicable denial of reality can be seen in this context and the factors and reasons for multicultural education are:

A - Social Realities in Iran Society

Iran has diversity since the distant past. Less Iran expert, we can find that study about Iranian culture and identity, and not to mention this old history. Ethnic, linguistic and religious diversity are characteristics of the length of the society, and it is obvious. Existing this diversity should be the cornerstone of the unity of the people and it is not a factor for the separation and division. In other words, diversity should be seen as an opportunity, not a threat. In confirmation of the above, (Salehi Amiri, 2004) in his doctoral thesis entitled "Management's ethnic diversity", for utility model of "unity in diversity" for Iran states reasons are as follows:

1. Foundations of Anthropological and cosmological models compatible with the principles and foundations of anthropological and religious beliefs of the community.
2. This model is consistent with the legislative principles.
3. This model is compatible with the country's ethnic and Climate
- 4-coordinated with the experiences of other countries, the countries in the world today has a cultural and ethnic diversity, unified nation, and enjoy the unity of the land, political, and the national identity

Abound, as well as from the perspective of (Sinai, Ebrahim Abadi, 2005) in a study called "Cultural Pluralism in the era of globalization and the transformation of elite political culture in Iran" global developments suggest that the administration of the country's reliance on military power and style non-democratic public discourse and cultural Shvd. afkar getting harder than ever to accept the principle of ethnic and cultural diversity go. Some of them have taken to manage local affairs

On Other hand, (Askarian, 2006) In research the "place of folklore in citizenship education" have suggested that ethnic cultures based educational programming for students in order to achieve citizenship, due to the close relatives of the together. Also (Taqq Lu, 2007) in the article " ethnic diversity, multiculturalism and the politics of citizenship model: The case of Iran," states that: Iranian society has historically multi-ethnic-cultural context. Since, therefore, it seems that the model of citizenship and Policy multicultural, multi-ethnic society with regard to the historical and indigenous cultural background is the best option.

B) The necessity to respect the human dignity of all human beings.

Certain ethnic groups and nationalities, have cultural differences and their specific cultural features and these features without a doubt, affect on the current study and subsequent success in influencing society. In fact, the membership of a particular ethnic culture, in determining social status, playing the role of a person, takes over the duties, privileges granted to them, to gain an understanding of themselves and others, motivational study finds that even the perception that the world is influenced on culture that we live in a time determined by the type of culture that we belong to it, in the future we are effective.

Culture is what makes the success of the human species. Man creates culture and culture, the evolutes man. By Contributing to patterns of human behavior and the social environment makes his own acquired knowledge to modify the natural environment. Therefore, culture, demonstrates behavior that is common among people from generation to generation and country to country and it is transferable (Ahmdy, 2008). Culture in its broadest meaning is , knowledge, belief, art, morals, customs and language, in a word, the whole of human social life, etc. as the biology and life for all people, respect, diversity of social needs of the modern world is also endorsed the Declaration of the World. It is one of the central ideas of multiculturalism policy or multiculturalism, according to human dignity. (Taylor, 2000)) as one of the most influential experts in this field, In "The politics of multiculturalism, identity politics" to acknowledge this and acknowledges that emphasize the importance of multicultural education policy of multiculturalism in society and consequently in the educational system, it is emphasizing respect for human dignity.

Mehrmohammady has stated that, Culture is known by the mind, this means that in the context of different cultures and, depending on the preferences of a particular culture, Specific dimensions or capacity of crystalline mind and made, there are also the capacity to grow or remain concealed. Curricula, educational or general cultural systems of education are the most important platform or tools that In the minds of their potential will have a decisive role, TIMSS mathematics and science studies about the performance of students in Japan, the US and Germany asserts that corrective measures in the light of the profound cultural differences, especially in education, culture, the community can be modified (Mehr Mohammadi, 2009).

Askarian in conformity with the opinion of the individual cultural, behavioral reflections has a color of its own. Thus one particular environment with many features of human life and the environment is another distinctive culture and lifestyle determinants of his own show. Thus we can say that the educational system must understand the characteristics, issues, dimensions and capabilities of ethnic culture and the goals, structure, and content of the educational system to be adjusted accordingly (Askarian, 2006).

