



## Comparison of German Sachunterricht and Turkish Life Studies Courses Curricula in the Context of Multicultural Education \*

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### ABSTRACT

This study aims to examine the German (Bavaria) Sachunterricht and Turkish Life studies curricula in terms of multicultural education. For this purpose, the study was carried out with document analysis, one of the qualitative research methods. The data set of the research is the Sachunterricht course (1/2 and 3/4 grade) curriculum in the Bavarian state of Germany and the Turkish Life studies (1,2 and 3rd grade) curriculum. The data sources of the research were obtained from the official websites of the education ministries of the relevant countries. Descriptive analysis, one of the qualitative research data analysis methods, was used in the data analysis of the research. The results of the research are as follows; Outcomes related to multicultural education in Turkish Life studies curriculum (n=15); Germany (Bavaria) Sachunterricht curriculum has multicultural education outcomes (n=17). In terms of multicultural education, although the outcomes of both countries are quantitatively different, it has been observed that they are distributed into similar units. It has been observed that the outcomes of multicultural education in the life studies curriculum of both countries are concentrated in the units where the students gain citizenship awareness and socialize. However, it has been concluded that the multicultural education outcomes of the relevant course curricula of both countries have the content of "behavior and value, democratic participation, cultural literacy". It has been observed that the multicultural education outcomes with the content of "cultural literacy" in the German Sachunterricht curriculum are quantitatively less than the Turkish life studies curriculum.

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## Almanya Sachununterricht ve Türkiye Hayat Bilgisi Dersi Öğretim Programlarının Çokkültürlü Eğitim Bağlamında Karşılaştırılması\*

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### ÖZET

Bu çalışma, Almanya (Bavyera) Sachununterricht ve Türkiye Hayat bilgisi öğretim programlarının çokkültürlü eğitim açısından incelemeyi amaçlamaktadır. Bu amaçla çalışma nitel araştırma yöntemlerinden doküman incelemesi ile gerçekleştirilmiştir. Araştırmanın veri seti, Almanya'nın Bavyera eyaleti Sachununterricht dersi (1/2 ve 3/4. sınıf) müfredatı ile Türkiye Hayat bilgisi (1,2 ve 3. sınıf) müfredatıdır. Araştırmanın veri kaynaklarına ilgili ülkelerin eğitim bakanlıklarının resmi internet sitelerinden ulaşılmıştır. Araştırmanın veri analizinde nitel araştırma veri analiz yöntemlerinden betimsel analiz kullanılmıştır. Araştırmanın sonuçları şu şekildedir; Türkiye Hayat bilgisi öğretim programında çokkültürlü eğitime ilişkin 15 kazanım yer alırken Almanya (Bavyera) Sachununterricht öğretim programında 17 kazanım yer almaktadır.) Çokkültürlü eğitim açısından her iki ülkenin kazanımları niceliksel olarak farklı olmakla birlikte benzer ünitelere dağıldığı gözlemlenmiştir. Her iki ülkenin hayat bilgisi öğretim programında çokkültür eğitime ilişkin kazanımların öğrencilerin vatandaşlık bilinci kazandığı ve toplumsallaştığı ünitelerde yoğunlaştığı görülmüştür. Bununla birlikte her iki ülkenin ilgili ders müfredatının çokkültürlü eğitim kazanımlarının “davranış ve değer, demokratik katılım, kültürel okuryazarlık” içeriğine sahip olduğu sonucuna varılmıştır. Almanya Sachununterricht dersi müfredatında yer alan “kültürel okuryazarlık” içerikli çokkültürlü eğitim kazanımlarının Türkiye hayat bilgisi müfredatına göre niceliksel olarak daha az olduğu görülmüştür.

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## Introduction

Diversity in the social structure has increased with the effect of wars, migrations, technological developments and globalization in the world. This mobility has led to the diversification of culture, language and value structures in the society. In this direction, diversity has emerged in the culture that gathers individuals under the umbrella of common language, religion, values and beliefs as a social output and transfers it from generation to generation. In this context, the concept of multiculturalism emerged, which can be defined as the ideas and beliefs that the pluralist social structure uses to understand their own lives and introduce them to the world (Parekh, 2001). Doytcheva (2009) defined multiculturalism as the whole of political, intellectual and experiences and stated that democratic societies can help individuals develop their own characteristics and differences and transfer them to others. Kymlicka (2015) multiculturalism is the common social life style of sub-communities with different ethnic groups, languages and cultural backgrounds in a community (as cited in Akdağ, 2020, p.934). The common point in all definitions of multiculturalism is to underline different ethnic groups, cultures and languages. In the historical process, in the early 1970s, multiculturalism began to be expressed as cultural difference and diversity in the American and Canadian countries where immigrants were concentrated (Doytcheva, 2009). However, the rapid increase in the number of countries receiving immigration and the diversity of languages, religions, cultures and races that emerged in the society due to immigration made it necessary for multiculturalism to become a social system. In order for these differences to gain equality, it was necessary to reflect multiculturalism in education and to support multicultural education (Banks, 2006).

