

ISSN (print): ۲۵۸۸-۵۷۳۱ E-ISSN: ۳۰۶۰-۶۵۳۵

Identifying the Needs and Goals of Adult Literacy Curriculum

Helen Zarghi^۱, Hasan Saemi*^۲, Aliasghar Bayani^۳, Hossein Fakouri^۴

Received Date: ۰۸/۰۴/۲۰۲۳

Accepted Date: ۰۹/۰۸/۲۰۲۳

Pp: ۴۳-۶۵

Abstract

Introduction: The present research was conducted with the aim of identifying the needs and goals of adult literacy curriculum.

Methodology: The mentioned research is fundamental-applied in terms of purpose, and in terms of information data, this research is qualitative. The statistical community in the research included organizational experts (Directors of the Literacy Movement, Vice- Presidents of Education Curriculum) and academics (University Faculty Members) as well as ۳۰ relevant scientific documents and documents. In this research, to determine the sample purposive sampling method was used in which ۲۰ people were considered as the sample size using the principle of saturation. Semi-in-depth interviews were used in the qualitative part of this study. To ensure the validity of the tool in the qualitative part of the research and to ensure the accuracy of the findings from the researcher's point of view, the opinions of professors familiar with this field and university experts who were experts and knowledgeable in this field were used. In the current research, retest reliability and intra-subject agreement method were used to calculate the reliability of the conducted interviews. The method of data analysis in the qualitative part of the theoretical coding was derived from the data theorizing method. Therefore, the analysis of the data obtained from the interviews and documents was done in three stages of open, central and selective coding, and based on this the research concepts and categories were classified.

Findings: The results of the research showed that the necessity of designing the adult literacy curriculum includes skill development and dynamic performance, and the goals of designing the adult literacy curriculum included strategic adaptability and strategic competence.

Conclusion: the findings of the research indicate that the literacy of adults ends with their better performance and optimal performance is the necessity of curriculum design. Meanwhile, employment creation is considered as one of the factors of dynamic performance.

Key Words: Necessity, Goals, Curriculum, Literacy, Adults

^۱. PhD student in curriculum planning, department of Educational sciences, Faculty of Humanities, AZADSHAHR branch, Islamic AZAD university, AZADSHAHR, IRAN

^۲. *Corresponding Author: Assistant Professor, department of Educational sciences, Faculty of Humanities, AZADSHAHR branch, Islamic AZAD university, AZADSHAHR, IRAN (Saemi_۱۱@yahoo.com)

^۳. Associate Professor, department of Educational sciences, Faculty of Humanities, AZADSHAHR branch, Islamic AZAD university, AZADSHAHR, IRAN

^۴. Assistant Professor, department of Educational sciences, Faculty of Humanities, AZADSHAHR branch, Islamic AZAD university, AZADSHAHR, IRAN

Introduction

Today's society is inevitable to progress and move at a high speed. Adults, as members of this society, who should be busy in various fields, should be able to find their place in one of the bases of skills and abilities and move forward with their lives (CROMLY ۲۰۲۳). Nowadays, even the workers are trying to improve their careers to be leaders in the field of skill training and new skills training to gain a competitive advantage. Therefore, adults must first be literate for their economic survival and to accompany and participate in the path of movement and economic advancement of the society. In other words, literacy and the ability to progress and learn today is vital and necessary for the survival of adults. Educated adults find jobs more easily and make better use of suitable opportunities presented by employers in their jobs. These people can see different career, life and educational opportunities with a more open view than an illiterate person, with the speed that the world is moving and changing today, the foundation and understanding of the importance of learning literacy is on the individual residents of a society is an art that is related to having an advanced society. (MIKULECKY ۲۰۲۳).

Believing in education and learning throughout life as an important indicator in society should exist and become a belief in the minds of all people regardless of their age. In fact, adult education can play an important role in decision-making systems. In Europe, re-education of adults individually or socially is considered a serious goal. The European Union and the Organization for Economic Co-operation and Development strongly seek to transform a society into a powerful global society in the direction of economic growth. On the other hand, in today's world, access to information and the need to understand it is much wider and more complicated than ever, and literacy is the key to receiving information and awareness. Curriculum, in fact, is one of the main mandatory pillars in educational sciences and plays a very valuable role in students' performance. This program also includes informal processes. Curriculum is a capacity that has multiple functions and demanding to include all the open and hidden educational events and even operations in order to meet the expectations of education. Curriculum can be considered as a process that connects the beginning and end of learning and teaching (GRIMUS). (۱۳۲, ۲۰۲۰).

The history of literacy in Iran shows that since the past years, the issue of compulsory education and adult education has been raised under many headings, but due to several reasons, no significant progress has been made in this matter, and for many years, despite spending a heavy budget and using human resources and various facilities, not only has ignorance and illiteracy not been eradicated in the society, but the number of illiterate people in the society has also increased day by day. For example, some of these activities and programs are mentioned (SOHRABI et al.).

The issue of combating illiteracy and education of illiterate children and adults in Iran has been the main topic of various programs for many years and the governments of the time have declared literacy education to them as one of

the priorities of their national development programs. Learning knowledge has strong and solid roots in our Islamic culture and education and its acquisition are emphasized in different ways (KARIMKHANI & HASHEMNIA, ۲۰۲۲). The history of literacy in Iran shows that since the past years, the issue of compulsory education and adult education has been raised under several headings, but for several reasons, no significant progress has been made in this matter, and for many years, despite the heavy budget and the use of human resources and various facilities, not only has ignorance and illiteracy not been eradicated in the society, but the number of illiterate people in the society has also increased day by day, for example, some of these activities and programs are mentioned (AHMADRASH, ۲۰۱۷).

