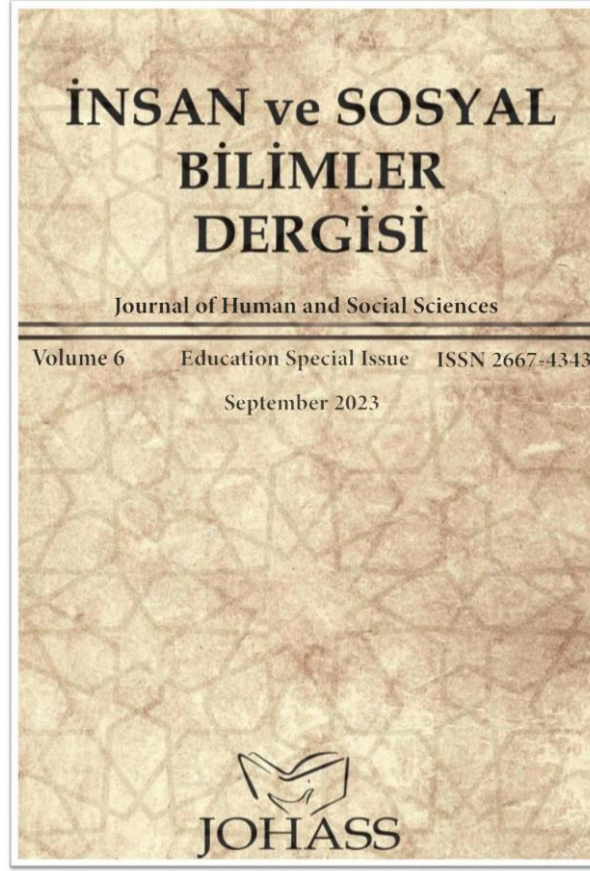


**JOURNAL OF HUMAN AND SOCIAL SCIENCES (JOHASS)**



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**Investigation of the Social Studies Curriculum of Türkiye and Italy in the Context of Citizenship Education: A Comparative Study**

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**Article Type:** Research Article  
Received: 25.08.2023  
Revision received: 18.09.2023  
Accepted: 19.09.2023  
Published online: 28.09.2023

**Citation:** Tokmak, A., San, S., & Kara, İ. (2023). Investigation of the social studies curriculum of Türkiye and Italy in the context of citizenship education: A comparative study. *Journal of Human and Social Sciences*, 6(Education Special Issue), 28-54.

## **Investigation of the Social Studies Curriculum of Türkiye and Italy in the Context of Citizenship Education: A Comparative Study**

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### **Abstract**

This study aims to compare the citizenship education in Italy and Türkiye in terms of knowledge, skills and values. In this context, the secondary school history, geography and citizenship education curriculum taught within the scope of the multidisciplinary social studies approach in Italy and the social studies course curriculum taught in Türkiye were examined. Comparisons were carried out at 4th, 5th, 6th, 7th and 8th grade levels. Content analysis method was used to analyze the data obtained, and the codes emerged as a result of the analyzes were presented in tables. In line with the results obtained, it is seen that Italy and Türkiye give weight to high-level thinking skills similar to the skills education dimension of citizenship education, and the programme being taught in Türkiye is more intense than the Italian curriculum in terms of value dimension; in both countries, diligence, respect, responsibility, patriotism, freedom/independence, solidarity, respect for cultural heritage and sensitivity values were emphasized; in the knowledge dimension, individual, social, cultural, economic, political, legal, historical, religious, professional, scientific, traditional and current issues were emphasized in Türkiye; in Italy, as well as these issues ecological citizenship and the European Union system were discussed. In line with the findings, suggestions were made to expand the scope of citizenship education in Türkiye with the dimensions of knowledge, skills and values, and to explicitly address the targeted skills and values in citizenship education in Italy.

**Keywords:** Citizenship education, social studies, Italy, Türkiye, comparative study

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### **Research Article**

*Received: 25.08.2023*

*Revision received:  
18.09.2023*

*Accepted: 19.09.2023*

*Published online:  
28.09.2023*

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## **Introduction**

With the emergence of modern states, citizenship has gained a distinct conceptual meaning; throughout the historical process, it has undergone many changes along with the semantic need attributed to the concept of citizenship (Topçuoğlu, 2012). People coming together based on different needs and the needs felt for the governance of this unity has given rise to administrative structures (Bayrak, 2021, p.36). Administrative structures have laid the foundations of the concept of citizenship by linking various rules and limitations of responsibilities related to these rules to a fundamental variable. The concept of citizenship, based on the notion of the state, has been examined by philosophers such as Plato, Aristotle, Hobbes, Locke, and Rousseau in different periods of history (Çevikbaş, 2012). Political philosophy, which can be considered an independent discipline of philosophy, can be defined as a branch of philosophy that questions what the state is, how it should be in terms of its purpose, meaning, and the fundamental components that constitute it (Cevizci, 2013, p.432). In the context of clarifying the meaning attached to the concept of citizenship and understanding what citizenship represents in monarchical, oligarchic, or theocratic conceptions of government as a class power, political philosophy has filled a significant gap throughout history. The 18th and 19th centuries, when the era of empires was coming to an end and nation-states were beginning to emerge, served as a turning point for the reshaping of the concept of citizenship rooted in political philosophy (Korkut, 2014, p.11). However, even during these centuries when the class value of individuals began to change, Mussolini in Italy or the national government in Germany, who wanted to provide government by showing their personal-class interests as natural and legitimate with the understanding of hegemony, interrupted the natural development of the concept of citizenship (Şeker, 2022). In the 21st century, the citizen - a fundamental element of the state in the modern sense - has become a material of systematic and purposeful education to ensure the healthy and stable implementation of policies determined by state authorities (Ereş, 2015). The development of the understanding of sovereignty or the democratic rights related to the administrative power that citizens have created with a collective understanding can also be evaluated as a result of this process (Polat, 2011). In this regard, in today's world, the state's administrative understanding and the dominant perspective of the segment that supports it can direct the basic citizenship education understandings of the countries.