International researches on "Teaching-learning culture" shows that education is a cultural activity. Cultural activities are explained in terms of cultural scenarios and general knowledge about events that exist in the minds of their creators. The scenarios guiding individual and social behavior and to tell everyone what we can expect from the teaching and learning process. The approaches to teaching and learning of cultural relations,

different conceptual feed. The tragic tale of successive failures sweeping educational reforms, institutional authority and duplication, educational systems in the last decades of the Third World, including the reform of educational reform has brought fear or refusal to review the structure and therefore the idea and practice of teaching, learning and foster culturally sensitive and stressed the need for education to be based on intercultural studies, comparative studies using qualitative and ethnographic research methods to perform and promote the methods(Sarkar Arani, 2012).

If education is, "mono-cultural" and the values they promote or support certain patterns, all students who belong to other subcultures and the different behavior patterns follow the position are weak and little chance of success in school and become productive and efficient people not negative features of "mono-cultural" is as follows: 1. The child's curiosity about other societies.2-stimulated cultures do not teach creativity mono-cultural growth, because creativity requires the ability to imagine alternative ways of thinking logically mono-cultural education 3-barred, baby just know the single culture, cultural & educational, provides fertile ground for racism(Javadi, 2000).

C - The lack of multicultural education in the current educational system

Since Iran's society is a multicultural society, it's educational system must be properly give priority to multicultural education .but study of the current state of the educational system indicates that the current system lacks theoretical and philosophical framework in the field of multicultural education and it is a neglected part of the mission and programs of this system (Mehr Mohammadi, 2009).

In the educational sector, it is thought that culture has a powerful influence on student's learning. Many aspects of the culture and identity of each individual in the learning and achievement of his self-concept affects the system of beliefs, values, attitudes, expectations, social relations, the language which they used and the other person's behavior becomes effective(Javadi, 2000).

Multicultural issues and family status, as stipulated in the upstream of documents such as the constitution and the visions of Iran in 1404 have been considered. The system of public education and higher education curriculum models and theoretical principles of the lack of clarity in this regard (multicultural curriculum) are excluded. In Research (Iraqiya, 2009) under the theme of " Consolidation is strategy to plan a cultural "admits that in the current curriculum as a discipline in which language is used, including different languages and discourses are used, one of the issues is cultureless and racial discrimination in the field of education and curriculum. and also concluded that on the one hand due to the hidden curriculum of higher education of ethnic and multicultural policy in Iran, there is not appropriate model and strategy in the field of multicultural curriculum, on the other hand, applying research results about the proposed model is suitable for Multicultural and Ethnic Politics is in the aura of ambiguity and uncertainty.

Asgari, in an article titled "multicultural curriculum in the educational system in Canada: identifying theory " emphasizes on the urgency and importance of being multicultural curriculum in the multicultural communities. He recognize the identification of Charles Taylor's theory as an idea of focusing on such communities, And believes that students of all racial, sexual, ethnic, class and should be recognized, Because students in public schools because of their own individuality, And their difference from others are known needy So as not to be ignored by the majority group's identity (Asgari, 2008).

(Soltani, 2009) in his master's thesis entitled "Multicultural education in teacher training centers in Sanandaj, from the perspective of students," writes data results suggest that multicultural education of students in training centers are not in the proper place. Teachers in the teacher training institutions in their training on multicultural education concepts and issues have received little attention. Content analysis of textbooks, teacher training centers also specifies that much attention to the concepts of multicultural education in curriculum content, teacher training centers is not over.

(Sohrabi Rnany, et.al, 2011(study the role of cultural diversity management skills of managers in promoting student's participation, The results indicate that the leadership skills to manage diversity in the schools that are to a greater extent, Not only the participation of all students, including the Persian and Non-Persian, Muslim and non-Muslim, has been increased, but religious minorities' participation also faced increasing.

(Sadeqy, 2012), in a study entitled, "explains the features of multicultural curriculum development and the need to examine the challenges and provide strategies," states that: From four perspectives need Multicultural Curriculum Development (from the educational, psychological, age requirements, rules Upstream) orientation multicultural curriculum needs of today's society is inevitable, And diversity in education on the basis of ethnicity and culture, authority and not a luxury ,but in a country like Iran ,it is essential for the survival of excellence People which are trained , not only culture but also to appreciate other cultures and respect the value of other culture "

(D) Globalization & training requirements resulting from it

One of the significant impacts of contemporary developments in the areas of economic, social and cultural rights, and put in place, this issue, is globalization. Globalization in various aspects of education is faced with serious challenges and changes, so that today the goals, contents, methods and types of educational relations are affected by this phenomenon and it has been inevitable. The relationship between educational systems and curriculum development specialists in different countries, different approaches have been taken to develop its curriculum content. In order to preserve their traditional values and characteristics of the process of globalization has benefited from this state. It has been proven that the educational system needs to have a dynamic, efficient and of course comply with the new requirements needed today more than ever.