Adult literacy is an effective step to get out of the circle of poverty and increase social justice, mental and social health, which happens through literacy (Wu, ۲۰۲۰). In the country of Iran, the literacy movement is one of the enduring legacy of Imam KHOMEINI, the leader of the revolution. It is a legacy that has survived to this day in the hustle and bustle of the modern world and is being pursued seriously. Among illiterate and illiterate adults, he has put his work on the pattern (ZAKERI & SABAHIZADEH, ۲۰۲۰). What is mentioned in the literacy movement is that literacy is a set of abilities and capabilities that help a person to face his personal, family and social issues and problems with self-confidence and solve them in the right way; that is, the scientific method that first recognizes the problem, then obtains information about that problem (POURRAMEZAN et al. ۲۰۱۴). Then propose solutions and put those solutions to the testing stage and finally reach a new finding. In the scientific method, it means that at the lowest level it can establish a constructive and effective relationship with others, i.e. family members, the surrounding environment, or those with whom it deals administratively, and even with nature and the environment, establish whatever is related to the ecosystem around him, he can establish a constructive relationship with them (SHARIFIAN et al. ۱۵۲, ۲۰۱۹).

Basically, for the implementation of any program, it is necessary to determine the general framework and policy of the activities first, and then to determine and select the implementation methods and the tools and facilities required for the activity and the realization of the educational goals. Literacy model is a special framework in which the important elements of teaching can be studied, and the knowledge and awareness of the mentioned elements and factors can help the professor in adopting appropriate teaching methods (KADOYA et al. ۲۰۲۱). Teaching, in these models, is a process and countless factors play a role in it, all of which cannot be studied and controlled, so the teacher must choose a small and limited framework of the teaching process as a model and analyze it, in order to be able to Organize educational activities and choose suitable teaching methods in the appropriate situation and within the limits of that framework (Pickard, ۲۰۲۱).

Experts have introduced several literacy models. Because in the teaching process, the principle is to provide a suitable environment for students to

interact with the teacher and to examine the learning pattern. Therefore, the literacy model is also a description of the learning environment, and in the scope of this description, many things such as planning, study program, courses, units and educational materials, etc. can be searched, in other words, patterns are actually a tool for students to learn. Educational scientists have introduced various models, some models are very limited and even some of them are limited to a specific lesson and a specific time. This is where choosing a suitable model that is compatible with the characteristics of the learners, the content of the lesson, the available facilities and equipment, the duration of the class, etc. is a relatively important and complex task. In fact, the theoretical learning of models alone will not solve the problem, but measures should be taken so that in the stage of selection and implementation, the appropriateness of the desired model with educational goals, conditions and requirements of the class, course materials, the number and gender of learners, etc. are taken into account (WEBER, ۲۰۲۱).

As a result, it can be said that the mission of the literacy movement is to prepare adults for social participation and find appropriate information sources to meet their needs. For this purpose, this movement has been supported by various instruments, for example, in addition to the education that it officially provides for the people under its coverage, it has also taken measures to reduce the amount of illiterate and illiterate adults (BARGHI, ۲۰۱۸).

The pillars of education and learning are numerous and effective factors also affect education and literacy, such as the teacher, educational environment, facilities, support facilities, etc., but one aspect of education that seems very important, and is especially vital for adult literate students, is attention to the curriculum (RAMEZANI et al., ۲۰۱۸). Curriculum, in fact, is one of the main approaches in the educational system and plays an important role in the learning outcomes of students. This program includes informal processes and in fact includes both an open and a hidden approach (EILKS & HOFSTEIN, ۲۰۱۷).

KHANJI et al. (۲۰۲۳) showed in a research that the emergence of radical critical thoughts and the change in attitude towards education is one of the most important changes that have occurred in the field of education in the education system of today. This approach was able to influence all Educational concepts such as teacher, student, content, method and goals of education are influenced. One of the promoters and founders of this approach was the prominent Brazilian educator, Paulo FREIRE, who tried to spread radical ideas with the cultural and political colonialism and struggle with them in his own country Brazil. He found the way of this struggle in informing the people, and this would be possible only when the people of Brazil, especially the villagers, are equipped with the weapon of literacy and critical awareness in this political-cultural struggle. Therefore, FREIRE was able to achieve great success by providing solutions based on his experiences in dealing with the illiterate. In the preceding article, an attempt has been made to present and introduce some of Paulo FREIRE's ideas, experiences, results and the impact of literacy in other

