

## Practical Strategies to Eradicate Illiteracy

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### Abstract

Literacy, the most important factor that causes human communities Stunt Sustainable Development and the Millennium Excellence are. Many years that Third World With numerous literacy programs Diverse The school remained open for residents especially the older citizens in the labor market Engaged in the production of wealth Seeks to eradicate illiteracy in their own countries. But national and meta-analysis of field International shows that illiteracy, still the largest social retardation Third World societies. The research results were based on teachers views whom teaching the abecedarian in the learning class.

This project conducted by use of questioner in survey and descriptive way. The results show that factors such as increasing teacher salary, paying scholarship to the participant persons in the class, spreading of clergyman's speech about the importance of literacy in various assemblies, usage of native teachers, holding in service period for teachers had the most influence to attract teachers and illiterates to the class. The factors such as establishing and using of non-government institution for learning, teaching by use of informal books and sources, holding learning Olympiad for learners have the lowest effect.

**KEYWORD:** Strategic approaches, inclusive education, Literacy teachers, Sustainable development.

### Introduction

With entering global community to 20<sup>th</sup> century and occurrence of huge scientific and industrial evolution and huge social and Cultural Revolution and the velocity movement in world level to the movement the important discussion about effective resource in social development mooted<sup>1</sup>. Based on social development theory, the basic and effective elements in development of community are initial source, asset and program and effective human source.

Undoubtedly, in today's competitive world, modern educational approach and program<sup>2</sup>, is one of the important instrument for systematic survival and creating evolution and reach to our goal in considered mission<sup>3</sup>. Yet the most important and effective element in evolution of human is trained and effective human power. The condition of social comfort and economic power of society is depending on the level and quantity of general education and instruction of individuals. Also with the evolution of society in various direction of social cultural industrial and scientific the needs of people for successful life

is variant, modern and great. So, the most important and basic needs of people is training to produce and use of facilities as powerful citizens.

The important subtract factor for evolution of community is entering of all citizen to the cycle of training and learning, especially general training and elementary teaching. That is, without comprehensive development of general training, reaching to other development indicators such as social development, cultural development, political development, develop and expansion of people collaboration in social and cultural activities; development of hygienic coefficient and increase health, decrease of maternal and infant death, increase of national gross products and etc. will be impossible. Increase of percentage of illiterate citizen is one of the basic factors in delay to research about development aims of society tend to grow and develop<sup>4</sup>.

### **Discussion**

Illiteracy rate of any country population and literate rate of citizen in development of society have the basic role in development of that community. Lag of education and illiteracy growth are the main factor of society lag from development. Today one of the main and effective factors in prosperity, efficiency and development of human community is to have capable and effective human source. Human capability of communities determines position and progress level and community development in global criteria. In other hand, increase development of knowledge, abilities, and human scientific skills and increase need of citizen especially in developing community, develop in scientific literate and technologic cause that literacy issue of adults, and hindered of normal education become more important<sup>3</sup>.

In developing country of Iran based on illiterate statistic and increase request of citizen to acquire knowledge and new scientific skills, responsibility of learning movement in exhibition of new pattern for attraction of illiterate citizens more than past appear and specify. Illiteracy percent in 7 years old populations are due to poverty and lack of development. Statistics shows the global population of literate adults is developing<sup>2</sup>.

Although the patterns in industrial countries and developing countries are different, yet the number of illiterate adult are about 885 million persons that was stable from 1980, and if this process continued very possibly until 2010, this will be stable<sup>4</sup>. Despite the try to increase the population of literate people, after years, it is stable and about 2/3 of this stable and illiterate group are women. In Iran<sup>5</sup>, also, literacy was an important problem, but unfortunately, it is unsolvable.

Number and data shows the importance and necessity of contrast with illiteracy – especially among women. This express not only it is not wrong to gather all societies materialistic and human source to solve this problem but also we benefit from it to solve a big problem of society. It is the basis and foundation of other problems such as lack of cultural social and political growth and development, even lack of development of different part of agriculture and industry. With this work, we play an important role in solving: economic and social problems, material and spiritual poverty ignorance and awareness, illness and ... are important elements of political, cultural, and economical dependency<sup>6</sup>. So the existence of an organization which could display knowledge and culture and produce wisdom and learn new scientific abilities to citizens especially adults

who have the important role in national gross products and economic development is essential.