Multiculturalism is also an important component in comparative education studies. As a matter of fact, comparative education studies take into account the cultural context. Comparative education, which does not limit education to a local context but examines it globally, tries to formulate education with a global perspective as in multicultural education. It can be stated that the historical context is also an important factor in multicultural education. In the first stage, the dominant culture is more common than the minority or immigrant cultures, while in the last stage, the dominant multiculturalism understanding has disappeared and every culture has been treated equally in the society. In this respect, it is important to examine the education of the country's immigrant and minority culture in both comparative education and multicultural education.

In addition, the rapid progress of technology, developments in the field of industry, migration and wars have increased the impact of globalization and multicultural education has become a necessity on the basis of a democratic society in order to create social harmony and order. While the aims of multicultural education may be shaped in line with the needs of every society, the goals may be expressed in general with the following clusters: (Gay, 1994)



Figure 1. Goals Sets for Multicultural Education (Gay, 1994)

As seen in Figure 1, "ethnic and cultural literacy", which is the first of the target clusters of multicultural education means the main purpose of multicultural education is to explain the critical events in the historical background of pluralist or minority groups in a clear, objective, comprehensive and respectful manner. The aim here is to respect the existence of different societies or ethnic groups and to create awareness that differences create cultural richness. The second target group is "personal development" which means through multicultural education, the main goal of educators is to help the effort to bring the student to the highest level. As part of this psychological dimension, it may be expressed as follows; students could enrich themselves in terms of cultural differences in the society they live in, respect these differences, and children from different ethnic groups can develop a positive self-concept of themselves, in this way, a group that is culturally and intellectually rich, respectful to others, self-confident, academically and socially supportive of each other is formed in a pluralistic society. The third target cluster is "disclosure of behavior and values" which means centering on the universal values of equality, justice, and respect for human beings, multicultural education eliminates prejudice and negative thought and behavior patterns against differences between people, and encourages harmonious living together. The fourth target cluster is "multicultural social competence" refers to multicultural education teaching to look at events from the perspective of different groups in society and to empathize. In this sense, multicultural education supports different perspectives and evaluation of social life from different perspectives. Fifth target is "basic skill proficiency"; Multicultural education aims to increase the academic success of various ethnic groups by supporting the development of basic skills such as critical thinking, problem-solving skills, and literacy. The sixth goal is "equality and excellence in education"; This target set aims to provide equal public education opportunities to communities with different ethnic and linguistic groups. The last set of targets is "personal empowerment for social reform", in which multicultural education focuses on social structure, all groups apply what they have learned in education in social life, internalize what has been learned, cooperate socially and provide social change. When the target clusters of multicultural education are examined, it is clear that the focus is harmony in different groups and social structures, and living in an equal, fair, and respectful way. For this reason, the goals of multicultural education should be reflected in the curriculum of the lessons

starting from the basic education period when the child socializes and becomes socialized. In this respect, it is important to examine how multicultural education is included in the curriculum of the courses that can guide children at the basic education level to know themselves and the social environment and live in harmony with society.

The Life Studies course, which is the basis of the collective education system in basic education, is one of these courses. In this course, children begin to get to know their immediate environment, social life, and order, the world, and develop their skills by integrating with values (MEB, 2018). Life Studies course is a basic course in which the child learns social life, diversity and rules before the Social Studies course, where the child gains social identity. Children who know themselves and society in the Life Science lesson, which is a life lesson, become aware of the difference and cultural diversity in society. It is important to examine how multicultural education is included in the outcomes of this course, where the child is aware of himself and the social structure, and to compare this lesson with the outcomes of the countries where this course is taught as an equivalent, in terms of enriching the curriculum with similar and different applications in terms of multiculturalism.

When the literature studies are examined, studies on multicultural education in the international literature (Abdullah & Abdullah, 2018; Akçaoğlu & Arsal, 2021; Aslan, 2019; Arphattananon, 2020; Debbag & Fidan, 2020; Dwiningrum et al., 2021; Doucette, 2021; Gezer, 2018; Kim, 2020; Karacabey et al., 2018; Köker & Erdoğan, 2020; Kuppens, 2020; Shen, 2019; Layfield, 2021; Lawyer, 2018; Liu et al., 2020; Olur & Oğuz, 2019; Yang, 2021; Young, 2020; Young & Mindrila, 2020; Janakiraman et al., 2019; Zammit, 2021). Studies in the national literature (Acar & Aydın, 2014; Açıkalın, 2010; Arslan, 2016; Akhan & Yalçın, 2016; Çağrır et al., 2014; Coşkun, 2012; Demir & Çağrır, 2013; Gürel, 2013; Karadağ & Özden, 2020 ; Koçak & Özdemir, 2015; Polat & Akcan, 2017; Polat & Kılıç, 2013; Polat, 2009; Ünlü & Örtten, 2013; Özdemir & Dil, 2013); studies examining curriculums in terms of multiculturalism (Beldağ & Teymur, 2018; Keskin & Yaman, 2014; Taş, 2019; Seban & Uyanık, 2016; Öteleş, 2020); There are studies (Akar & Keyvanoğlu, 2009; Bakır & Akcan, 2021) in which Life Studies curricula and textbooks are examined in terms of multiculturalism.