Robertson has a culture-centered attitude to globalization (Robertson, 2003). Globalization processes also increased the movement of people across national boundaries and put phenomena of cultural pluralism in the forefront of political and social issues. Therefore, integration to model of multiculturalism and respect for minority rights is an issue which is in recent years in Western societies and political literature widely discussed and criticized (Rezanezhad Jolaey, 2010). Iran's educational system synchronous with other educational systems in the world are exposed to the globalization process and hence should try to use the opportunities that globalization offers the educational community, and measures to reduce the negative effects of its scrap. To preserve their cultural heritage and native characteristics, individual characteristics, as well as students grow and at the same time enable them to know the world and other cultures.

(E) The necessity of multicultural education in terms of scientific perspective

The impact of culture and native language-as one of the distinctive aspects of culture-on child is natural and makes his own perception of the world. According to (Javadi 2000), Edward Hall (1976) believes that the culture and language of each child is caused special perception in him and this perception, in turn, led to the emergence of different patterns of thinking, different learning styles and differences in people's behavior. Therefore, the success or failure of each student, over that aspect of a person, goes back to his particular language and culture. Many experts have considered training as a field advantage which has been formed in the social and cultural context of society and impact mutually on it (Sadeqy, 2012).

Vygotsky also admits, there are always aspects of cultural, historical and social in development are very important and he believes the origin of the human psyche, society, According to Jenvagy, multicultural education is a fundamental solution to eliminate gaps and preparation of various racial and ethnic groups to live in a democratic society, Students need to know that there are different cultures and different ethnicities how the economic, political and social foundations have role in society and contribute to their personal life (Gay, 2007).

(F) The need for training familiar teacher with the educational system of Multicultural Education (Multicultural Education, neglected specialty of teachers)

The quality of teacher training and qualifications and skills is granted to educational officers in this system of education, Will determine what kind of policies and programs that can be adopted Or to what extent it is possible to change the traditional strategies and promising this approach (Mehr Mohammadi, 2000). Educational and training programs for teachers must learn strategies to teachers that expresses historical role of all nations and all people in sublimation of country, and restraint and refrain of analyzing other cultures in the dominant culture. Teacher training programs, especially resources, materials, manpower and knowledge base of multicultural education must provide the knowledge, which serves the needs of all students in multicultural Education, and the students live in a society that has multiple cultures. In addition, to gain a deeper understanding of cultural groups and, recognize, in particular, cultural groups within the country. They must understand their heritage and their value (Javadi, 2000). necessity of teacher's training to accept and even appreciate the importance of cultural diversity is evident, And teacher training and planning should be organized so that should answer the needs of all children as part of a diverse community today, Teacher education programs play an important role in shaping the attitudes and beliefs about the future teachers of these centers in the preparation of teachers of this type, a heavy responsibility to bear; Teachers who have the necessary skills to work with different cultural groups and to understand the importance of culture in the teaching-learning process.

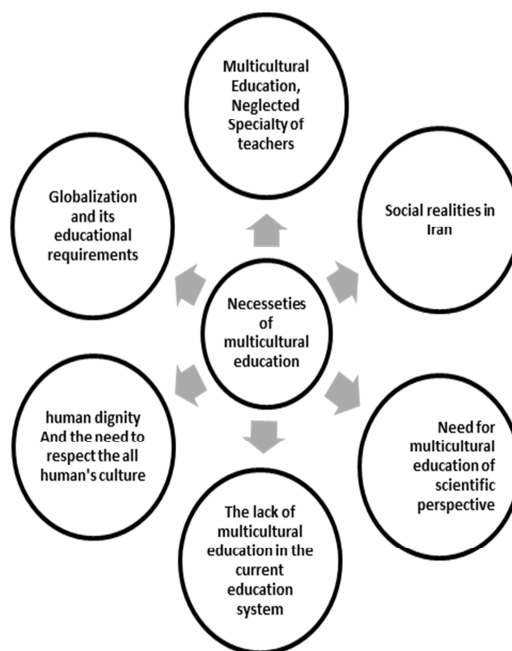


Figure 2- Necessities of multicultural education

Question 3: elements & components of multicultural education

To answer the third question, after reading the paper and available digital resources for content analysis, sentences, and paragraphs related to the research questions were obtained from the survey, then ,paragraph's concepts were coded and classified, and pulled out in the categories and 55 multicultural education components were obtained. Training children to develop a positive attitude and acceptance of differences between people of different cultures, multicultural education programs are the philosophical foundation. Today, theorists speak a new approach to learning where cultural diversity is acknowledged and supported through the Multicultural Education.