The changing perspectives on the concept of citizenship and the rapidly evolving needs of the present day have brought about significant changes in the education of the individual as well. The components that primarily influence this change in citizenship education can be listed as the recognition of schools' transformative role following the emergence of the modern state structure, the shift in the definition of identity from divine form to human form as the holder of sovereignty changes, and the transformation in the perspective towards children (Üstel, 2011, p.11). The traces of this change in the view of citizenship education in the West started to be seen in the Ottoman territories as well, beginning with the Tanzimat reforms and it was determined that the non-Muslim communities living there desired to be seen as "citizens" and have equal rights with the Muslim population, rather than being referred to as *rayah*; this situation led to the emergence of a new concept of citizenship (Eryılmaz, 2006, p.90). Globally, as the perspective on citizenship began to change in this century, it is observed that citizenship education curricula and courses have been included in the educational processes by governments. Following the collapse of the Ottoman Empire and the establishment of the Republic of Turkey, there is a wide range of courses related to citizenship education in the education history of the Turkish Republic. *Malumat-ı Medeniye*, *Malumat-ı Medeniye* and *Ahlakiye*, *Musahabat-ı Ahlakiye*, *Medeniyye*, *History and Religion*, *State Knowledge*, *Citizenship*, *Country and Society Studies*, *National History*, *National Geography*, and finally, *Social Studies* are courses that have been designed to impart citizenship competencies to individuals (Kaya and Biçer, 2021, p.8027). Similarly, in European countries such as Belgium, Romania, Estonia, Greece, Portugal, Sweden, the United Kingdom, the Czech Republic, Ireland, Latvia, Lithuania, Slovakia, France, Austria, Norway, and Bulgaria, citizenship education is taught as a separate subject at the primary, secondary, and tertiary education levels, while in other European countries whose names are not mentioned, the citizenship education is carried out in an integrated way with other courses (Uğurlu, 2011, p.159). Especially in the European Union countries, the importance given to citizenship education coincides with the objectives of preserving the strategic and political importance and ensuring the long-term permanence of the union. On the other hand, the terrorist attacks in European cities such as Paris and Copenhagen in 2015 resulted in the signing of the Paris Declaration between the European Union Ministries of Education and the European Commission; Within the scope of this declaration, it is aimed to increase the role of educational processes in citizenship education, to take action nationally, regionally and locally within the scope of the issue and thus to strengthen the understanding of freedom and

tolerance (Eurdice, 2017, p.3). However, despite Europe's goal of strengthening the understanding of freedom and tolerance, there are still many problems in this regard in different geographies today. With these developments, citizenship education and human rights training requirement has been put into effect in EU member countries, and citizenship education has become a qualification issue within the scope of teacher training. This process has brought about changes in the functioning of education systems and the scope of citizenship education in schools in many European countries. One of the countries affected by this change process is Italy, which is of strategic importance for the European Union and is one of the founding members of the Union. In 2015, Italy made significant innovations in the structure and content of its curricula at all levels of the education system, from pre-school education to adult education. Due to reasons such as decisions taken in the Paris Declaration and the fact that EU countries are seen as a center of attraction with the increasing globalization day by day, the need of Italy, which is a Mediterranean coastal country, to produce integration policies regarding irregular immigrants from Africa, the aging of the population due to the decrease in the population growth rate, and possible labor agreements due to the need for young workers, the Italian state started a radical change in citizenship education in 2020. The social events that have led to the change in the understanding of citizenship education in European countries especially in Italy similarly affect Turkey. However, citizenship education in Turkey experienced a turning point during the Helsinki Summit in 1999, and with the reforms implemented following the country's status as a candidate for the European Union, the Citizenship and Human Rights course was abolished in 2005, and although it was reintroduced as a course in 2010, it couldn't be sustained in the long term (Şen, 2019, p.7). As a result, it can be stated that the basic citizenship education foreseen by this process is based on its integration with other courses.

When the historical course of the education systems of different countries is examined, it is seen that there have been many changes in the structure of educational institutions and educational levels. The opening of different types of schools, the inclusion of new courses in the system, and the renewal of the curriculum are some of these changes. The social studies course has also gone through various phases with this change over the years. Together with the basic structure of education that tries to prepare the individual for social life, the social studies course has become a critical course for citizenship education, especially since 2018. It can be stated that with the renewed Social Studies Curriculum in 2018, citizenship education has become a part of social studies education. In this context, it can be said that citizenship

education is once again included in the renewed social studies curriculum, especially with the learning areas of active citizenship and global connections.

When the literature is examined, it is seen that there are comparative studies with Turkey in different scopes regarding citizenship education. The book *Citizenship and Citizenship Education in the 21st Century*, edited by Öztürk, İbrahimoglu and Yıldırım (2020), deals with citizenship education from different aspects. In a study conducted by Bektaş and Zabun (2019), comparing citizenship education in Turkey and France in terms of its values dimension, it was determined that democratic values stood out the most in both countries. In a study by Dere and Akdeniz (2021) comparing citizenship education in the Ontario province of Canada and Turkey, it was stated that citizenship education in the Ontario province of Canada focused more on local-national-global dimensions, while in Turkey, an educational process was envisioned regarding citizens' qualities and responsibilities. In a comparative study conducted by Akhan and Çiçek (2019) between Turkey and Russia, it was found that Russian students' perceptions of citizenship were universally identified, while Turkish students' perceptions of good citizenship were more nationally characterized. In addition to comparative studies, there are various studies available on different scopes of citizenship education including the study by Yetişensoy and Akdeniz (2022) on citizenship education in Japan, the study by Uğurlu (2011) on citizenship education in EU member countries, and the study by İbrahimoglu and Şan (2018) on the analysis of citizenship education in Azerbaijani curriculum. On the other hand, there are comparative studies that address citizenship education from various dimensions in Italy, as well as studies specifically focused on citizenship education within the Italian education system. In a study conducted by Sanchez et al. (2023), education systems in Spain and Italy were examined in terms of intercultural education policies. The study emphasized the need for Europe-focused citizenship measures to address the social acceptance of migrants. In Damiani's study (2020), emphasis was placed on the importance of educating teacher candidates about global citizenship. In Franch's study (2019), it was mentioned that globalization has brought about changes that affect the concept of citizenship. Despite the increasing research on citizenship education, no comparative study has been found that specifically examines citizenship education in Italy and Turkey. In citizenship education conducted in European countries, it is observed that most EU countries emphasize global citizenship and European citizenship. However, there is no definitive study that identifies the specific citizen qualities envisioned by these objectives within the scope of citizenship education. Italy's representation in the EU and