When the literature studies by the researcher are examined, it is seen that the number of studies conducted with multicultural education in the Life Studies course is limited and there is no study in which the Life Studies curriculum of different countries is compared in terms of multicultural education. Based on this result, this study may firstly increase the number of studies on the multicultural education concept in the Life Studies course in the literature. Secondly, it is hoped that the teaching of Sachunterricht at primary school (Grundschule) level in the Federal Republic of Germany as an equivalent course to the Life Studies course, and a comparative analysis of the Life Studies curriculum of both countries in terms of multicultural education will be important and contribute to the literature.

Based on these considerations, the main purpose of this research, the outcomes of Sachunterricht curriculum taught at the primary school (Grundschule) level of the Federal Republic of Germany (Bavaria) and Turkish Life Studies curriculum are comparatively examined in terms of multicultural education. Based on this purpose, the problem statement of the research is: What are the similarities and differences between the multicultural outcomes

in the Turkish Life Studies course curriculum and the German Sachunterricht course curriculum? In line with this main purpose, the sub-purposes of the study are as follows:

1. How is multicultural education included in the outcomes of the German Sachunterricht course curriculum?
2. How is multicultural education included in the outcomes of the Turkish Life Studies course curriculum?
3. What are the similarities and differences of multicultural education in the outcomes of German Sachunterricht and Turkey Life Studies courses curriculum?

### **Method**

This qualitative research was conducted according to document analysis, which is one of the qualitative research methods, because the aim was to examine multicultural education in the curriculum of both countries. Document review is collecting, reviewing, querying and analyzing various forms of written text as a primary source of research data (O'Leary, 2017). The stages of document analysis can be expressed in the following stages:

- (1) finding suitable documents
- (2) checking the originality of documents,
- (3) creating a system of coding and cataloging
- (4) perform data analysis (do content analysis).

In the first stage, the current education programs of both countries were accessed from the official websites of the Ministry of Education. In the second stage, the originality and up-to-dateness of the documents were checked. In the third and fourth stages, a categorical classification was made on the basis of the classification that includes the goals of multicultural education created by Gay (1994) and which multicultural education goals could be included in the outcomes. In the fourth stage, the findings are reported.

### **Data Sources**

The data sources of the research are German (Bavaria) Sachunterrichtcourse 1 / 2 and 3 / 4th-grade curriculum and Turkish Life Studies course 1 / 2 and 3rd-grade curriculum. Purposive sampling was used in the selection of the data sources of the study and the following criteria were taken into account.

- Teaching the Sachunterricht course as an equivalent course to the Turkish Life Studies course,
- The fact that the number of people migrating from Turkey to Germany is higher than other countries in the historical process,
- Another criterion is the thought that the curricula of the states with an increased

number of immigrants can offer rich content for analysis in terms of multiculturalism. Due to the increase in the number of immigrants in the state of Bavaria as of 2019 (Federal Statistical Office of Germany [Destatis], 2020), the state of Bavaria was preferred as the data source for the study.

### **Data Collection Process**

The data sources of the research were obtained from the official websites of the education ministries of the relevant countries. German (Bavaria) Sachunterricht course curriculum was accessed from the Bayern State Ministry of National Education and Culture (Bayerisches Staatsministerium für Unterricht und Kultus) and the Turkish Life Studies curriculum was reached from the official websites of the Turkish Ministry of National Education (MEB). The original and current versions of the documents have been checked. Then, the German (Bayern) Sachunterricht curriculum was translated into Turkish by the researcher whose second foreign language was German.