Curriculum elements	Multicultural curriculum components
Foundations(basics)	1- Acceptance of ethnic, environmental diversity in multicultural education 5. Being process of multicultural education 6. Being social movement of Multicultural education 11. To respect and having positive attitude to different cultures through multicultural education 12. To respect for the language, religion and customs, cultural values of themselves and others with the help of Multicultural Education 17. Be responsive to ethnic identity, language and culture of multicultural education 20. Acceptance of diversity of views, ideas and values of multicultural education 22. Support multi-cultural education of native language training 31. The environmental impact of culture on individuals and the groups 46. The rights of citizens with multicultural education 47. the need to transition to a decentralized system of education in multicultural education 49. Multicultural Education Teaching for Social Justice 50. Respect for human dignity and worth of Multicultural Education
Goals(objectives)	7. Supporting of Multicultural Education from democratic skills & requirements 8 - feeling of security caused by the adoption of multicultural education 9. The usefulness of multicultural education for all groups 13. Ethnic and cultural literacy development 14. Strengthening cultural communication by Multicultural Education in the Global Age 23. Supporting multi-cultural education from preservation and transmission of cultural and ethnic heritage 27. promoting and understanding interaction between cultures and ethnic groups in multicultural education 28. increase philosophical primary skills (individual tolerance, tolerance, empathy,

	trust, etc.) between the tribes and races through multicultural education 29. multicultural life skills training to individuals 30. The people with responsibility for multicultural education 32. The coexistence of cultures, religions and ethnicities with multicultural education 33. The anti-racism education and reduce conflicts and tensions, racial, cultural, ethnic and multi-cultural education 34. Educational Equity and Multicultural Education 35. respect to human dignity and Multicultural Education 36. The rejection of absolutism and relativism acceptance of cultures with the help of Multicultural Education 40. Thinking Skills development 42. unity in diversity and diversity in unity in multicultural education 44. Strengthening social cohesion and solidarity with the help of Multicultural Education 45-informing child of other cultures and ways of life with education and multicultural societies 48. Creating a critical eye and the spirit of inquiry in a multicultural education 51. The personal growth and development 52. The clarity of vision and values 53. multicultural social competence 54. The experience and expertise in basic skills 55. empowerment for social reform
content	2-attention to the subculture in preparing content 3. designing Forum, text and context of race in education (as a Content) 10. cover all academic courses with multicultural education 16. The content of multicultural education, reflecting the cultural and linguistic needs and interests of all students 18. school oriented multicultural education 19. The flexibility and variety of courses and content and training programs in multicultural education 26. reflecting the diversity of ethnic, racial, environmental, religious curricula 38. Focus on multidisciplinary and consolidated subjects in multi-cultural education
Methods of teaching - learning	15. attention to the different learning styles and attitudes of the world 21. The interaction of culture and learning on the other Empathy 24. revision of teachers' attitudes toward multicultural education 25 teacher's participation in the designing and producing process and implementation of the curriculum 37. promote educational quality by multicultural education help 39. The use of ethnographic studies of people in multicultural education 41. The variety of teaching methods in multicultural education 43. Increasing the participation of parents and students in multicultural education
Evaluation	4. The diversity of evaluation methods in multicultural education

Conclusion

Bilateral relationship and impression between culture and education always has been interest of researchers. This means that on the one hand, culture is the products of generations have and the training processes by means of the values and norms (the culture) have in a society. Due to the breadth of the concept of culture on the one hand and the impression of the culture and curriculum on the other hand, this approach in the education system, which is responsible for the task of socialization and transmission of values and culture, should not be overlooked to its importance in the educational system. This approach rejected issues such as racism and other forms of discrimination in society and the educational environment considered attention to the diversity of ethnic, racial and cultural rights. In this paper, we investigate the meaning of multicultural education, with regard to the issues raised in theoretical research and summarize the discussions and related records, and based on the results and findings of research to the first question, we can acknowledged that culture and a lot of its advantages in recent years in some countries has been taken into consideration. Multicultural education is the kind of training that has explicit and implicit references and implications for the education of persons with different nationality, class, religion, and gender and races. And takes place due to grow and develop capabilities in multi-cultural societies, in addition to equal educational opportunities designed, taking into consideration the specific needs of culturally

diverse groups and educational justice, the ability to live a peaceful and democratic provides Multicultural Education, an educational approach that seeks to appreciate cultural pluralism, And counted important and valued training needs of a society that has more than a certain traditions and is a mix of many cultures. This approach is beneficial to society through educational systems, cultural pluralism in order to promote & to expand the culture of the individual.