countries. (ZAKERI and SAFAEIZADEH, ۲۰۲۰), showed in a research that the eight central categories in the plan's damage section include lack of financial resources, weak monitoring system, weak content, lack of comprehensiveness of the plan, weakness of the plan's workers, lack of compatibility of the plan with influential factors, weak motivation and there is a lack of sufficient media institutional support. Eight components of financial support and strengthening the project evaluation and monitoring system, attitudinal and educational development of the project participants, strengthening the headquarters system and scope of the project, strengthening the motivational aspect, strengthening the institutional and media support of the project, compiling and teaching project books based on the scientific principles of improvement methods plan to read with the family. (SADEHMAYMANDI & et. Al, ۲۰۲۰) show in a research that literacy-learning strengthens the ten life skills and strengthens the coping strategies in people face the problems and difficulties of life more effectively, it also increases the adaptability of people and makes a person able to accept the social and personal problems of life better, reveal his capabilities and avoid the harm caused by the inability to solve problems. Therefore, literacy is effective in reducing social damage and improves the individual's economic status and reduces costs and economic development of the society. In a research, SHARIFAN et al. (۲۰۱۸) showed that participation in literacy courses has a significant effect on increasing the social and psychological capital of literate students, thus, with the continuation of literacy, its effect on social capital is ۱۲,۶ percent (the effect rate in the literacy course is ۰,۰۰۲). and the transition period is (۰,۶۲۸) and psychological capital is ۳۲,۴ percent (the effect rate in the literacy period is ۰,۳۲۷ and in the transition period is ۰,۶۰۱) which increases significantly, therefore, we conclude: Literacy has a significant effect on increasing the social and psychological capital of female literate students participating in literacy courses, and its amount increases with the continuation of literacy. SANUSI et al. (۲۰۲۱) , in a research, showed that radio education, which is compiled and implemented based on the general education program, has an effect on adult literacy. AKINTOLU et al. (۲۰۲۱) showed in a research that adult literacy based on special targeting and providing the required content can guarantee sustainable development. McKenzie (۲۰۲۰) , in a research, shows that the literacy curriculum in this country is facing challenges such as insufficient support from officials, inappropriate content, lack of facilities, and low access to textbooks. ALLAT & TETT (۲۰۱۹) showed in a research that lack of employment plays an important role in developing the literacy curriculum among adults and affects it. The result of the research of QOLTASH et al. (۲۰۱۷) was to extract three main categories (skills, knowledge and attitude) and nine sub-categories, in the skill dimension, three sub-categories, in order of priority: basic life skills, practical skills, and learning skills were recognized as the educational needs of literate students. In the knowledge dimension, four sub-categories in order of priority; The socio-cultural, scientific, spiritual (religion and ethics) and health-treatment category,

as well as in the attitudinal dimension, two sub-categories, individual and social attitude respectively, were identified as basic needs. The results of the quantitative section also showed that the priority of the identified needs the three main dimensions are "skill-knowledge and attitude dimension" respectively. KHANI et al. (۲۰۱۶) showed in a research that all the predictor variables of the research including educational facilities and space, educational content, educational evaluation system, educational management system, educational planning factors, factors related to educators and finally factors related to literate students based on methods new teaching has a significant role on the effectiveness of educational goals. POURFATHI (۲۰۱۳) showed in his research that with certainty ۹۹% of the reasons for people not continuing their education in high school include financial and family issues and problems as well as the education system of the country and the motivation of people to participate in distance learning centers and adults includes strengthening Social personality is receiving university degrees, insistence of family and friends, and promotion of job rank.

In recent years, many institutions in the world have changed their approach to the curriculum and paid more attention to the design and content of the curriculum Barnett & COATE (۲۰۰۵) . It seems that the curriculum emerges according to the individual differences and needs of people and should not be something separate from meeting their needs. In the adult literacy curriculum, which is communicated by the Supreme Council of Education to the general education departments of the provinces, the main goals of the curriculum are reading, writing, performing mathematical calculations in four main operations, getting to know the Quran and acquiring the basic skills of reciting the Quran. and more familiarity with religious education and Islamic culture. In addition, the literacy consolidation course is one of the courses that provides the opportunity for the continuity and stability of what has been learned and its application for those who have completed the literacy course and do not wish to continue their education. The length of this course is equivalent to ۲۰۰ hours, of which ۷۰ hours are in attendance and ۱۳۰ hours are out of attendance. The purpose of this course includes preventing the return to illiteracy, creating a connection between literacy and teaching basic life skills, and laying the groundwork for lifelong learning. Despite all the efforts that have been made in enriching the adult literacy curriculum. But this important matter still faces obstacles. First of all, the necessary educational support for adult literacy students is not implemented and the goals of the consolidation period seem to have only a demonstrative aspect, not operational and executive. The number of courses and the volume of books are too much for adult literate students and this is because the content is not comprehensively conveyed to them and does not create the necessary motivation in them to continue their education. Also, in the adult literacy curriculum, sub-cultures, ethnicities and cultural sensitivities have not been given much attention in the content, and the religious values of other religions have not been investigated. On the other hand, in

general, adult education programs that provide the opportunity to train adults with rehabilitation and labor force services from the fields of interest, should be in the direction of providing individual goals, strategies and goals of the organization, but what is observed, is that the professional field of the literate students is not taken into consideration and the teaching of reading and writing is the basis of the work. In fact, teaching adults should be in a broader framework than learning to read and write, and importance should be given to the diversity of the needs of literate students. According to what was said, the present research aims to answer the question of what are the needs and goals of adult literacy curriculum by conducting a comprehensive study.

Methodology

The aforementioned research is fundamental-applied in terms of its purpose and is effective in solving the problem and finally obtaining information to make decisions and meet administrative and even individual needs. In terms of information data, this is a qualitative research that, while taking care of the experts in this field, has undertaken to identify the needs and objectives of the adult literacy curriculum. In terms of implementation, in this research, the foundation data method was used.

The statistical community in the research included the experts of the organization (directors of the literacy movement, the deputy of education and training curriculum) and academics (members of the academic faculties of the universities). Also, there were 30 relevant scientific documents and theses, which were the conditions for the selection of experts for the collection. The data must have at least a doctorate degree and have an executive and educational job in the field of adult literacy, who have played a role in the decision-making levels of the literacy movement both now and in the past. This group is called the so-called knowledgeable experts who participated in the interview process.

In this research, the judgmental sampling method was used to determine the samples, and 30 people were considered as the sample size using the principle of saturation. Semi-in-depth interviews were used in the qualitative part of this research. In the one-on-one interviews with the interviewees, 3 main questions were used for preliminary investigation. Considering that after conducting 30 interviews, the main and secondary factors were repeated in the previous interviews and the researcher reached saturation, that is, the new data did not differ from the previously collected data and saturation was achieved, the interviews were stopped. The duration of the interview was between 30 and 60 minutes.