### **Data Analysis**

One of the qualitative research data analysis methods used in the research was descriptive analysis. In descriptive analysis, the data are summarized and interpreted according to the predetermined themes. The purpose of descriptive analysis is to present the findings to the reader in an organized and interpreted form. (Yıldırım & Şimşek, 2013). In this direction, the data analysis process of the research includes the following processes, taking into account the following issues;

First of all, the outcomes in the German (Bavarian) Sachunterricht curriculum were examined in detail. As analyzing the outcomes, the multicultural education classification created by Gay (1994) was taken as the basis. As a result of the examination, the outcomes related to multicultural education were transferred to the "objective table of multicultural education" in the MS Excel program. Then, the outcomes of multicultural education were re-examined and classified according to the sub-categories of "democratic participation, behavior and values, ethnic and cultural literacy, social reform empowerment, equality and basic skills". For instance, the outcomes "They think about their rights and duties in society, they take responsibility in the classroom and at school" (BSfUK, 2016) were examined. It was thought that this outcome is related to the students' awareness of their rights in social life and to the learning area of "democracy and society". Therefore, this outcome was included the democracy and value aspects of multicultural education and placed in the "behavior and value" category in the table. After the analyzes were completed with the German (Bavaria) Sachunterricht curriculum, the same process was carried out for the outcomes of the Turkish Life Studies course curriculum.

### **Ethics Committee Permission**

Ethics committee approval is not required since the study was analyzed with qualitative method and document review technique.

### **Validity and Reliability**

The methods used in qualitative research are specific to understanding people and the world. In other words, qualitative studies are not empirical studies like quantitative studies (Brink, 1991). In this respect, trustworthiness of qualitative research should be mentioned rather than validity in qualitative research (Guba & Lincoln, 1982). One of the ways to increase reliability in qualitative research is the "intercoder reliability" method, which reveals the credibility of the research. In this study, Miles and Huberman's (1994) intercoder reliability formula was used. A classroom teacher and a social studies teacher were assisted in calculating the reliability of the research. The consistency of the analysis between the researcher and the coders was calculated according to the formula "Reliability = Number of Agreements / Number of Agreements + Number of Disagreements". According to Miles and Huberman (1994), a reliability result of 0.70 and above indicates that the research is reliable. In this research, the coder reliability between researchers and experts was 0.91. Accordingly, it can be stated that this research is reliable.

## **Results**

### **Multicultural Education in German (Bavaria) Sachunterricht Course Curriculum Outcomes**

As a result of the analysis of the data obtained, the number of outcomes related to multicultural education in Sachunterricht course curriculum is presented in Table 1.

Table 1. Distribution of Outcomes related to Multicultural Education in German (Bavaria) Sachunterricht Course 1 / 2 and 3 / 4 Grade Curriculum (BSfUK, 2016)

Unit	Grade	Themes	Outcomes related to multicultural education	n
Democracy and Society	1-2 grade	1.1 Living together in family, school and community	<p>Student use compromise to resolve conflicts and problems.</p> <p>They put themselves in foreign roles and positions and perceive a situation from different angles.</p> <p>Explains the importance of duties and rules in the community and decision-making processes, helps to shape them and observes them.</p> <p>Indicates the interests and needs of others as well as themselves and takes these into account when living together in the classroom</p> <p>Explains the importance of reference persons (especially parents and siblings) for children's lives and respects different living conditions and family styles</p>	5
	1-2 grade	1.2 Life in the Media and Consumer society	They distinguish between needs and desires and defines the needs of individuals and groups.	1
Body and Health		2.2 Emotions	Expresses own feelings, needs and interests and allows others to share them.	1
Nature and En.	1-2 grade	-	-	
Time and Change	1-2 grade	4.2. Continuity and change	Explains changes and continuities in the living environment using an example from their field of experience (eg immigration).	1
Democracy and Society	3-4 grade	1.1 Living together in family, school and community	<p>They reflect on their rights and duties in society and take responsibility in the classroom and at school.</p> <p>Applies democratic principles in decision-making processes in their environment (for example, when choosing class representatives).</p> <p>Students defines their tasks and offices in the municipality and describes the features of democratic decision-making and decision-making processes (for example, in elections to city council or city council).</p> <p>Understand the perspectives and needs of different interest groups and weigh possible alternatives when making political decisions (for example, to build a playground).</p> <p>Describes the importance of children's rights and reflects on their applications in their environment.</p> <p>They question role stereotypes for girls and boys and acknowledges the diverse interests, strengths and options of action of all children.</p> <p>Compares cultural similarities and differences in daily habits and customs and shows interest and openness to other cultures.</p>	7

Table 1. Continued

Unit	Grade	Themes	Outcomes related to multicultural education	n
Body and Health	3-4 grade	2.1 Body and development	Respects physical limits in others and pushes their own.	1
		2.2 Emotions and well-being	They question the ideals of beauty and body image and also considers the difference between self-perception and the perception of others in terms of possible disability.	1
Total				17

As shown in Table 1, in the 1st / 2nd grade outcomes of the German Sachunterricht course, there are (n=5) outcomes related to multicultural education in the Democracy and Society unit. Also, it is seen that there are (n=1) outcomes related to multicultural education belonging to the theme named "1.2 Life in the Media and Consumption Society". In the "Body and Health" unit, there are (n=1) outcomes for each of the themes of "body and development, emotions and well-being". In the unit of "Time and Change", the objective (n=1) belonging to the theme of "continuity and change" is the relationship with multicultural education. There is no outcomes related to multicultural education in the 1 / 2nd grade "Nature and Environment" unit.