Pedagogy organization and general learning of citizens beside daily social and occupational experiences and abilities of people can do this important work. Only from literacy view and public literacy and pervasive of society citizens that any society in any era – specially in this era and today that is popular for explosion of knowledge and information grow and it identify and present itself to global community better. In Iran, primary education is not complete. Generally more than 5/5 percent of necessitate education in the country are deprive from going school and use of public education.

According to formal statistics in 2010 in the country around 1000000 persons age 6-14 are hindered persons from education and base this census are absolute illiterate in the country<sup>6</sup>. In addition, distribution of hindered persons from education between provinces of country show clear difference in literate level and use rate of citizen from primary education in country. Since base this statistic, Iran with 32/7% of necessitate education people hindered from education, has highest percent of hindered from education between provinces of country<sup>7</sup>. Main question includes this: which are practical ways of removal of illiteracy in rural as containing highest rate of illiterate members?

### **Literacy and learning in today's world he has no will to change**

Half of adult populations of the world are illiterate. This group because of their unsuitable economic, cultural, social, geographical and family situation or physical and mental retardation are illiterate. Illiteracy is preventing factor of economic growth and any country that have higher literate people, relative income capitation is higher. Thus, we can say, capitation income has direct relation with number of literate citizens.

Undoubtedly, literacy and education rate of people has the main role to create this awareness<sup>9</sup>. Ability of reading and writing relate society with past, present and future. It cause experience record and provide science and skills, as result cause human evolution. Teach literacy institution is essential institution of human society.

Any citizen to accept in society must spend years in this institution to acquire primitive skills<sup>1</sup>. In countries, that teaching and training system in expansion of teach literacy among all citizens is unable; it show that teach literacy program is not organized. Recently this program gained primitive preference in third world countries and developing countries because of fast growth of population, high rate of illiteracy and need for skilled and semi skill workers and it is in main education and cultural program of society<sup>4</sup>. Many problems and issues origins in teaching literacy lack of conformity<sup>3</sup>.

Today in global rules, one of the basic rights of citizen of global community is profit of suitable education. Expansion of organs represents literacy and training and education service to adults and children especially to adults and to women learning show critical attention of society to citizen right. Necessity of learning although divide pedagogy to two parts, one part for children and another for adult hindered from education caused noticeable growth but it doesn't facilitate the way of integrated education service<sup>8</sup>. people deprived from main stream and public teaching literacy from society such as basic

educational approach are because of lack of government education facility or wrong attitude of parents, mental and physical weaknesses, social conflict, sexual discrimination, social and economic poverty. They never can reach basic rights in main decisions of country and region and they never feel belonged to society so they cannot find their role and place in society<sup>9</sup>.

Therefore, we must accept that education and training is not neutral but it is main belief, cultural and even political activity. Without expansion of pervasive and suitable education, believes and development plans does not take place or it becomes unstable just pervasive suitable education among all citizens of community emphasizing on adult citizen that have several and various experience of daily life can ensure making developing society, successful, safe and healthy. Beside scientific development, industrial and social, it encourages public collaboration to achieve stable development<sup>4</sup>. To reach stable development there's a need to new educational approaches, new educational methods and new view to culture and science undoubtedly scientific progress, technology, economic, social, and culture of today world need skilled human source and wise people. Actually, in any evolution without pay attention to learning plan and adult education especially in the third world countries that the percentage of education is higher than other countries- any effective change is impossible. Formal census in 1980 shows in spite of continuously conflict with illiteracy, 63% of Iranians are illiterate and because the girls are more deprived those boys the number of illiterate women are more than men. The illiterate men proportion in Iran is 52.3%, the illiterate women proportion to literate one is 14/5 percent. In addition, because of the most countryside citizen tend toward city. Dweller are illiterate and amazingly this amount reach to 91/7 percent in the countryside women at the same year despite exponential oil income, 64 percent of 6 to 9 children in Iran couldn't go to school and hindered from education<sup>5</sup>. In 1990, more than half of population was between the ages of 6 to 19 hindered from education<sup>3</sup>.