its significant influence, recent changes in citizenship education, and the absence of any study on Italy's citizenship education in the national literature can be considered as motivations for the emergence of this study. In this regard, the results of the comparison of citizenship education carried out in Turkey with the countries experiencing transition periods regarding citizenship education have been a matter of curiosity. In this study, the question "What kind of citizen is desired to be raised in Turkey's social studies curriculum and social studies curriculum (history, geography, and citizenship education courses) in Italy" constitutes the problem situation of the study. In this regard, the study seeks answers to the following sub-questions:

1. What knowledge is expected to be possessed by citizens in the social studies curriculum of Turkey and the history, geography, and citizenship education curricula of Italy?
2. What skills are expected to be possessed by citizens in the social studies curriculum of Turkey and the history, geography, and citizenship education curricula of Italy?
3. What values are expected to be possessed by citizens in the social studies curriculum of Turkey and the history, geography, and citizenship education curricula of Italy?

## **Method**

This section presents information about the research design, the data collection tools employed, and the analysis of the study data.

### **Research Design**

The study was carried out in line with the basic qualitative research paradigm and the curriculum of history, geography, and citizenship education courses, which are the equivalent of social studies in Italy, and the curriculum of Turkish social studies courses was examined by the document analysis method. In this study, the curriculum of history, geography, and citizenship education courses within the context of the unidisciplinary social studies approach in Italy and the social studies curriculum taught in Turkey have been comparatively analyzed in terms of citizenship education. In this regard, the desired citizen profile to be raised through citizenship education in both countries has been examined in terms of knowledge,

skills, and values dimensions. The desire for an in-depth examination of the curriculum of Turkey and the EU country Italy concerning the phenomenon of citizenship has been a key factor in determining the fundamental qualitative research method for this study. In this context, the document analysis method, which is considered a data collection method in qualitative research or a primary independent research method, forms the design of the study (Sak et al., 2021, p.241).

### **Data Collection Method**

In Italy, social studies is taught as a history and geography course with a multidisciplinary approach. In addition, there is a basic curriculum prepared for citizenship education. In the Italian education system, schools are granted the authority to organize lessons in a way that does not exceed 20% of the total class hours. However, with the renewed understanding of citizenship education, it has been stipulated that the courses related to citizenship education throughout the country should not be less than 33 course hours per year. The published curriculum on citizenship education in Italy is expected to be covered in all courses except for independent course hours to be held in this context. Therefore, the curricula of the History and Geography course taught within the scope of the social studies course, which fulfills an important function for the scope of citizenship education in Italy, and the Citizenship Education Curriculum, which is published as a framework program, have been selected as the main instruments of the data collection process. The other axis in this comparative study is the Turkish Social Studies Curriculum. The curricula of both countries were accessed from the official websites of the ministries of education (Ministero dell'Istruzione e del Merito [MIUR], 2020; MIUR, 2022a; MIUR, 2022b; MEB, 2023). The Turkish translation process of the history and geography course curriculum and the citizenship education framework program taught within the scope of the social studies course in Italy was carried out by an independent researcher and the opinions of a Turkish teacher working in Italy were obtained regarding the translation. Support was obtained from a language specialist who provides Italian-Turkish and Turkish-Italian translation services to address differences in opinions regarding the Turkish equivalents of certain expressions. Information about the examined curricula is presented in Table 1.



**Table 1**

*Data Collection Tools*

<b>Name of the Curriculum</b>	<b>Year</b>
Corso di storia dell'Italia (History Curriculum)	2022
Corso di geografia dell'Italia (Geography Curriculum)	2022
Linee guida per l'insegnamento dell'educazione civica in Italia (Directive on the Teaching of Citizenship)	2020
Social Studies Curriculum of Turkey	2023

**Analysis of Data**

In this study designed as document analysis, the content analysis method was employed for analyzing the data obtained from the examined curricula. The content analysis method provides an in-depth examination of the obtained data. In this process, the coding of frequently emphasized expressions within the obtained data leads to the creation of categories, and these categories help to reach themes (Baltacı, 2019, p.10). In this study that examines what kind of citizen is aimed to be raised within the scope of citizenship education in social studies curricula of Italy and Turkey, the prominent citizenship attributes in the curricula of both countries have been attempted to be identified. Before the process of coding the data obtained from the curricula, the data set is divided into three sections subject/skill/value. At the end of the examinations made regarding the knowledge/subjects, skills, and values that both countries expect from their citizens, codings were carried out, categories were reached in line with the codes and the targeted citizen characteristics were revealed in line with the results obtained. The coding process was carried out separately by two researchers, and the findings obtained as a result of the analysis were compared and the consensus codes were combined. Miles and Huberman formula was used for reliability calculation and reliability was calculated as 89%. At the end of the data set analysis process, the resulting codings and the data sets that originate these encodings were shown to an independent expert researcher, and their opinions were obtained. Following expert critique aimed at consolidating certain codes, refining categories, and ensuring internal and external consistency, necessary adjustments were made, some codes and categories were differentiated, and the data analysis process was completed.

## Findings

### Findings Related to The First Research Question: Knowledge

The findings regarding which knowledge/subjects' students are expected to be citizens who have a good command of in the Social Studies Curriculum in Turkey are shown in Table 2.