It is seen that the (n=7) outcomes of the theme of "1.1 Living together in family, school and society" in the "Democracy and Society" unit at the 3rd / 4th grade level is related to multicultural education. In the "Body and Health" unit, the (n=1) outcomes belonging to the themes "2.1 body and development and 2.2 emotions and well-being" are related to multicultural education. Therefore, the total (n=17) outcomes in Germany (Bayern) Sachunterricht lesson 1 / 2 / 3 / 4th grade are related to multicultural education.

It is seen that the outcomes related to multicultural education in the German Sachunterricht course are included in the units where the child socializes and gains basic citizenship skills.

### **Multicultural Education in Turkish Life Studies Course Curriculum Outcomes**

As a result of the analysis of the data obtained, the number of outcomes related to multicultural education in the Turkish Life Studies curriculum is presented in Table 2.

Table 2. Distribution of Outcomes related to Multicultural Education in Turkish Life Studies 1 / 2 and 3 Grade Curriculum (MEB, 2018).

Unite	Grade			Outcomes related to multicultural education	n
	1	2	3		
Life in Our School	x	x	x	LS.1.1.2. Distinguish the similarities and differences between himself and his peers. LS.1.1.11. Participates in the process of determining the classroom rules. LS.2.1.2. Respects individual differences. LS.2.1.4. Participates in decision-making processes on classroom issues. LS.3.1.2. Student realize how their behavior affects themselves and their friends. LS.3.1.4. Comprehends the points to be considered in the friendship process. LS.3.1.7. Will be willing to participate in activities related to social assistance and solidarity at school. LS.3.1.8. Expresses their wishes and needs regarding the school in a democratic way in the school environment	8
Life in Our House		x	x	LS.2.2.5. Participates in family decision-making processes. LS.3.2.1. Compares the childhood characteristics of family elders with the characteristics of their own childhood.	2
Healthy life	-	-	-	-	-
Safe Life	-	-	-	-	-
Life in Our Country	x	x	x	LS.1.5.2. Recognizes historical, natural and touristic places in the immediate surroundings. LS.1.5.4. In our country, he realizes that he lives together with people from different cultures. LS.2.5.6. Researches the cultural heritage items in the immediate environment. LS.3.5.3. They introduce the characteristics of historical, natural and touristic places in their vicinity. LS.3.5.7. Participates in social responsibility projects for the problems of people from different cultures living in our country.	5
Life in Nature	-	-	-	-	-
Total					15

As shown in Table 2, total (n=8) outcomes at the 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> grades in the unit named "Life in our school" in the Turkish Life Studies curriculum are related to multicultural education. In the unit called "Life in Our Home", there are (n=2) outcomes related to multicultural education at the 2<sup>nd</sup> and 3<sup>rd</sup> grade levels. There is no gain in multicultural education at the 1<sup>st</sup> grade level. In the unit called "Life in Our Country", (n=5) the outcomes of grades 1, 2 and 3 is related to multicultural education. In the units named "Life in Nature", "Healthy Life and Safe Life",

the outcomes of multicultural education is not included.

It is seen that the outcomes related to multicultural education in Turkish Life Science course are concentrated in the units where the child socializes and gains basic citizenship skills.

### Similarities and Differences in the Outcomes of Multicultural Education in German Sachunterricht and Turkey Life Studies Courses Curriculum

As a result of the analysis of the data obtained, the similarities and differences in the outcomes of the German (Bavaria) Sachunterricht and Turkey Life Studies curriculum regarding multicultural education are presented in Figure 2.