In order to ensure the validity of the instrument in the qualitative part of the research and to ensure the accuracy of the findings from the researcher's point of view, the opinions of professors familiar with this field and university experts who were experts and knowledgeable in this field were used. Also, at the same time, the participants were helped in analyzing and interpreting the data. In the current research, retest reliability and intra-subject agreement method were used to calculate the reliability of the conducted interviews (DELAVAR, ۲۰۱۷).

The method of data analysis in the qualitative part of theoretical coding was derived from the foundation's data theorizing method. Theoretical coding is an operation during which the data are analyzed, conceptualized and put together in a new way, and it is the main process during which the theory is developed based on the data. In this method, there are three main pillars: "concepts", "categories" and "theorems". In this method, theories are formed based on "raw data" (de Laver & KOSHKI, ۲۰۱۳: ۱۷۹).

Data analysis is the main axis of the theory derived from the data. In any study as a whole, data collection, data organization and data analysis are interdependent. Three types of coding have been used to analyze the data obtained from the interview as well as the theoretical foundations, which are:

- Open coding
- Axial coding
- Selective coding of findings

Research Findings

●First question: What is the necessity of designing an adult literacy curriculum?

۲۰ concepts, ۰ sub-categories and ۷ main categories were obtained from the analysis of the data related to the necessity of designing the adult literacy curriculum. The results of the research showed that the necessity of curriculum design can be identified in the two categories of skill development and dynamic performance. The meaning of skill development is inherent, technical and communication skills, and the meaning of dynamic performance, innovative performance and educational performance.

Table ۱ shows the concepts, sub-categories and main categories related to the first research question:

Table 1- Main, sub-categories and concepts extracted from interviews and texts

Concepts (Open Coding)	Subcategories (Axial Coding)	Main Category (Selective Coding)
* Responsibility & self-control * Understanding one's duties & responsibilities * Patience * Creating individual value by improving literacy * Mental development * Ability to solve problems and make the right decision * In getting others stuck in creating a common vision, * Responsibility & accountability for assigned duties in personal and social life, professional ethics of commitment * Creating new opportunities & developing expertise in his own work	Innate skill development Technical skill development	Skill development
* Verbal communication skills are needed * Having a democratic spirit & emotional intelligence * Perceptive skills of active competitiveness	Development of communication skills	
* Continuous improvement in performance * Application of learning in personal life * Balanced assessment of multiple goals in individual life, agile performance in performing tasks	Innovative performance	Dynamic performance
* Paying attention to your individual differences compared to others, improving the quality of learning * Changing the models of learning and learning in the event and trying to have active learning * Dynamics in performing educational tasks by improving literacy.	Educational performance	

Based on the above table, 10 concepts, 0 sub-categories and 2 main categories were obtained from the analysis of the data related to the necessity of designing adult literacy curriculum.

The main categories were: "Skill development and dynamic performance".

- Skill development
- Development of inherent skills of document 12:

Adults who seek to discover their talent through literacy are more likely to seek individual value creation. They are people who have suffered social abuse due to illiteracy and now they are looking to strengthen the value of literacy for themselves.

Participant 1^:

Adults who are literate may not have a proper understanding of their responsibilities, therefore, it is necessary to address the curriculum specific to them. A program that reminds them of their responsibilities and tries to fix their shortcomings.

Document ٧:

By examining the programs of the literacy movement that I have had personally, I can clearly state that the program of literacy education and addressing this program is necessary because it not only solves the social problems of adults but also leads to the mental development of these loved ones. It is not possible to do things related to oneself in today's world without education. In my opinion, people who come to literacy movement centers are looking for personal, mental and thinking development.

Document ٨:

The literacy movement has been continuing its work with strength for many years and has made many people literates in these years. One of the necessities of this movement and basically literacy for adults is to improve the level of patience in them. By practicing patience, literate adults learn that it is never too late for anything, including literacy.

●**Technical Skill Development:**

-Document ٩:

Literacy is a necessity and should be the main issue of the country. In fact, in the literacy movement, efforts should be made for literate students to solve problems and learn this. Problem solving power in literate students leads to logical and correct individual and social decisions in them. Unfortunately, in the curriculum, the problem solving power in adults is the target. It has not been placed and is aimed at teaching reading and writing. But this issue is also for evaluation.

-Document ١٠:

We clearly see in the education and educational programs of schools that (especially in recent years and with the change of the students' curriculum) the curriculum with the content it provides actually helps the student to create a common perspective and engages the students in learning. It doesn't matter. In the education of adults, this issue should be included in the educational content. This will increase their participation and responsibility towards learning.

-Document ١١:

Well, the basic issue that exists in literacy in general is the promotion of responsibility and accountability towards assigned tasks in individual and social life. This issue is also ongoing in adult literacy. with literacy,

they should be able to handle their personal and social affairs better and play a role in the society as a professional citizen.

-Document ١:

Learning ethics and ethical behavior is one of the most important reasons for literacy. In the adult literacy curriculum, it is necessary to include ethics-oriented materials in order to promote professional ethics. Having professional ethics is necessary for all people in a society, and usually people get this important by improving knowledge at different levels. Therefore, it is necessary to have an ethics-oriented curriculum for adult literate students.

-Document ١٠:

One of the skills that people acquire with literacy is the power of commitment, commitment to oneself and others, commitment to society, to learning, and to humanity. With the literacy curriculum that the literacy movement in the country is in charge of, this issue is considered as an important and necessary factor. Creating commitment teaches literate students to change their understanding of surrounding issues.

-Document ٣:

In my opinion, with literacy, favorable doors are opened for a person, and one of these doors is the new opportunities that are created for the person and may help him in developing his work expertise. Therefore, it is necessary to address job opportunities and technical skills in the literacy curriculum; because it teaches people the right ways to promote their careers.