**Table 2**

*Knowledge/Subjects Expected to be Possessed by Citizens in the Turkish Social Studies Curriculum*

Code	Grade	Code	Grade
Disasters	4	Institutions/administrative units/international organizations	5-7
Getting to know one's family/environment and oneself.	4	Global issues	7
Atatürk and his contributions to Turkish democracy	7	Professions / professional ethics	5- 6- 7
Developments in Europe (geographical discoveries, etc.)	7	National culture/cultural elements/natural and historical sites	4- 5- 6
Contribution of scientists/Turkish-Islamic scholars to science	5-7	National struggle and its heroes/national independence	4
Environmental issues	5	Ottoman State and Culture	7
Economy and economic activities	4- 5- 6	Politics/governance/participation/democracy and its social impact	6-7
Active citizenship	5	Accuracy/security/reliability in a virtual environment	5
Physical/human/economic geography	4- 5- 6- 7	Social sciences/scientific activities	5
Traditional and modern children's games	4	T.R. State powers/basic characteristics	6-7
Causes and consequences of migration	7	Use of technology/technology products/inventors	4- 5- 7
Rights/responsibilities/social roles	4- 5- 6- 7	Tourism/country resources	5-6
Weather/climate phenomena	4-5	Different cultures nationally and internationally	4-5
Communication/media	7	Countries/Neighboring Countries/Turkic Republics	4- 5- 6
The birth of Islam/Turks' acceptance of Islam/Turks' adoption of Anatolia as their homeland	6		

As can be seen in Table 2, in the Turkish Social Studies Curriculum, students are expected to have a command over the following knowledge/subjects as citizens: Disasters (4th grade), getting to know one's family/environment and oneself (4th grade), Atatürk and Atatürk's contributions to Turkish democracy (7th grade), developments in Europe

(geographical discoveries, etc.) (7th grade), Contribution of scientists/Turkish-Islamic scholars to science (5-7th grade), environmental problems (5th grade), economy and economic activities (4-5-6th grade), active citizenship (5th grade), physical/human/economic geography (4-5-6-7th grade), traditional and modern children's games (4th grade), causes and consequences of migration (7th grade), rights/responsibilities/social roles (4-5th-6th-7th grade), weather/climate phenomena (4th-5th grade), communication/media (7th grade), birth of Islam/acceptance of Islam by Turks/adoption of Anatolia as their homeland (6th grade), institutions/administrative units/international organizations (5-7th grade), global problems (7th grade), professions/professional ethics (5-6-7th grade), national culture/cultural elements/natural and historical sites (4-5-6th grade), National Struggle and its heroes/national independence (4th grade), Ottoman State and culture (7th grade), politics/governance/participation/democracy and its social impact (6-7th grade), accuracy/security/reliability in virtual environment (5th grade), social sciences/scientific activities (5th grade), T. R. State powers/basic characteristics (6-7th grade), use of technology/technology products/inventors (4-5-7th grade), tourism/country resources (5-6th grade), national and international different cultures (4-5th grade), and countries/neighboring countries/Turkic Republics (4-5-6th grade).

**Table 3**

*Knowledge/Subjects Expected to Be Possessed by Citizens in the Italian Social Studies (History, Geography, and Citizenship Education) Curriculum*

<b>Category and Code</b>	<b>Grade</b>
<b>History</b>	
Research process/principles/steps	7-8
Concepts such as geographical discoveries/feudalism/lordship/bourgeoisie	6
Ecological/intercultural problems/culture of coexistence	6
Ideologies such as Fascism, Nazism, Nationalism, Socialism, etc.	8
States/civilizations that have existed from past to present	6-7
Dynamics between human-environment-event	7
Chronological/temporal; economic/religious/legal concepts and events	7-8
The importance of cultural heritage	6-8
Napoleonic Wars/Fall of Napoleon	7-8
The Roman Empire and its disintegration, the migration of tribes	6
The concept of the Renaissance and the effects of the Renaissance	6-7
Use of historical texts/written and oral production	6- 7- 8
Economic, sociological (migration) events within the history	8
Social problems	8
Balances in Europe as a result of the wars	8

Local history/Italian history/European history/world history	6- 7- 8
<b>Geography</b>	
Using information	8
Characteristics of different regions	6-7
Producing graphics	6- 7- 8
Today's world problems using graphs	8
Mapping and its use/scaling	6- 7- 8
Human-environment relationship/problems/change	6- 7- 8
Reading statistics/graphs/weather phenomena (climate)	6-7
The position/situation of Italy vis-à-vis other states	8
<b>Citizenship Education</b>	
Values/duties/procedures of the EU and international legal systems	6- 7- 8
Digital citizenship principles for democratic life	6- 7- 8
Basic elements of law and democratic living values/rules	6- 7- 8
First aid/solutions to hazards	6- 7- 8
Constitutional and administrative structure of Italy	6- 7- 8
Corporate and social rules/values	6- 7- 8
Sustainable development	6- 7- 8
Attitude and skills	6- 7- 8
Civic duties	6- 7- 8

As can be seen in Table 3, in the History Course Curriculum of Italy, which is the equivalent of the Social Studies course, students are expected to have a command over the following knowledge/subjects as citizens: research process/principles/steps (7-8th grade), geographical discoveries/feudalism/lordship/bourgeoisie (6th grade), ecological/intercultural problems/culture of coexistence (6th grade), ideologies such as Fascism, Nazism, Nationalism, Socialism, etc. (8th grade), states/civilizations that have existed from past to present (6-7th grade), dynamics between human-environment-event (7th grade), chronological/temporal; economic/religious/legal concepts and events (7-8th grade), the importance of cultural heritage (6-8th grade), Napoleonic Wars/Napoleon's fall (7-8th grade), Roman Empire and its disintegration, Migration of Tribes (6th grade), the concept of the Renaissance and the effects of the Renaissance (6-7th grade), use of historical texts/written and oral production (6-7-8th grade), economic, sociological (migration) events in history (8th grade), social problems (8th grade), the balances formed in Europe as a result of the wars (8th grade), and local history/Italian history/European history/world history (6-7-8th grade).

As can be seen in Table 3, in the Geography Course Curriculum, which is the equivalent of the Social Studies course in Italy, students are expected to have a command over the following knowledge/subjects as citizens: Using information (8th grade), characteristics of different regions (6-7th grade), producing graphs (6-7-8th grade), today's world problems using graphs (8th grade), mapping and its use/scaling (6-7-8th grade), human-environment relationship/problems/change (6-7-8th grade), reading statistics/graphs/weather phenomena (climate) (6-7th grade), Italy's position/situation vis-à-vis other states (8th grade).