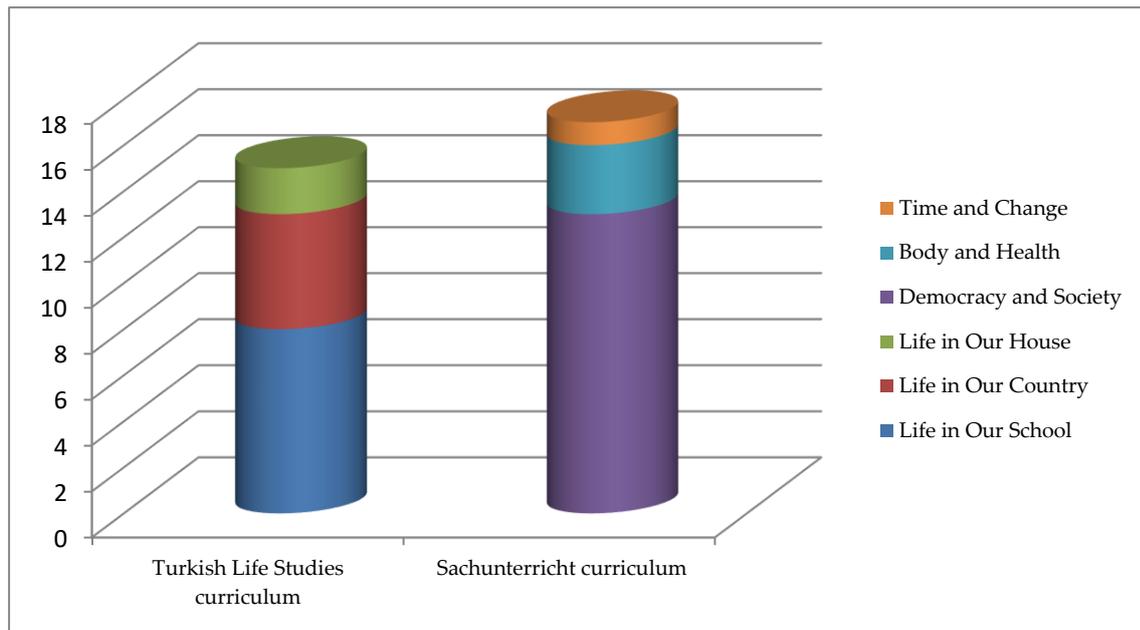


Figure 2. Multicultural Education Outcomes in German Sachunterricht and Turkish Life Studies Courses

As shown in Figure 2, the total number of outcomes related to multicultural education in the Turkish Life Studies curriculum (n=15); The total number of outcomes in the German Sachunterricht course is (n=17). Thus, the first difference between the two countries regarding multicultural education is the difference in the number of outcomes. The outcomes included in multicultural education in the Turkish Life studies curriculum are the units of "life in our school, life in our country and life at home", respectively. In the German Sachunterricht curriculum, it was seen that multicultural education are mostly included in the "democracy and society" unit. Another difference in the case of including multiculturalism education in the life studies curriculum of both countries is that the German Sachunterricht curriculum includes the outcomes of multiculturalism in the Body and Health unit; The fact that the unit of "Healthy Life", which is the equivalent unit in the Turkish Life Sciences course curriculum, does not include an outcome related to multiculturalism. Another difference in the case of including multiculturalism education in the life studies curriculum of both countries is that the German Sachunterricht curriculum includes the outcomes of multiculturalism in the Body and Health unit; The fact that the unit of "Healthy Life", which is the equivalent unit in the Turkish Life Sciences course curriculum, does not include an outcome related to

multiculturalism.

The categorical content differences of the outcomes of multicultural education in both countries are presented in Table 3 and Table 4.

Table 3. The categorical Content of Outcomes Regarding to Multicultural Education in German Sachunterricht Curriculum (BSfUK, 2016)

Outcomes regarding to multicultural education	Categorical content
Student use compromise to resolve conflicts and problems.	Behavior and value
They put themselves in foreign roles and positions and perceive a situation from different angles.	Behavior and value
Explains the importance of duties and rules in the community and decision-making processes, helps to shape them and observes them.	Democratic participation
Indicates the interests and needs of others as well as themselves and takes these into account when living together in the classroom.	Social reform empowerment
Explains the importance of reference persons (especially parents and siblings) for children's lives and respects different living conditions and family styles	Behavior and value
They distinguish between needs and desires and define the needs of individuals and groups	Behavior and value
Expresses own feelings, needs and interests and allows others to share them.	Behavior and value
Explains changes and continuities in the living environment using an example from their field of experience (e.g., immigration).	Ethnic and cultural literacy
They reflect on their rights and duties in society and take responsibility in the classroom and at school.	Behavior and value
Applies democratic principles in decision-making processes in their environment (for example, when choosing class representatives).	Democratic participation
Describes the features of democratic decision-making and decision-making processes (for example, in elections to city council or city council).	Democratic participation
When making political decisions (for example, to build a playground) they understand the perspectives and needs of different interest groups and considers possible alternatives.	Basic skill
Describes the importance of children's rights and reflects on their applications in their environment.	Equality
Student question role stereotypes for girls and boys and acknowledges the diverse interests, strengths and options of action of all children.	Equality
Compares cultural similarities and differences in daily habits and customs and shows interest and openness to other cultures.	Ethnic and cultural literacy
Respects physical limits in others and pushes their own.	Behavior and value
They question the ideals of beauty and body image and also considers the difference between self-perception and the perception of others in terms of possible disability.	Basic skill

According to Table 3, it is seen that 7 of the outcomes related to multicultural education in the German Sachunterricht curriculum are in the content of "behavior and value", (n=3) of them are "democratic participation", (n=2) of them are "basic skills", (n=2) "equality" and (n=2) "ethnic and cultural literacy", and (n=1) of them is in the content of "social reform empowerment".