●**Development of Communication Skills:**

-Document ١١:

One of the necessities of implementing the literacy curriculum in adults and promoting it is improving verbal skills among adults. Many adults are weak in verbal communication due to their lack of literacy and sometimes they cannot use the right words in their communication, this issue suffers them.

-Document ١:

In fact, it can be said that adults who think of literacy are seeking to satisfy their needs and even create a need to communicate with others.

-Document ١٤:

Having communication skills is one of the most important curriculum requirements that should be considered. Man is a social being and needs communication. This issue is rooted in the spirit of having collective votes in people, or rather, it has a democratic spirit in people.

-Document ٥:

In my opinion, one of the necessities of improving the literacy curriculum in adults is to improve their emotional intelligence. The fact is that people with literacy also strengthen their altruism because they can better understand others.

-Document ٦:

In order to improve the perceptual skills, people learn literacy, during literacy, they participate and mutual understanding is achieved. Therefore, adult literacy can end with perceptual skills.

-Document ٧:

Adults, especially those who are not well educated, are afraid of competition. While healthy competition is very effective in an education. Adult literacy activates competitiveness in them and teaches them that they can compete in learning and healthy competition is not a bad thing at all.

Another main category that has been raised in the context of the necessity of the adult literacy curriculum is dynamic performance, which is discussed below in its subcategories.

● **Dynamic Performance:**

● **Innovative Performance:**

-Document ٨:

The literacy curriculum for adults is worthy of consideration, because with a regular and correct curriculum, we will witness a permanent improvement in the performance of adults in their individual or organizational lives.

-Document ٩:

Having a suitable program allows adults to use what they have learned in their lives. The richer these programs are, they will have a tremendous impact on the individual lives of adults and change their behavior.

-Document ١٤:

Adult literacy can be compared with student literacy, because adults also have needs that must be met. For example, the pursuit of multiple goals in an individual's life, which is included in the curriculum of students as a whole, is felt necessary in the curriculum of adult literacy.

-Document ١٥:

It seems that with the educational curriculum, adults can also be made more agile. People learn what wastes time and act faster in their tasks.

● **Educational Performance:**

-Document ١٦:

Literacy in adults encourages them to be active. Of course, the right changes must be made in the current curriculum, so that by implementing

it, adults in the literacy movement can recognize their individual differences and take steps to improve them.

-Document 4:

It is a curriculum that can improve the quality of learning. Curriculum is one of the important elements in education and it needs to be given more attention. In my opinion, dealing with the literacy curriculum in adults requires serious determination and requires the help of different social groups to raise the quality of learning in adults as well.

-Document 5:

With the right curriculum, adult learners can change their learning patterns, they learn how to make these changes and try to have active learning.

-Document 6:

One of the factors that is improved with the adult literacy curriculum is the dynamism in doing educational tasks. Adults can maintain dynamics in their learning by improving their literacy.

•Second Question: What are the goals of the adult literacy program?

The results of the research showed that the goals of the adult literacy program include adaptability to the environment and strategic competencies, the meaning of flexibility with the environment, needs assessment, adaptation of culture and individual differences and flexibility, and the meaning of strategic competencies, the development of attitudes, knowledge and skills.

•Goals:

Table 7 shows the concepts, subcategories and main components related to the research objectives:

Table 7- Main, sub-components and concepts extracted from interviews and texts

Concepts (Open Coding)	Subcategories (Axial Coding)	Main Category (Selective Coding)
* Survey on curriculum implementation *Examining the educational needs of adults in relation to the curriculum *Preparation of informal curriculum based on existing needs *Evaluating people's capabilities to apply the curriculum based on people's learning *Assistance from managers and beneficiaries of the literacy movement to control the implementation of the curriculum	Need assessment	Adaptability to the environment

<p>*Matching the curriculum with the individual differences of people</p> <p>*Paying attention to the social culture of the educational field to use the advantages of the applied curriculum</p> <p>*Paying attention to cultural differences in planning for the curriculum</p> <p>*Paying attention to the number of adults who are exposed to the curriculum & that they receive the same curriculum despite the cultural tendencies of their own content.</p>	<p>Cultural compatibility & individual differences</p>	
<p>* Curriculum flexibility to the environment</p> <p>*Interviewing the managers of the literacy movement about the implementation of the environment-specific course program</p> <p>*Providing freedom of action to the teachers of the literacy movement in relation to the application of other contents in the form of curriculum and in the direction of job training</p> <p>* Giving people the option to learn in places other than the work environment</p> <p>* Applying the curriculum according to the available technological equipment.</p>	<p>Flexibility</p>	
<p>* Behavior change in people</p> <p>* Determination of behavioral expectations from adults</p> <p>* Determining the behavioral factors after the implementation of the self-confidence curriculum in different situations, positive attitude</p>	<p>Attitude</p>	<p>Strategic competencies</p>
<p>*Feeling confident in different situations</p> <p>*Positive attitude</p> <p>*Having a sense of autonomous spirit in thoughts</p>	<p>Knowledge</p>	
<p>*Learning metacognitive skills</p> <p>*Developing better thinking skills</p> <p>*Developing self-management skills in learning</p>	<p>Skill</p>	

As shown in Table ۲, ۲۰ concepts, ۶ sub-categories and ۲ main categories were obtained from the analysis of the data related to the goals of the adult literacy program.

The main components were: "adaptability to the environment and strategic competencies".