As can be seen in Table 3, in the Citizenship Education Course Curriculum, which is the equivalent of the Social Studies course in Italy, students are expected to have a command over the following knowledge/subjects as citizens: Values/duties/procedures of the EU and international legal systems (6-7-8th grade), digital citizenship principles for democratic life (6-7-8th grade), basic elements of law and democratic living values/rules (6-7-8th grade), first aid/solutions to hazards (6-7-8th grade), the constitutional and administrative structure of Italy (6-7-8th grade), corporate and social rules/values (6-7-8th grade), sustainable development (6-7-8th grade), attitudes and skills (6-7-8th grade), civic duties (6-7-8).

**Findings related to the second research question: Skills**

**Table 4**

*Skills Expected to be Acquired by Citizens in the Turkish Social Studies Curriculum*

<b>Code</b>	<b>Grade</b>	<b>Code</b>	<b>Grade</b>
Explanation/establishing a cause-effect relationship	4- 5- 6-7	Recognizing/questioning stereotypes and prejudices	5- 6- 7
Analysis/Classification	4- 5- 6-7	Using evidence	4-7
Research	4- 5- 6-7	Decision making	4-7
Scientific Thinking	5	Comparison	4- 5- 6
Environmental literacy	4- 5- 6	Comprehension	4-7
Inference	4- 6- 7	Understanding oneself/one's abilities, and examining/developing one's development.	4-5
Evaluation	5-7	Position analysis/sketching	4
Perceiving change and continuity	4- 5- 6-7	Chronological ordering/Detecting time and chronology	4- 6- 7
Digital literacy	5-7	Media literacy	5-7
Critical thinking/questioning	5- 6- 7	Detecting space	4- 5- 6
Empathy	4	Self-control	4-5
Financial/economic literacy	4- 5- 6	Political literacy/Exercising rights/participation	5- 6- 7
Visual literacy	4	Problem solving	7
Entrepreneurship	5-6	Social participation	4- 5- 6
Observation	4-5	Recognition/Awareness	4- 5- 6-7
Using and producing maps/tables/charts	4- 5- 6-7	Introduce	4-5
interpretation (map literacy)		Discussion	5-7
Legal literacy	5-6	Effective/correct use of technology/technology literacy	4- 5- 6
Communication	7	Using Turkish correctly, beautifully, and effectively	5-6
Examination	5	Creativity/Innovation	4- 5- 6
Cooperation	4- 5- 7	Using evidence	4-7

As can be seen in Table 4, a total of forty-one (41) skills were reached in Social Studies 4th, 5th, 6th, and 7th grade achievements. The skills expected to be acquired by individuals/citizens are as follows: Explanation/establishing a cause-effect relationship (4-5-6-7th grade), analyzing (4th-5th-6th-7th grade), research (4th-5th-6th-7th grade), scientific thinking (5th grade), environmental literacy (4-5-6th grade), inference (4-5-6-7th grade), evaluation (5-7th grade), perceiving change and continuity (4-5-6-7th grade), digital literacy (5-7th grade), critical thinking (5-6-7th grade), empathy (4th grade), economic literacy (4-5-6th grade), visual literacy (4th grade), entrepreneurship (5-6th grade), observation (4-5th grade), map literacy (4-5-6-7th grade), legal literacy (5-6th grade), communication (7th grade), examination (5th grade), cooperation (4-5-7th grade), recognizing stereotypes and prejudices (5-6-7th grade), decision-making (4-7th grade), comparison (4-5-6th grade), comprehension (4-7th grade), self-knowledge (4-5th grade), position analysis/sketching (4th grade), chronological ordering/perceiving time and chronology (4-6-7th grade), media literacy (5-7th grade), space perception (4-5-6th grade), self-control, political literacy/exercising their rights/participation (5-6-7th grade), problem solving, social participation (4-5-6th grade), recognition/awareness(4-5-6-7th grade), introduce, discussion (5-7th grade), effective/correct use of technology/technology literacy (4-5-6th grade), using Turkish correctly, beautifully and effectively (5-6th grade), creativity/innovation (4-5-6th grade), and using evidence (4-7th grade).

The skills explicitly given in the curriculum are research, environmental literacy, perceiving change and continuity, digital literacy, critical thinking, empathy, financial literacy, entrepreneurship, observation, map literacy, legal literacy, communication, cooperation, recognizing stereotypes and prejudices, using evidence, decision making, location analysis, media literacy, space perception, self-control, political literacy, problem-solving, social participation, drawing and interpreting tables/graphs and diagrams, using Turkish correctly, beautifully and effectively, innovative thinking, and to perceive time and chronology.

**Table 5**

*Skills Citizens Expected to Have in the Italian Social Studies (History, Geography, Citizenship Education) Curriculum*

<b>Category and Code</b>	<b>Grade</b>
<b>History</b>	
Research	7-8
Building knowledge	6- 7- 8
Inference-creative thinking	8
Evaluation	8
Using digital resources	6- 7- 8
Using different types of resources	6- 7- 8
Using maps/diagrams/tables/graphs/reading/producing (literacy)	6- 7- 8
Making comparisons	6- 7- 8
Understanding/explaining/comprehending/using concepts	6- 7- 8
Text literacy (reading-summarizing and producing texts)	6- 7- 8
Establishing/defining cause and effect relationships	6-7
Problem-solving (environmental problems/intercultural problems)	6
Social participation	6- 7- 8
Comprehend social, cultural, and religious transformations	7
Using a date/timeline	6- 7- 8
Discussion	8
Interpretation	7
Understanding time and chronology	6- 7- 8
<b>Geography</b>	
Research	8
Evaluation	8
Perceiving change and continuity	6- 7- 8
Reading/analyzing/producing photo/satellite imagery/ground/weather phenomena (Visual literacy-geography literacy)	6- 7- 8
Map/diagram/table/statistical data/graph using/reading/producing (map and data literacy)	6- 7- 8
Making comparisons	6- 7- 8
Analyzing/solving problems	6- 7- 8
Presentation	8
<b>Citizenship Education</b>	
Analyzing	6- 7- 8
Communicating with friends/circles	6- 7- 8
Identifying similarities and differences	6- 7- 8
Using information	6- 7- 8
Digital citizenship competency	6- 7- 8
Using language correctly/effectively	6- 7- 8
Expressing emotions effectively	6- 7- 8
Ensuring active participation in education and training	6- 7- 8
Critical thinking	6- 7- 8
Using the effective method of work	6- 7- 8
Understanding different perspectives	6- 7- 8
In-group and out-group discussion	6- 7- 8
Cooperation	6- 7- 8
Planning tasks/Effective time management	6- 7- 8
Participation	6- 7- 8
Using resources correctly	6- 7- 8
Organizing their own learning / self-control	6- 7- 8
Control	6- 7- 8
Positive participation in cultural discussions	6- 7- 8
Defining the relationship between events/relationships	6- 7- 8