#### **Results of conducted research:**

Research results of Houshangi (2002) entitled investigation of reasons of some illiterate people greeting teaching class of teach movement. In Khorasan with samples in city that by random systematic method adapted with number of illiterate and literate studying in same city selected. It shows: between age and marital status of illiterate people and receive rate of teach literacy class, there is a significant relationship. Between illiterate adult view from their ability in teach literacy and receive rate of teach literacy class, there is a significant relationship. The number of face-to-face invitation to participate in class has positive effect. Longer presentation in movement in receive rate of illiterate people from teach literacy class has positive effect. Literacy of spouses for people has motive effect. Between continued establish of classes with receive rate of illiterate people from teach literacy class, there is a significant relationship. Apply suitable method to attract in receive rate of illiterate people from teach literacy class is effective<sup>3</sup>.

The results of Amiri-e-Henzeki (2004) entitled investigation of motivation of abecedaries for collaboration in the class conducted in Tehran province. It shows if teach literacy plan base on pervasive recognition of literate learning (as main audience of plans) design and regulated, it will be successful<sup>6</sup>.

The research result of Alizadeh (2011) entitled investigation about the reason of lack of receive rate of rural people from teach literacy period of teach literacy movement in Isfahan province. Sample community includes 200 people of illiterate rural in province. It shows the effective factors in lack of receive rate of teach literacy class due to priority are financial problems (79%), family problems (69%), migration in different seasons (68%), daily work (61%), mental and physical condition (61%), number of children (56%)<sup>6</sup>.

The research results of Varasteh&etal (2012) entitled effective factors and elements in receive rate of illiterate people from teach literacy class conducted in Lorestan. It shows one of the important problems in front of teach literacy movement is lack of employment of illiterate in teach literacy class. In another word, teach literacy movement teaching could not be effective in employment of illiterate participated in class<sup>7</sup>.

The research of Davoodian – Shafiei(2012) showed from teachers and attendants of pedagogy's view, different factors affected in attraction of abecedarian to class<sup>10</sup>.

Zanjane (2008) in his research entitled the investigation of factors and elements of lack of interest of primary school teachers in collaboration of adults learning in rural regions of Boushehr. It used statistic sample consist of 300 women and men that selected randomly, he found these results: there is relation between the amount of teacher's salary and their lack of collaboration attraction of adult's abecedarian and teachers toward learning. Between lack of complete teachers' awareness from adult teaching methods and lack of tendency to collaborate with literacy teaching movement, there is a relation. Results showed that if salary of adults class increase, 45 % of them have higher tendency to collaborate with literacy teaching movement. This cover 75 % of cited classes' problems. Also 40% of teachers stated that lack of awareness of adults teaching method weaken collaboration with literacy teaching movement. In addition 78% of teacher stated that their lack of collaboration with literacy teaching movement cause leave of adult literate learners. 70% and 67% of teachers stated that repeated absence and leave of education of literate learners was effective in weaken motivation and work motif<sup>11</sup>.

Generally, based on formal census of Iran population in 2006 about 10 million citizens were illiterate. In 2011the number of illiteracy decreased to 8/5 million people. Yet about 45% of Iranian farmers are illiterate, and total of 4360000 people who work in agriculture parts only 137 thousand have academic education and this whereas until the fourth development plan, the number of literate people in this province in age 10-30 reach to 98/1%<sup>5</sup>. On the other hand, in the society which large numbers are illiterate people<sup>12</sup>? It is important for illiterate and abecedarians to collaborate in the class and we must prevent from returning abecedarian to illiteracy. Therefore, research about various perspective of adults' education in the learning class and especially the way of attraction of illiterate to class is more important<sup>13</sup>. The attendants and planners of adults learning can choose their plan, confirmed plans, reach to more success in attraction of illiterate, and spread learning service among the community.

### **Research objectives**

General objective of research is to determine suitable application to deprive illiteracy in Iran in rural area by collaboration of education and training offices principals.