• **Adaptability to the Environment:**

• **Need Assessment:**

-Document ۳:

One of the important goals of the literacy curriculum is to assess the needs of the real needs of adult and illiterate people in the society. Therefore, it is necessary to ask the opinions of these adults themselves

to determine their real needs. Many of these people have job needs that they would like to solve with literacy, this issue should be addressed.

-Source ١:

AKINTOLU et al. (٢٠٢١), who investigated the goal of sustainable development through adult literacy in a research. This research was of a library and document type and its results showed that adult literacy is based on special targeting and providing the necessary content. There is no sustainable development.

Source ٢:

Ickes and HOFSTEIN (٢٠١٧), the curriculum is, in fact, one of the most basic approaches in the education system and plays an important role in the learning outcomes of students who takes it and hides it.

-Source ٣:

KHANI et al. (٢٠١٧) showed in a research that all the variables of the research including educational facilities and space, educational content, educational value system, educational management system, educational planning factors, factors related to teachers and finally factors Regarding literacy students based on new teaching methods, a significant role on the effectiveness of educational goals

Document ١٧:

Each curriculum that is compiled is presented with a specific goal, which is one of the most important to achieve the quality of the curriculum. Therefore, the educational needs of adults should be determined in the curriculum and the needs should be determined by evaluation. In this direction, the help of administrators and beneficiaries of the literacy movement will be very helpful in controlling the implementation of the curriculum.

● **Cultural Compatibility and Individual Differences:**

-Document ٦:

An important issue in the development of the literacy curriculum for adults is to pay attention to the adaptation of the curriculum to the individual differences of the elderly. This issue helps the educational planners in providing the desired curriculum for adults.

-Source ٤:

QOLTASH et al. (٢٠١٨), in a research, extracted three main categories (skills, knowledge, and attitude) and nine subcategories, and in the skill dimension, three subcategories in order of priority: basic life skills, practical skills and Learning skills were recognized as the basis of the education of the students in four sub-categories: social-cultural, spiritual (religion and ethics) and health-therapeutic. Two sub-categories were identified as basic needs, respectively, individual and social. The results

of the quantitative section also showed that the priority of the needs identified in the three main dimensions is "skill dimension, knowledge and attitude" respectively.

-Document ξ:

The goal of cultural assimilation should also be addressed with the curriculum. Therefore, educational planners for adult literacy should pay attention to the cultural differences of adults. In the case of adults, it is not possible to plan in a centralized way, and this should be done according to their cultural compatibility.

-Document η:

In my opinion, in setting the target of the literacy curriculum, attention should be paid to the people who are going to be exposed to this program. I mean, in terms of numbers. For this purpose, people in each region should receive education according to the number and culture of that region.

●**Flexibility:**

-Document θ:

One of the most important goals of the literacy curriculum is to pay attention to its flexibility. This flexibility should be related to both the educational environment and the age of the people who are exposed to the curriculum.

-Document ι:

Indeed, one should never neglect the agreement of the administrators of the educational complex in presenting the curriculum. In the case of adult literacy, which is led by the literacy movement, one should hope for the encouragement of administrators and their acceptance of the curriculum and plan for it.

-Source κ:

In a research, SHAFTEL (γ·η) showed that in most states the curriculum for adult education has been standardized and its executive order has been determined for teachers. They state that the existence of standards is necessary, but the choice of content should be in the hands of teachers.

-Source λ:

ALIU (γ·η), in his research, has shown that the curriculum of adult education needs fundamental reforms. This research also shows that the curriculum should be appropriate to the needs of adults' jobs and their needs in each unit. It is very important to empower people to learn in places other than the work environment and according to the work unit.

-Document μ:

In my opinion, all the equipment should be ready in the implementation of the curriculum. For example, it should be mentioned that there are technologies that can advance the curriculum well. Applying the curriculum according to the available technological equipment is effective in providing quality education.

- **Strategic Competencies:**

- **Attitude:**

-Document ٥:

Creating competence among adults is one of the most important goals of providing curriculum in the literacy movement. This general competence leads to a change in their behavior.

-Document ٧:

It seems that presenting the literacy curriculum and making appropriate changes in it will lead to the creation of new behavioral expectations in adults.

-Document ٧٠:

It can be hoped that by presenting the literacy curriculum to adults, not only their behavioral expectations will change, but it will also cause a behavioral change in the individual himself. This behavioral change is the result of new education based on literacy curriculum.

-Document ٧٣:

You know, the purpose of the curriculum is to change one's character to reach self-awareness and self-confidence and gain self-confidence, he can handle his social life in different places.

-Document ٧٤:

Change of attitude is considered. That is, if we want to determine the goal. Changing the attitude and creating a positive attitude towards learning is considered more than anything else with this work, the adult person has a positive feeling towards the surrounding environment, change and personal development by learning.

- **Knowledge:**

-Document ٧٦:

One of the goals of the curriculum is to increase knowledge. Knowledge that helps a person in doing his job and teaches him useful things to do his professional work.

-Document ٥:

The knowledge obtained from the transfer of the curriculum should be comprehensive. One of the most important goals is that the presented knowledge will satisfy the need and help the literate students in familiarizing themselves with the environment, and if it can implement this goal. It will be logical and capable programs.

Document ٣:

In my opinion, the goal is that in addition to transferring practical knowledge, the knowledge of thinking control and improving the spirit of autonomy is also transferred and people are taught to maintain their spirit and control their thoughts.

●Skill:

-Document ٤:

If I want to talk about the goals of the literacy curriculum, I can mention the learning of metacognitive skills. Because if it was related to students. Both cognition and metacognition skills were necessary, but adulthood requires metacognition and should be able to explore the environment and direct his learning.

-Document ٥:

Developing better thinking skills and of course critical thinking is a must and should be mentioned in the curriculum. Critical thinking and thinking skills in general give a person the power to make a diagnosis and decide for his own educational future. It is also known in the environment with the help of a person.