Table 4. The Categorical Content of Outcomes Regarding to Multicultural Education in Turkish Life Studies Curriculum (MEB, 2018)

Outcomes regarding to multicultural education	Categorical content
LS.1.1.2. Distinguish the similarities and differences between himself and his peers.	Behavior and value
LS.1.1.11. Participates in the process of determining the classroom rules.	Democratic participation
LS.2.1.2. Respects individual differences.	Behavior and value
LS.2.1.4. Participates in decision-making processes on classroom issues.	Democratic participation
LS.3.1.2. Student realize how their behavior affects themselves and their friends.	Behavior and value
LS.3.1.4. Comprehends the points to be considered in the friendship process.	Behavior and value
LS.3.1.7. Will be willing to participate in activities related to social assistance and solidarity at school.	Behavior and value
LS.3.1.8. Expresses their wishes and needs regarding the school in a democratic way in the school environment	Behavior and value
LS.2.2.5. Participates in family decision-making processes.	Democratic participation
LS.3.2.1. Compares the childhood characteristics of family elders with the characteristics of their own childhood	Cultural literacy
LS.1.5.2. Recognizes historical, natural and touristic places in the immediate surroundings.	Cultural literacy
LS.1.5.4. In our country, he realizes that he lives together with people from different cultures.	Cultural literacy
LS.2.5.6. Researches the cultural heritage items in the immediate environment.	Cultural literacy
LS.3.5.3. They introduce the characteristics of historical, natural and touristic places in their vicinity	Cultural literacy
LS.3.5.7. Participates in social responsibility projects for the problems of people from different cultures living in our country.	Social reform empowerment

According to Table 4, it is seen that of the outcomes related to multicultural education in the Turkish Life Studies curriculum are in the content of (n=6) "behavior and value", (n=5) of them are in "cultural literacy", (n=3) of them are in "democratic participation", and (n=1) in the content of "social reform empowerment".

When the contents of the outcomes related to multicultural education in both countries are compared, it is seen that there are similar aspects. In the content of outcomes related to multicultural education in both countries, the outcomes in the "behavior and value" category come first. When the contents of the outcomes related to multicultural education of both countries are compared, it is seen that there are different aspects. It is seen that the content of "cultural literacy" comes in the second place among the outcomes related to multicultural education in the Turkish Life Studies course. In German Sachunterricht course outcomes, it is seen that the content of "democratic participation" comes second. The number of outcomes related to multicultural education with the content of "social reform empowerment" in both countries is 1. While multicultural learning is included in the content of "basic skills and equality" in the German Sachunterricht curriculum, this content is not included in the Turkish life studies curriculum.

### Conclusion and Discussion

In this comparative education research, German (Bavaria) Sachunterricht curriculum and Turkish Life Studies curriculum were examined comparatively in the context of multiculturalism. Based on the findings of the study, the number of outcomes related to multicultural education in German (Bavaria) Sachunterricht course curriculum, which is related to the first sub-purpose of the study, is (n=17) in total and it has been concluded that these outcomes are mostly included in the unit of "democracy and society". Specifically, it may be stated that the German (Bavaria) Sachunterricht curriculum in terms of multicultural education has democratic and value (respecting differences) content. For instance, in the units of democracy and society, the objective of "Compare cultural similarities and differences in daily habits and traditions and shows interest and openness to other cultures" is an interest and respect for differences; the objective of "understand the perspectives and needs of different interest groups and weighs possible alternatives when making political decisions (for example, to build a playground)" means the understanding of democracy; the objective "explain the changes and continuities in the living environment by using an example from their own field of experience (for example, through immigration)" expresses the concept of multiculturalism. This finding of the research coincides with the results of the literature studies (Huang et al., 2017; Zilliacus and Zilliacus, 2017; Hsu and Chepyator-Thomson, 2010; Ütkür- Güllühan and Bekiroğlu, 2021).

It has been concluded that the number of outcomes related to multiculturalism education in Turkish Life Studies curriculum, which is the second sub-objective of the research, is (n= 16), and the most outcomes related to multicultural education are in the unit named "life in our school" and "life in our country". This result of the research indicates that the outcomes related to multiculturalism are focused on units where society and values are transferred to individuals, harmonious and balanced life in social life, citizenship skills and values are gained. In this context, it can be said that the Turkish life studies curriculum includes the multicultural education objectives of the outcomes related to multicultural education.

Also, this finding of the study supports the findings of Cüneyt and Keyvanoğlu (2009) in the study in which they compared the Life Studies curriculum in terms of multiculturalism.