### **Sub objectives of research are:**

- 1- Investigation of effective factors in citizens not went to school and become literate in necessitate age of learning
- 2- Investigation of applicable procedures to attract illiterate people to literacy teaching class from literacy teaching teachers' view
- 3- Investigation of applicable procedures to attract illiterate people to literacy teaching class from literacy teaching administrations' view

### **The basic meaning of research:**

Literacy: literacy is minimum ability of reading, writing, counting. In this research base on regulated literacy teaching movement rules, anyone who pass successfully basic level or first grade of primary, is literate.

Illiterate: group of aged citizens deprived literacy (people least 10 years old) <sup>14</sup>. In this research, illiterate people are group of citizens' inhabitant in rural and urban of between ages 10-39 deprive of literacy.

Literacy teaching class: classes hold for literate learning of literacy teaching movement in rural and urban area.

Teacher Literacy: instructor who teaches the collaborated people in learning class; it holds by literacy teaching movement.

Literacy learners: the person collaborated in the learning class and doing learning activity and learn whatever teacher represented.

Literacy teaching movement: it is an organization institution. It is part of education and training organization. Its objective is to collaborate with formal education of country for eradication of illiteracy and help hindered of education to educate.

### **Research method**

With respect to research subject that is investigation of ways to eradicate illiteracy in Iran in villages in administration of literacy teaching of education and training offices, teachers and guide teachers and abecedarian view in Iran. Since this research investigate main and essential subjects of teach and train process in adults hindered from education i.e. attraction for receiving service of teaching literacy from literacy teaching movement, descriptive – survey method used.

In this method, researcher used questionnaire to gather views of new abecedarians, teachers, guide teachers, literacy teaching movement managers and education and training in province, especially factors effective in not went school or not be literate and ways and factors in eradication illiteracy among a hundred rural citizens.

### **Statistics and sample community**

The statistic community is all teachers who teach in learning class in Iran in first half of educational year 2010-2011. The numbers of teacher were about 1000 people and the population of citizen who collaborated in the class was 500 people.

### **Sample community and sampling method**

To investigate the ways of eradication of illiteracy in the rural area of Iran from learning movement teachers point of view – which have direct contact with illiterate people and abecedarian. The elementary class of learning movement based on Morgan description

plan. The number of people determined by helping of determination chart of sample community- 100 teachers and 400 abecedarians selected as sample for research about the investigation of effective factor in leaving the school. Teachers and abecedarians selected by the simple random sampling method. In this way, at first name of all parts which the class held written. Then from each part or region in attention of face toward present, the suitable number of teachers and abecedarians chose randomly.

### Data gathering tool

Base on importance of various perspective of research i.e. investigation the factor of hindered education and ways of illiteracy eradication in this province, we used questionnaire closed answer planned by researcher in Likert scales. Degrees are very much, much, low, very low. To investigate and determine the validity tool of gathering data from content validity and reliability used. Permanency of teachers' questionnaire is 79% and permanency of abecedarian questionnaire based on Cronbach's alphas 86%.

### The ways of analysis data

In analysis of used data descriptive way, consist of percentage, determination of excess, drawing diagram and so on. To analysis, inferentially research used from inferential statistics as chi two tests. Significant statistic levels in all tests were 0/05; all calculations and statistics conducted using SPSS software and collaboration of experts and counselor.

### Research findings analysis

1-From summing up sets of illiterate citizens – who participate in class – answered to the question of various factors in leaving school in childhood. We reach to these results listed in order of their priority. These factors are much and very much effective.

- literacy of parents about 96% influence
- Lack of permission of father to go to school about 86% influence
- Schools and classes joint boy and girl about 77/5% influence
- Number of family members and far distance of school to life place about 77% influence

Following factors as factors that have least influence in going school and benefit from literacy among citizens of Iran stated from those obtain literacy gift:

- Help parent look after children about 49% influence
- Expensive cost of writing material about 31% influence
- Work with parents about 28% influence

2: investigation of teachers view occupied to teaching in literacy teaching class of research questions about effective factors in attraction of illiterate to literacy teaching class shown in following table.