-Document ٦:

Adults who are exposed to the literacy curriculum need self-management skills and they must be able to manage themselves and their learning. Therefore, this topic of self-management should be placed as the main goals of the curriculum.

Discussion and conclusion

The current research was carried out with the aim of identifying the needs and goals of adult literacy curriculum. The results of the research showed that the goals of the adult literacy program include adaptability to the environment and strategic competencies.

The meaning of flexibility with the environment, needs assessment, cultural compatibility and individual differences and flexibility, and the meaning of strategic competences is the development of attitude, knowledge and skills. Also, the necessity of curriculum design can be identified in the two categories of skill development and dynamic performance. The meaning of skill development is inherent, technical and communication skills, and the meaning of dynamic performance, innovative performance and educational performance.

The findings of the first question of the research are in line with the easy findings MEYMANDI et al. (٢٠٢٠), SHARIFAN et al. (٢٠١٩), BADRI et al. The need to pay attention to it is to improve the skills of adults. Now this skill

can be of the type of professional and technical skills. In some researches, the necessity of the adult literacy curriculum focuses on increasing the social and psychological capital of the learners. The lesson for adults is in the development of their social skills, because it increases the adaptability of people and makes a person be able to better accept the social and personal responsibilities of life, express his abilities and avoid the harm caused by the inability to solve problems. On the other hand, some people point to the necessity of sustainable development through adult literacy, which in fact, the necessity of the literacy program can be summarized in this category. Also, regarding the dynamic performance, the research findings are in line with the findings of ALLAT and TETT (۲۰۱۹). In this field, researches usually indicate that adult literacy results in their better performance and optimal performance is the necessity of curriculum design. Meanwhile, job creation is considered as one of the factors of dynamic performance.

In relation to the second question of the research, it should be stated that the findings of the second question are in line with the findings of AKINTOLU et al. (۲۰۲۱), KHANI et al. (۲۰۱۷), QOLTASH (۲۰۱۸), ALIU (۲۰۱۸) and POURFATHI (۲۰۱۳). The results of the review of the articles show that the curriculum of adult education needs fundamental reforms. This research also shows that the curriculum should be appropriate to the job needs of adults and meet their needs in each job unit. Motivating the participation of people left from studying in distance education centers and adults in order to strengthen their social personality, receive university certificates, insistence of family and surrounding people, and improve their job status is also stated as another goal. Also, regarding strategic competence, the findings of the research are in line with the findings of QOLTASH (۲۰۱۸), ALIU (۲۰۱۸) and KOLINSKI et al. (۲۰۱۷). The results of the review of the articles show that some researchers see the strategic merit in the possibility of learning and reading skills in completely illiterate people and say that the possibility of learning and reading skills in illiterate adults is impossible only through the curriculum. In fact, the curriculum of adult education needs fundamental reforms. This research also shows that the curriculum should be appropriate to the job needs of adults and meet their needs in each job unit. In a research, the goals of the literacy curriculum as skill goals include basic life skills, practical skills and learning skills, knowledge goals, including social-cultural, scientific, spiritual (religion and ethics) and health-therapeutic categories, as well as in the attitudinal dimension, to individual attitude and social are mentioned as basic needs.

Today's society is inevitable to progress and move at a high speed. Adults, as members of this society, who should be busy in different fields, should be able to find their place in one of the bases of skills and abilities and move forward with their lives. Nowadays, even the workers are trying to improve their careers, to be leaders in the field of skill training and training of new skills in order to gain a competitive advantage. Therefore, adults must first be literate for their economic survival and to accompany and participate in the path of movement and economic improvement of the society. In other words, literacy and the ability to progress and education today are essential and necessary for the survival of adults. Educated adults find jobs more easily and use the opportunities presented by employers better in their jobs. These people can see different career, life and educational opportunities with a more open view than an illiterate person. With the speed with which today's world is moving and changing, establishing and understanding the importance of learning literacy on the individual residents of a society is an art. An art that is related to having an advanced society. Believing in education and learning throughout life as an important indicator in society should exist and become a belief in the minds of all people regardless of their age. In fact, adult education can play an important role in decision-making systems. In Europe, the re-education of adults in an individual or social way is considered a serious goal.

The European Union and the Organization for Economic Co-operation and Development strongly seek to transform a society into a powerful global society in the direction of economic growth. On the other hand, in today's world, access to information and the need to understand it is much wider and more complex than ever, and literacy is the key to receiving information and awareness. Curriculum, in fact, is one of the main mandatory pillars in educational sciences and plays a very valuable role in students' performance. This program also includes informal processes. Curriculum is a capacity that has multiple functions and wants to include all the open and hidden educational events and even operations in order to meet the expectations of education. Curriculum can be seen as a process that connects the beginning and end of learning and teaching.

Based on the research findings, several suggestions can be made:

- A suitable curriculum for adult literate learners, its plan and logical model should be presented.

- The goals of the literacy curriculum for adults should be analyzed and used to determine the goals from their point of view.
- Adult literacy curriculum should be revised with the aim of improving literacy in the country based on different occupations.
- The purpose of presenting the literacy curriculum is to develop skills. Therefore, literate students should be asked to state their needed skills.
- Use the informal curriculum in providing the curriculum for adults.

References

Akintolu, M., & Uleania, C. (۲۰۲۱). Ensuring Sustainable Development Goal in Rural Africa through Adult Literacy Program: A Case Study of Technology Usage in Developing Nations. *Universal Journal of Educational Research*, ۸ .