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Taking initiative in problem-solving/using personal strategies and different methods	6- 7- 8
Following procedural principles	6- 7- 8
Designing	6- 7- 8
Ability to make conscious choices	6- 7- 8
Communicating in foreign languages	6- 7- 8

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As can be seen in Table 5, 18 skills have been reached in the acquisition of the history curriculum, 8 skills in the acquisition of the geography curriculum, and 25 skills in the acquisition of the citizenship curriculum.

According to Table 5, in the Italian History Course Curriculum the students/citizens are expected to acquire the following skills: research (7-8th grade), building knowledge (6-7-8th grade), making inferences-creative thinking (8th grade), evaluation (8th grade), using digital resources (6-7-8th grade), using different types of resources (6-7-8th grade), using maps/diagrams/tables/graphs/reading/producing (literacy) (6-7-8th grade), making comparisons (6-7-8th grade), understanding/explaining/comprehending/using concepts (6-7-8th grade), text literacy (reading-summarizing and producing texts) (6-7-8th grade), establishing/defining cause and effect relationships (6-7th grade), problem solving (environmental problems/intercultural problems) (6th grade), social participation (6-7-8th grade), comprehending social, cultural and religious transformations (7th grade), using a date/timeline (6-7-8th grade), discussion (8th grade), interpretation (7th grade), and understanding time and chronology (6-7-8th grade).

The skills that citizens are expected to have in the acquisitions included in the Italian Geography Curriculum are as follows: research (8th grade), evaluation (8th grade), perceiving change and continuity (6-7-8th grade), reading/analyzing/producing photography/satellite imagery/ground/weather phenomena (visual literacy and geography literacy) (6-7-8th grade), map/diagram/table/statistical data/using graphs/reading/producing (map and data literacy) (6-7-8 grade), making comparisons (6-7-8th grade), analyzing/solving problems (6-7-8th grade), and making presentations (8th grade).

The skills expected from citizens in the Citizenship Education Curriculum of Italy are as follows, across all grades (6th, 7th, and 8th grades) and programs: analyzing, communicating with friends/environment, identifying similarities and differences, using information, digital citizenship competence, using language correctly/effectively, expressing emotions effectively, actively participating in education, critical thinking, using an effective working method, understanding different perspectives, discussing within and outside the group, cooperation, planning tasks/effective time management, participation, using resources



correctly, organizing their own learning/self-control, control, positive participation in cultural discussions, defining the relationship between events/relationships, taking initiative in problem-solving/using personal strategies and different methods, following procedural principles, designing, making conscious choices, and communicating in foreign languages.

**Findings related to the third research question: Values**

**Table 6**

*Values Expected to Be Possessed by Citizens in the Turkish Social Studies Curriculum*

<b>Code</b>	<b>Grade</b>	<b>Code</b>	<b>Grade</b>
Giving importance to family unity	4-5	Equality	6
Peace	7	Active citizenship	5
Independence	4-5	Awareness	4
Scientific Ethics	5	Safety	4-5
Scientificness	4- 5- 6-7	Sensitivity to cultural heritage	4- 5- 7
Respect for individual differences	4	Freedom	5-7
Diligence	5-7	Respect	4-7
Solidarity/Unity and togetherness	5- 6- 7	Conscientiousness	4- 5- 6-7
Sensitivity to the natural environment	4- 5- 6	Saving	4
Honesty	5-7	Patriotism	4- 5- 6
Aesthetic	5-7	Charity	6

As can be seen in Table 6, there are twenty-two (22) values expected to be possessed by individuals/citizens in the 4th, 5th, 6th, and 7th grade achievements of the Turkish Social Studies Course Curriculum. These values are; giving importance to a family unity (4-5th grade), peace (7th grade), independence (4-5th grade), science ethics (5th grade), scientificness (4-5-6-7th grade), respect for individual differences (4th grade), diligence (5-7th grade), solidarity/unity and togetherness (5-6-7th grade), sensitivity to the natural environment (4-5-6th grade), honesty (5-7th grade), aesthetics (5-7th grade), equality (6th grade), active citizenship (5th grade), awareness (4th grade), safety (4-5th grade), sensitivity to cultural heritage (4-5-7th grade), freedom (5-7th grade), respect (4-7th grade), conscientiousness (4-5-6-7th grade), saving (4th grade), patriotism (4-5-6th grade), and charity (6th grade).

The values clearly stated in the Social Studies Curriculum are; justice, giving importance to family unity, independence, peace, scientificness, diligence, solidarity, sensitivity, honesty, aesthetics, equality, freedom, respect, love, responsibility, savings, patriotism, and charity.