Table 1: investigation of teachers view to effective factors in attraction of illiteratecitizensin literacy teaching class

Percent of influence to attract illiterate to teaching class	Very much	much	low	Very low
Use native teacher to teach in literacy teaching class	68/2	11/3	19/7	0/8
Use education and training teachers for literacy class	16/3	11/6	45/3	26/8

Train teacher through scientific applicable university	18/4	21/7	52/6	7/3
Hold in service period for teachers	28/6	48/9	19/1	3/4
Teach literacy using books and informal resources	0/6	15/3	19/6	64/5
Use active teaching method in literacy teaching class	11	18/4	48/9	21/7
Expansion of media advertise through media program	14/3	13/6	28/4	43/7
Use literacy teaching ad through art poster	14/8	16/9	31/4	51/9
Pay scholarship to participated in class	38/6	49/9	11/5	0/0
Provide free writing material for participated in class	39/0	38/4	21/8	0/8
Assign free treatment insurance to participated in class	10/3	21/6	45/8	22/3
Free food to participated in literacy teaching class	14/5	21/6	33/8	30/1
Hold Olympiads of literacy teaching for graduated	11/3	13/4	28/6	46/7
Assign gifts to selective in literacy teaching class	38/3	25/6	26/1	0/0
Extend clergyman speech to necessitate of literacy in various meetings	35/3	46/8	16/6	1/3
Speech of literacy graduate of literacy teaching class in various meetings	18/6	29/1	38/4	13/9
Establish and use of nongovernmental literacy teaching	1/8	6/4	42/8	49/0
Increase teacher's salary	52/4	39/6	8/0	0/0
Build formal literacy teaching school as education and training schools	28/6	41/3	28/3	1/8
Establish kindergarten near literacy teaching class	38/3	13/9	26/4	22/4
Decrease work hour of illiterate to participate in literacy teaching class	11/3	36/4	48/6	3/7

Summary set of teacher response to literacy teaching class in Iran about influence of various factors in attraction of deprived citizen to literacy teaching class, from their views, following factors are much to very much effective:

- Increase teacher's salary about 92% influence
- Pay scholarship to participated in class about 88/5% influence
- Extend clergyman speech to necessitate of literacy in various meetings about 82% influence
- Use native teacher to teach in literacy teaching class about 79/5% influence
- Hold in service period for teachers about 77/5% influence

Following factors as least factors effective in attraction of deprived citizens from literacy gift to literacy teaching class from literacy teaching class teachers view literacy movement class in Iran.

- Establish and use of nongovernmental literacy teaching about 8% influence
- Teach literacy using books and informal resources about 16% influence
- Hold Olympiads of literacy teaching for graduated about 25% influence

3: investigation of administrations view in literacy teaching movement and education and training offices of Iran of research questions about effective factors in attraction of illiterate to literacy teaching class shown in following table.



Table 2: investigation of administration view about effective factors in attraction of illiterate to literacy teaching class

Percent of influence to attract illiterate to teaching class	Very much	much	low	Very low
Use native teacher to teach in literacy teaching class	48/9	31/8	17/5	1/8
Use education and training teachers for literacy teaching class	1/4	20/3	56/2	22/1
Train teacher through scientific applicable university	6/8	41/3	64/4	5/5
Hold in service period for teachers	7/1	39/9	48/4	5/2
Teach literacy using books and informal resources	16/3	25/2	38/3	20/2
Use active teaching method in literacy teaching class	14/2	25/3	48/4	12/1
Expansion of media advertise through media program	10/6	18/0	38/4	33/0
Use literacy teaching ad through art poster	8/6	21/3	39/8	30/3
Pay scholarship to participated in class	21/4	72/6	7/7	0/8
Provide free writing material for participated in class	21/8	48/6	29/1	0/5
Assign free treatment insurance to participated in class	16/3	25/8	35/9	22/0
Free food to participated in literacy teaching class	16/9	18/1	48/6	16/4
Hold Olympiads of literacy teaching for graduated	21/4	26/0	35/2	22/0
Assign gifts to selective in literacy teaching class	28/6	48/2	16/5	6/7
Extend clergyman speech to necessitate of literacy	28/8	52/6	15/2	3/4
Speech of graduate of literacy classes in various meetings	16/2	38/4	39/8	5/6
Establish and use of nongovernmental literacy teaching	2/6	8/4	36/4	52/6
Increase teacher's salary	28/6	48/4	33/0	0/0
The official making schools adult education literacy training for schools	21/4	52/8	25/5	0/3
Establish kindergarten near literacy teaching class	16/3	23/6	41/6	18/5
Decrease work hour of illiterate to participate in literacy teaching class	29/6	38/9	26/3	5/2