Aliyu, Y. S. (۲۰۱۸). Adult Basic Education Teachers' Perceptions of Their Preparation to Implement the Curriculum Standards in the Kaduna State, Nigeria. *Indiana University of Pennsylvania* .

Ahmadresh, R. (۲۰۱۷). History of Literacy. *Studies on the History and Civilization of Iran and Islam*, ۲(۱), ۳۳-۵۱.,

Barghi, I. (۲۰۱۷). Literacy is a Key Element of Sustainable Development. *Development Strategy*, ۵۶, ۱۸۷-۲۱۰ .

Cromley, J. G. (۲۰۲۳). Metacognition, cognitive strategy instruction, and reading in adult literacy. In *Review of Adult Learning and Literacy, Volume ۵* (pp. ۱۸۷-۲۰۱). *ROUTLEDGE* .

Khanji, R., Mousavi asl, M, and Mohammad H.N. (۲۰۲۳). An applied study of literacy in the countries of Brazil, Chile, Nicaragua, Cuba, emphasizing the role of Paulo FREIRE'S critical thinking and comparing and analyzing with Iran's literacy movement, *psychological Studies and Educational Sciences (NAGAREH Institute of Higher Education)*, ۵۰, ۳۵۱-۳۱۷

Gholtash, A., Ramezani, G, and Zare, R. (۲۰۱۸). Identifying and prioritizing the educational needs of literate students under the literacy movement of Fars province. *Curriculum Researches*, ۸(۱),pp ۱۲۳-۱۵۰.

Eilks, I., & Hofstein, A. (۲۰۱۷). Curriculum development in science education. In *Science Education* (pp. ۱۶۷-۱۸۱). Brill Sense .

Grimus, M. (۲۰۲۰). Emerging Technologies: Impacting Learning, Pedagogy and Curriculum Development. In *Emerging Technologies and Pedagogies in the Curriculum* (pp. ۱۲۷-۱۵۱). Springer, Singapore .

Kadoya, Y., Khan, M. S. R., Oba, H., & Narumoto, J. (۲۰۲۱). Factors affecting knowledge about the adult guardianship and civil trust systems: evidence from Japan. *Journal of women & aging*, ۳۳(۵), ۵۴۱-۵۵۵ .

Kolinsky, R., Carvalho, C., Leite, I., Franco, A., & Morais, J. (۲۰۱۹). How to teach fully illiterate adults to read. *The Wiley Handbook of Adult Literacy*, ۴۰۷-۴۲۸ .

Hassan Khani, K., and Hashemnia, M. (۲۰۲۲). Identifying the indicators and factors affecting the non-acceptance of illiterate people from the outskirts of cities to literacy classes. *Interdisciplinary Studies in Management and Engineering*, ۵, ۱۵۲۳-۱۵۴۴.

Mikulecky, L. (۲۰۲۳). Adult literacy policy, scientifically based research, and evidence based practice. In *Review of Adult Learning and Literacy, Volume ۵* (pp. ۱۷-۴۴). ROUTLEDGE .

Pourramezan, I and Amiri, M. (۲۰۱۴). Analysis of the role of the literacy movement in the cultural development of the villages of GILAN province. *Planning studies of human settlements (geographic perspective)*, ۲۶(۹), ۷۱-۸۹

Pourfathi, M. (۲۰۱۳). Investigating the motivation of people who drop out of education in distance learning centers and adults. *Educational Management Research*, ۴(۴), ۱۵۶-۱۴۵.

Pickard, A. (۲۰۲۱). Barriers to access in public adult literacy education. *Educational Policy*, ۳۵(۵), ۷۲۱-۷۴۷ .

Ramezani, G., Mahani, O., and Azizi, N., (۲۰۱۸). Examining the challenges of adult education and ways to improve it in a field research. *Strategic studies of public policy (global strategic studies)*, ۲۹(۸), ۱۱۵-۱۳۴

Sadeghmeymandi, M., Hghifard, M., Hosseinchari, M. (۲۰۲۰). Investigating the impact of literacy on reducing social harms and economic development. A new approach in educational management, ۴۵, ۳۱۹-۳۴۰.

Sohrabi, H., Kamkar, M., and Ghorbanjafari, M., (۲۰۱۸). The strategic model of administration of the literacy movement based on the discourse of the Imam and leadership, and the experiences of the Islamic Republic of Iran. Strategic Defense Studies, ۱۷۳, ۱۶۵-۱۸۷

Sharifian, M., Bagherzadeh, A., Namjoomanesh, M., Bazgir, A. (۲۰۱۹). The effect of literacy on increasing the social and psychological capital of literate students. Educational Innovations, ۷۱, ۱۴۹-۱۶۶

Sanusi, B. O., Talabi, F. O., Adelabu, O. T., & Alade, M. (۲۰۲۱). Educational Radio Broadcasting and its Effectiveness on Adult Literacy in Lagos. SAGE Open, ۱۱(۲), .۴۷۳۶۱۰۱۱۲۰۴۴۲۸۵۱۲

Weber, R. M. (۲۰۲۱). The Wiley Handbook of Adult Literacy: Dolores PERIN, Ed. ۲۰۱۹, ۲۰۲۰. Hoboken, NJ: Wiley-Blackwell. ۶۰۳.

Wu, J. Y. (۲۰۲۰). Challenges, Issues, and Trends in Adult Education. In Handbook of Research on Adult Learning in Higher Education (pp. ۹۰-۱۱۷). IGI Global. Identifying the needs and goals of adult literacy curriculum.

Zakari, M. and Sabahizadeh, M. (۲۰۲۰). Identification of challenges and solutions to improve the reading literacy project with family: A case study of HORMOZGAN province. Research in curriculum planning, ۱۷ (۶۶), ۱۸۴-۱۹۴