**Table 7**

*Values Expected to Be Possessed by Citizens in the Italian Social Studies (History, Geography, and Citizenship Education) Curriculum*

<b>Category and Code</b>	<b>Grade</b>
<b>History</b>	
Importance to cultural heritage	8
<b>Geography</b>	
-	
<b>Citizenship Education</b>	
Independent work	6- 7- 8
Conscious choice	6- 7- 8
The legality of individual and social action	6- 7- 8
Diligence	6- 7- 8
Respect for the environment	6- 7- 8
Protecting the environment/perimeter safety	6- 7- 8
Solidarity	6- 7- 8
Awareness of values and rules of democratic life	6- 7- 8
Democratic life	6- 7- 8
Physical/psychological/moral/sociological well-being	6- 7- 8
Reality	6- 7- 8
Concentration	6- 7- 8
Respectful observance of rules	6- 7- 8
Respect for cultural heritage	6- 7- 8
Respect for common public goods	6- 7- 8
Autonomy	6- 7- 8
Responsibility	6- 7- 8
Patriotism	6- 7- 8

As can be seen in Table 7, the Social Studies (History/Geography/Citizenship Education) curriculum of Italy explicitly includes nineteen (19) values in its achievements. Among these values, 18 of them are included in the Citizenship Education curriculum and 1 is in the History curriculum. No value statement has been reached in the achievements of the geography curriculum. However, the values in the Citizenship Education curriculum are expected to be gained in all other courses.

As can be seen in Table 7, the value in the History curriculum that is expected from its citizens is the value of the importance of cultural heritage. The values contained in the citizenship education curriculum, which is intended to be included in other courses in the country (grades 6-7-8) are as follows: independent work, conscious choice, legality of individual and social action, diligence, respect for the environment, protection of the environment/perimeter safety, solidarity, awareness of values and rules for democratic life, democratic life, physical/psychological/moral/sociological well-being, reality, concentration, respectful observance of rules, respect for cultural heritage, respect for common public goods, autonomy, responsibility, and patriotism.

## **Discussion and Results**

Social Studies is a curriculum that emerged with a focus on citizenship education and continues this mission today. The Social Studies curricula of the countries are structured using interdisciplinary, multidisciplinary, or unidisciplinary approaches. It has been observed that the Social Studies Curriculum in Turkey (MEB, 2023) is structured with an interdisciplinary approach. In Italy, it was concluded that the subjects within the scope of social studies were structured in three separate courses such as history, geography, and citizenship education with a unidisciplinary program approach. In this study, the question "What kind of citizen is desired to be raised in the social studies curriculum of Turkey and Italy?" has been investigated. For this purpose, the curriculum of the Social Studies Course being implemented in Turkey and the curriculum of the History, Geography, and Citizenship Education courses being applied in Italy were examined. In the study, a total of four curricula were evaluated in the context of the citizenship characteristics that are desired to be raised. In other words, the characteristics of the competent citizen defined and aimed to be raised in the curriculum in Turkey and Italy have been attempted to be identified. Effective citizenship entails individuals in democratic societies possessing the necessary attributes of citizenship in terms of knowledge, skills, and values (National Council for Social Studies [NCSS], 2010). Therefore, in line with the purpose of the study, the knowledge, skills, and values expected from citizens in the Social Studies curriculum of Turkey and Italy were examined comparatively.

In the Social Studies Curriculum of Turkey, it is expected that citizens gain knowledge about individual, societal, cultural, economic, political, legal, historical, religious, professional, scientific, traditional, and contemporary issues, media, citizenship, and national and international matters. In Italy's History, Geography, and Citizenship Education curriculum, citizens are expected to have knowledge about individual, social, cultural, ecological, citizenship, and national and international issues. In Italy, it is also expected to know the European Union system and values. In Italy, it is observed that concepts are more emphasized, and topics are approached through concepts, terms, and trends. Bianchi (2009) concluded that individual, social, cultural, ecological, citizenship, national and international issues, and issues related to the European Union were included in the curriculum of courses for social sciences such as History, Geography, and Citizenship Education. Bianchi's (2009) study supports the findings of this study. Foppa (2005) stated that the Italian education system

includes issues related to Italy, Europe, and the whole world. These statements by Foppa (2005) also support the findings of the present study.

When the curriculum of Turkey and Italy is compared, it is seen that the Social Studies Course Curriculum (MEB, 2023) applied in Turkey aims to provide students with a lot of knowledge about Islamic history. However, it is concluded that the achievements of the History, Geography, and Citizenship Education curricula in Italy do not include any information related to the history of Christianity. In this regard, it can be stated that the curricula of Turkey and Italy differ. It can be stated that the Social Studies Course Curriculum being implemented in Turkey aims to educate citizens who know the history of Islam. On the other hand, when the achievements of the History, Geography, and Citizenship Education curricula implemented in Italy are examined, it is seen that there is no concern about teaching the history of Christianity. However, textbooks should also be examined to make a clear judgment regarding this situation.

It is understood that this information in the Social Studies Course Curriculum in Turkey is organized for the purpose of history education rather than religious education. Therefore, it can be stated that the curriculum is formed on a secular understanding. Similarly, it can be stated that the curricula of Italy are organized with a secular understanding. It will also be useful to examine the current situation of the curricula taught within the scope of Social Studies courses in other European countries in this regard. For instance, in France, a European Union country similar to Italy, it is observed that the History-Geography Curriculum also exhibits a similar situation to that in Turkey. In the France History-Geography curricula, the origins of all monotheistic religions have been narrated, and fundamental information about these religions has been provided. This does not mean that the History-Geography Curriculum being implemented in France is not secular. Because the information about the history education of all the monotheistic religions (Judaism, Christianity, and Islam) is given equal space (Kara, 2022; Kara and Tokmak, 2023). It is seen that the curricula of Social Studies, History, and Geography courses applied in Germany are also organized with a secular understanding. It was determined that in the History Curriculum of Germany, the origins of all monotheistic religions are addressed for the purpose of history education (Eurydice, 2017). In this regard, when Turkey, Italy, Germany, and France are compared, it can be stated that the country that gives the most space to the history of religion in the curriculum is France, and the country that does not include it at all is Italy. However, it can be stated that the curricula of all four countries are organized with a secular

understanding. Apart from this, it can be stated that the information expected to be possessed by citizens in Turkey and Italy's Social Studies curricula is generally similar. Tacconi (2009) concluded that the History Course Curriculum implemented in Italy has a secular structure. The findings of the study conducted by Tacconi (2009) support the results of this study.