Specific to this finding of the research, it may be said that the multicultural education understanding in the outcomes of the Turkish Life Studies curriculum is in the content of "cultural literacy, respect and responsibility for differences, and democratic process". "LS.2.5.6. They explore the cultural heritage elements in their immediate surroundings." objective of cultural literacy; "LS.2.5.6. They explore the cultural heritage elements in their immediate surroundings." gaining respect for differences; "HB.3.5.7. They participate in social responsibility projects that address the problems of people from different cultures living in our country." outcomes are multicultural outcomes that include the concept of responsibility. In this direction, it may be said that the content of multicultural education is included in the learning outcomes of Turkish Life Sciences, in the outcomes with value content, and in which the child is personally active.

According to the findings of the third sub-objective of the research, what are the similarities and differences regarding multicultural education in the outcomes of the Life Studies course of both countries, it is seen that the first difference is the quantitative difference in the outcomes. A total of 15 outcomes in the Turkish Life Studies curriculum are related to multicultural education, in German Sachunterricht course curriculum is 17. The reason for the quantitative difference in outcomes may be that the curriculum of the German Sachunterricht course consists of 1 / 2 and 3 / 4 grade levels. However, it has been observed that the outcomes in which multicultural education is included in the curriculum of both countries are in similar units. It has been concluded that the multicultural education outcomes in the "Democracy and society" unit of the German Sachunterricht course are similarly included in the outcomes in the units called "Life in our school and Life in our country" in the Turkish Life Studies curriculum.

When the contents of the outcomes related to multicultural education in both countries are compared, it is seen that there are similar and different aspects. Outcomes related to multicultural education, which are in the "behavior and value" category, ranked first in both countries. It has been observed that multicultural educational outcomes with cultural literacy content are more common in the Turkish Life Studies curriculum. There could be several reasons for this situation. The fact that Turkey has a wide historical background as a geopolitical location and this broad culturalism may be a reflection of the course curricula. Germany, on the other hand, is a country that receives more immigrants than Turkey in its historical past and receives more immigrants from Turkey. In this case, it may be said that Germany's multicultural education policy also affected the citizens who immigrated from Turkey. However, considering that multicultural education is consolidated through the policies and strategies of the states, it is an expected result that the reflections of the education policies implemented by both countries on the curriculum are different. The results of this research show that multicultural education outcomes in the life studies curriculum in Germany and Turkey are "universal" despite small quantitative and qualitative differences. It can be said that the outcomes of "equality, respect for differences (value) and democratic participation" in both countries are an indicator of this. The findings obtained as a result of this research are compatible with literature studies (Akhan & Yalçın, 2016; Aslan, 2019; Bakır & Akcan, 2021; Keskin & Yaman, 2014).

Multicultural education is an educational approach intending to promote citizenship rights to

minority groups (Ramsey, 2008). When evaluated in this context, it is seen that multicultural education has a universal point of view and is frequently involved in raising awareness of citizenship rights in social studies-based courses. Results of the research it is seen that multiculturalism is emphasized in the citizenship awareness units of the Turkish life studies curriculum and the German Sachunterricht curriculum. It can be stated that this education is mainly concentrated on the values of equality, respect for differences, and democracy, which are among the universal values. In addition, it has been seen that multiculturalism is shaped in the curriculum of both countries based on raising individuals who are conscious of creating a harmonious, happy, and fair society.

The limitation of this research is the results of the German (Bavaria) state Sachunterricht course curriculum and the outcomes of the Turkish Life Studies curriculum within the framework of multicultural education. Specific to this limitation, the following conclusions were reached with the findings of the study; It may be said that the outcomes of Turkish Life Sciences and German Sachunterricht course include multicultural education at a quantitatively close level and similar unit contents. However, there are differences in the content of multicultural education outcomes of both countries. It has been observed that the multicultural education outcomes of the Turkish Life Studies curriculum include "cultural literacy, democracy, respect for differences and responsibility (behaviour and value) "; the German (Bavaria) Sachunterricht course focuses on multicultural education "interest and respect for differences and democracy". Based on these results and the limitations of the study, the following recommendations may be made; The outcomes with the content of "cultural literacy", which are included in the content of the outcomes related to multicultural education in the Turkish Life Studies curriculum, can be included in the outcomes with the content of multicultural education in the German Sachunterricht course curriculum. However, multicultural education aims to provide children with some skills and values that are necessary for them to live in harmony in any society throughout their lives. In this context, it is recommended to investigate the application dimension of the outcomes of multicultural education contents in future studies in terms of how effective the programs may be in this regard. In addition, it is necessary to make studies on how the outcomes related to multiculturalism are included in the textbooks. Because it can be seen that the general outcomes in the curriculum is presented to the student with a wider perspective with special gains in the textbooks. In this context, examining the units in which the concept of multiculturalism is included in both Turkish and German life studies textbooks will lead to more specific results.

### **Author Contribution Rate**

The author declares that all stages of the study were carried out by her.

### **Conflict of Interest**

The author declares that there is no conflict of interest to disclose.

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