Summary set of administrations response in literacy teaching movement, education, and training offices of Iran of research questions about effective factors in attraction of illiterate to literacy teaching class, from their priority; following factor are much to very much effective:

- Pay scholarship to participated in class about 94% influence
- Extend clergyman speech to necessitate of literacy in various meetings about 81% influence
- Use native teacher to teach in literacy teaching class about 79/5% influence
- Increase teacher's salary about 77% influence
- Build formal literacy teaching school about 74% influence

Following factors as least factors effective in attraction of deprived citizens from literacy gift to literacy teaching class from administration view of literacy movement class in Iran.

- Establish and use of nongovernmental literacy teaching about 11% influence

- Use education and training teacher to teach in literacy teaching class about 21% influence
- Expansion of media advertise through province media program about 28% influence

### **Conclusion:**

The results of research show that about 75% of mothers and 65% of fathers of abecedarians' parent were illiterate. About 96% stated include; lack of permission to go to school from parents about 86%, far distance of school from house about 83%, joint classes of boys and girls about 77/5% and high number of family members of them 5 to 10 people. In addition, lack of school in resident place is about 74% are main effective factor in lack of participation of necessitate citizen in formal class and be literate.

Research results also show that help parent to look after children about 49% and 70% respondents of questions are citizen with 5 to 10 family members. Expensive cost of writing material about 31% and work with parent with 28% had least influence in not going school in formal class and be literate.

Research results show teachers view from these factors. They are increase salary with 92%, pay scholarship to participant in literacy teaching class about 88/5%, Extend clergyman speech to necessitate of literacy in various meetings about 82%. Use native teacher to teach in literacy teaching class 79/5% and Hold in service period for teachers 77/5% much to very much in attraction of illiterate to class and literacy expansion were effective.

Research results also show employed teachers in literacy class see these factors with low to very low effective in attraction of illiterate to literacy class. They are Establish and use of nongovernmental literacy teaching about 8%, Teach literacy using books and informal resources about 16%, Hold Olympiads of literacy teaching for graduated about 25%.

Research results show administrations of literacy movement and education and training see these factors much and very much effective in attraction of illiterate to literacy class and eradication of illiteracy. They are Pay scholarship to participate in class about 94%, Extend clergyman speech to necessitate of literacy in various meetings about 81%, Use native teacher to teach in literacy teaching class 79/5%, increase teacher's salary about 77%, Build formal literacy teaching school as education and training schools about 74%.

Also, research result show these factors are effective in attraction of illiterate to literacy class with low to very low rate. They are Establish and use of nongovernmental literacy teaching about 11%, Use education and training teachers for literacy teaching class about 21%, Expansion of media advertise through province media program about 28%.

### **Research suggestions**

Research finding shows that doing these suggestions activity is effective in attraction of illiterate to literacy class and eradication of illiteracy in society, so it suggest that:

1. Extend clergyman speech to necessitate of literacy in various meetings and enlightenment of parent cause parent let their children especially girls to go school and literate. In addition, they themselves try for their literacy.

2. Build formal literacy teaching school with separation of genders and provide experienced teachers and literacy class in resident rural area and countryside are main effective in going class in necessitate age and eradication of illiteracy.
3. Use native, experienced and local teacher to teach in literacy teaching class is effective in attraction of illiterate to literacy class but influence of non-native in quality of education cannot neglect.
4. Teach effective way in attraction of illiterate to literacy class to teachers through in service period for teachers.
5. Assign insurance, Pay scholarship and food to participate in class is effective in attraction of illiterate to literacy class and eradication of illiteracy.

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