Need to learn & respect for cultural diversity competencies required by students is evident, and they must learn to live effectively in this area. multicultural education as a necessary address the concerns of ethnic-cultural and the government, it seems that this model can, in terms of educational, cultural, social, efficiency necessary need in multicultural societies is vital. It seems that it was inevitable in developed societies which are multicultural and multi-ethnic-cultural communities in developing, designing and trying to find a solution to the problem of different ethno-cultural of the contemporary world, cultural and other features policies matched And according to the relative success of multiculturalism in comparison with other models in the provision of social and national cohesion And its success in responding to the concerns of ethnic-cultural and public, It seems that this model can be used in the fields of education, culture, social efficiency which are required. Multicultural education, according to historical backgrounds and future challenges in the field of ethnic, capabilities and features to provide decent social cohesion and national integration in today's multicultural upbringing provided but so far, only the programs that are absent or empty different levels of planning, implementation and experience remains. It provides training opportunities, cultures and languages of ethnic minorities along with the official language, from schools to universities, to provide enhanced facilities for publishing and literature, music, art and culture of ethnic minorities and promote cultural exchanges and cultural interactions through press and media as well as provide support in the form of books, newspapers and television and radio stations associated with the culture, language, religion and ethnicity, including measures that a multicultural policy approach is needed. Accordingly, it can be said that a multicultural curriculum, by reason of factors mentioned in the article are required for the country's education system. In this study, formulation and implementation of multicultural education needs were identified, the results of which are acknowledged, due to the importance of multicultural education systems in the world, today, and take attention of educational systems to this style of education, need to develop a multicultural curriculum in the educational system is indispensable. The main reasoning emphasize that multicultural education is necessary for its implementation, including a multicultural society characterized by the existence of different races, different cultures and different languages as an example of a multicultural society (reality in society of Iran), respecting to culture and preserving the dignity of all human beings, their dignity, globalization, educational requirements arising from the successful experiences of countries that have an educational approach are the lack of multicultural Education of educational system in Iran. It is acknowledged that the reasons given to multicultural education, more and more is necessary, therefore, to define and explain the multicultural curriculum is a fundamental necessity. The findings of the second research question, is consistent with the findings of (Salehi Amiri, 2004; (Askarian, 2006); (Taqy Lu 2007 (Khosravi, 2008).); (Iraqiya, 2009); (Sadeqy, 2012). Identify the components and elements of multicultural education is difficult because of the variety of definitions of it. But the study of the theoretical foundations of the research conducted to answer the third research question; the components of multicultural education in the curricula were five elements (1. Basics 2. Objectives 3. Content 4. Methods of teaching and learning, 5 - Evaluation) which are 55 components, so they were identified & introduced. The results of present study is consistent with the findings of studies (Gay, 2000); (Hakimzadeh.et.al, 2007); Sadeqy 2011 respectively identified 7, 5 and 10 components). But most of the factors also introduced in previous investigations were in the principles and objectives and identifying the components of the content and methods of teaching - learning were neglected, But this study has identified the components in section of the content and methods of teaching - learning and also has introduced the components.

Research Suggestions

In this section with respect to the results and findings, recommendations and suggestions regarding multicultural education is presented.

1. Due to existing different ethnic groups and languages in Iran and the need to prevent identity crises and conflicts, The education system should move towards cultural diversity and little work has been done in relation to compensate this low work.
2. The course material as multicultural education with a combination of national and ethnic cultures and education programs shall be programmed.
3. in the provision of textbooks in education, multicultural education components which are identified in this study, to be respected.
- 4- Textbooks instead of traditional patterns of cultural assimilation, model citizen multicultural education as its prerequisite are active citizenship and by analyzing critical thinking have to be presented to students.
- 5- Conducting a research in this case that, primarily textbooks should be composed of what materials, and each

of these topics should have allocated what contribution to itself.

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