Skills and values are clearly stated in the Turkish Social Studies Course Curriculum. However, it is seen that skills and values are not clearly stated in the Italian History, Geography, and Citizenship Education curricula. In the study, while explicitly mentioning the skills and values stated in the Turkish Social Studies Curriculum, each acquisition in the Turkish and Italian curricula has also been analyzed in terms of skills and values. However, only the expressive examination of the acquisitions of the curricula is incomplete or insufficient. Therefore, it may be more useful to examine textbooks and teacher guidebooks in terms of skills and values.

When the acquisitions in Italian and Turkish Social Studies curricula are examined, it is understood that the skills are more weighted in both curricula. Therefore, it is considered that it may be more beneficial to include skills clearly in the curricula. Because individuals can acquire 21st-century skills in a much more disciplined way through education. The most significant tool for imparting the skills required by the 21st century through education in lessons is the curriculum. In this regard, it can be stated that the skills to be imparted should be explicitly included in the curricula (Otuz, Görkaş Kayabaşı, and Ekici, 2018). The fact that skills are not explicitly included in the curricula of History, Geography, and Citizenship Education implemented in Italy can be seen as a significant deficiency.

The 27 skills that are compatible with the Turkish Qualifications Framework (TQF) in the Social Studies Course Curriculum implemented in Turkey are listed as follows: Research, environmental literacy, perceiving change and continuity, digital literacy, critical thinking, empathy, financial literacy, entrepreneurship, observation, map literacy, legal literacy, communication, cooperation, recognizing stereotypes and prejudices, using evidence, decision making, location analysis, media literacy, space perception, self-control, political literacy, problem-solving, social participation, drawing and interpreting tables/graphs and diagrams, using Turkish correctly, beautifully and effectively, innovative thinking, and to perceive time and chronology. Each acquisition in the Social Studies Course Curriculum was examined and it was concluded that the acquisitions were arranged in line with these skills targeted in the curriculum. In this regard, it can be stated that the skills and acquisitions aimed to be gained in the curriculum are compatible with each other. Pala (2022) determined that the acquisitions

in the curriculum were compatible with the skills targeted in the curriculum. In this regard, the results of the study conducted by Pala (2022) support the findings of this study. However, in the learning areas of the Turkey Social Studies Course Curriculum, in the section where the achievements for each grade are provided, there is a statement such as "While this learning area is taught, skills such as scientificness and sensitivity to the natural environment, as well as values such as change and innovation, should also be acquired by students." In this statement, skills and values are only given as examples with the use of "... such as" expression. Clarifying this situation in the curriculum can help social studies teachers act more clearly and jointly in raising citizens.

It was concluded that with the social studies curriculum implemented in Turkey and the History, Geography, and Citizenship Education course curricula implemented in Italy, it is desired to train citizens with higher-level thinking skills, citizens with literacy such as media literacy, map literacy, political literacy, legal literacy, citizens with skills such as research skills, participation / social participation skills, digital and technological tools and household appliances using skill, critical thinking skills, perception of time and chronology, and the ability to perceive change and continuity. At this point, it can be stated that the curricula of Turkey and Italy are similar. Scoppola (2008) concluded that it is aimed to raise citizens who have literacy such as map literacy, political literacy, legal literacy, and skills such as research skills, participation/social participation skills, change and continuity perception skills, digital and technological tools skills, critical thinking skills, and time and chronology perception skills with the curricula of History and Geography courses applied in Italy. The study conducted by Scoppola (2008) supports the findings of this study.

When examining the values that the curricula in Italy and Turkey aim to instill in citizens, it is concluded that the Turkey social studies curriculum includes more values. However, the Italian citizenship education curriculum includes acquisitions that must be addressed in all grades. In this regard, eighteen values have been reached. When the two countries are compared, it is concluded that the values of diligence, respect, responsibility, patriotism, freedom/independence, solidarity, and respect/sensitivity to cultural heritage are common in both countries. Romano (2018) stated that the Italian education system aims to raise hardworking, respectful, responsible, patriotic, free, cooperative, and respectful individuals of cultural heritage. Romano's (2018) statements support the results of this study. Santoni Rugiu (2011) concluded that the Italian education system desires to raise respectful,

responsible, tolerant, and patriotic people. The conclusion of Santoni Rugiu (2011) also supports the findings of this study.

### **Recommendations**

Based on the findings and results of the study, the following recommendations can be made:

- To improve the quality of education systems, curricula, textbooks, and education, it is considered significant to examine the current situation of other countries, especially those that are considered developed, regarding these issues. Within the scope of the study, the relevant literature was reviewed and no study was found in Turkey related to History, Geography, and Citizenship Education courses in Italy. In addition, it has been seen that there are almost no studies on other disciplines taught in Italy and even on the Italian education system. In this regard, researchers may be advised to conduct studies on the Italian education system and the curriculum of different disciplines in Italy.
- As a result of the study, it was observed that the curricula of the History, Geography, and Citizenship Education courses applied in Italy did not include a separate section of skills, and the skills that are desired to be acquired by the students are not clearly listed. It may be recommended to clearly list the skills in the curricula of the History, Geography, and Citizenship Education courses being implemented in Italy. It is considered that such an arrangement will ensure that all teachers act in the same direction.
- It was observed that the curricula of the History, Geography, and Citizenship Education courses applied in Italy did not include a separate section of values, and the values that are desired to be acquired by the students are not clearly listed. In this regard, the values that are desired to be acquired by the students can also be included in the curriculum.
- It was determined that there is no separate course in the form of Citizenship Education in Turkey, citizenship education is given in an integrated way with other courses, and the Social Studies course is a leading discipline in citizenship education. However, when the findings of the study were examined, it was determined that the knowledge, skills, and values related to

the discipline of Citizenship Education are less in the Social Studies Course Curriculum in Turkey than in the Citizenship Education Course Curriculum in Italy. In this regard, expanding the scope of Citizenship Education is recommended.

- Research can be conducted on the importance and effects of non-governmental organisations, collective activities, peer teaching in citizenship education studies to be carried out within the scope of social studies course.

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