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EXAMINE THE OPPORTUNITIES AND CHALLENGES IRAN NOMADIC EDUCATION

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ABSTRACT

Education in each country depends on complexity of technology and skills. In advanced countries, Techniques and expertise are so complex that it takes time to learn each year and lasts. For this reason, Schools, science centers and other educational institutions to teach these skills to establish and established, Thus the tasks that previously they were responsible for the care of families, institutions are misplaced. In contrast nomadic society, technology is very simple and therefore learns the techniques and skills required undergoing training outside the family and the tribe does. In this article with the participation of individuals over time and through experience, skills and techniques necessary to learn. Contemporary expanding urbanization and development of new technology and the spread of literacy, some people love their country like MahmoodHesabi and Mohamad BahmanBeigi, that Good way of compassion and understanding, Service deserve activity due to the education community and the most populous tribes did take the basic steps. In order to promote modern education system with modern techniques and tactics of the challenges, problems and pain are faced, that in this brief to parts of them are paid.

Keywords: *Nomadic Tribes, Education, the Nomadic, School, Teacher*

INTRODUCTION

Major changes in the last hundred years has emerged as the face of the planet and the human community are unprecedented in particular has changed. Over the centuries the nomadic population of Iran was changed so that if only the ghost of it remains today. New stuff that is taught in schools, youth culture adapted and nomadic West after graduation and do not instead of ranching occupations such as teaching and other government jobs, and so on. This leads to a lack of manpower and reduce the number of nomads have been, but the literacy course for the first time has expanded the horizons of young people migrate.

Many tribes left the main cause of migration bio have blamed lack of manpower. Most nomads are interested in their children's education and employment in government jobs and in urban families.

Overall, the main question seems to be whether the education of nomads, despite the challenge has been able to achieve success? The remainder of this article refers to parts that gradually the parts of the question are.

Opportunities and Challenges for Nomadic Education

About the nomadic life of Persia, the historical record is noteworthy that the nomadic tribes of the far past, people in some parts of the pastoralist way of life was to earn a living and forced them to adapt themselves to the climate (Ghaziani, 1997). One of the reasons for invading nomadic tribes invaded and looted their cast was made up of rural people fled to the mountains and deserts of the sheep and oxen live their lives.

In the past, literacy was not widespread in the modern sense, but only a few were taught reading and writing at school. In general literacy would be the richest people of the one person who knew reading and writing and the so called Mullah or Mirza had been invited to teach literacy to their children. During four years with the help of affluent people over 80 mobile schools were held in the Gulf. Find a teacher for the school was not easy. Perform tasks such jobs were not likely to accept. Illinois is among the literate individual be found, there was no alternative to the use of semi-literate youth in tribal villages lack road. The Hobo and bustle of the Hand, The last of 80 schools, teacher selection were employed.

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To prevent the closure of schools and the continuation of this useful program, put on by the teachers of the children of nomadic tribes over the past few years were relatively educated, conscious choice to improve their literacy and familiar to fans of teaching, Nomadic College was established in 1336 and the mission found that each year about 60 of the teenagers auditioned and tribes with respect to the population and require each tribe to choose and within 12 months of training for the tribal school teachers (Amanullahi, 1991).

Unqualified teachers were welcoming and caring people and all this enthusiasm, soon after that. Teachers in these schools could work with pleasure and pride in their culture, elders and rulers make it. Some of the most important factors in the success of nomadic education are establishing training camps, training facilities and adequate funding, encouraging teachers, indigenous tribal college teachers and employees of the department, there are guides and supervision of the training teachers will focus on meeting the learning needs of nomadic authorities as soon as possible (Zamiri, 2001).

Addition to the aforementioned factors, flexibility training program tribes another factor is concern. For example, the lack of a birth certificate or age requirements for admission to the school was not considered an obstacle in the school and the school was open to all members of the clan established a relationship with the relational and emotional. All the school is implications for future. The results of each school's honor, nation other than the tribe. The competition between the tribes and teachers driving to work and trying to snatch the ball more and was overtaking the others.

Primary education, which was divided into two fixed and mobile preschool period, from early learning Persian language was an important objective. The nomadic school, boys and girls in school together learning and their knowledge within one or two tents were up. Nomadic and tribal college launched a selection of teachers, the education of influence between them opened, and changes in the cultural, social, etc. along. Office of Education tribes in his career, nearly nine thousand teachers with the expertise and dedication of Illinois and more than a thousand college education delivered at the lowest cost to society, Most of them were from the lower social class. "In relation to nomadic education can be traced to the following:

1. Problems caused by fragmentation, different accents, unfavorable economic conditions, lack of roads and the difficulty associated with the popularization of education.
2. Abiding culture, tribal, traditional, tribal, social and civic life is different from a case study of micro and macro planning is education.
3. Any amount that is invested in education tribes, beyond efficiency of investments in education will be urban.
4. To provide a uniform curriculum for all Iranian tribes neither feasible nor wise, but it can be with regard to the constitution and the views of the experts, in this way improved.
5. Due to the nomadic education, something rational, religious and national.
6. Housing tribes to facilitate effective service, attention to macro and micro social planners in a variety of fields, especially education is (Zamiri, 2001).

Nomadic mobile schools in the Gulf started experiencing unparalleled experience and have been successful. But you should know that the educational system, all of Iran's nomadic communities alike and at the same time is not covered. About 20 years after the beginning of such schools, 921 schools across the country there are 623 of them nomadic mobile services to nomadic communities Gulf of data. The wide coverage of the school system and nomadic Qashqai tribe, the tribe has brought a transformation in the backyard (Kyavnd, 1989).

The majority of staff members were selected from among nomadic teachers. Because of their familiarity with the problems of teachers and school more administrative problems were quickly resolved. There were administrative problems and clients to easily track your activities and were thus (Zamiri, 2001). Change and replace teachers, teacher salaries would free people from the building, but after a year of experience, it was clear that graduate teachers of the city, they are not able to live among nomads. The primary means of urban poor living in the tribe, and there was a young man who lived a long time in the comfort of urbanization and the mood was there was to live by the Troubled reconciles there, and when,

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especially in the event of events diseases Due to the lack of medicines and medical doctor, concerns and problems of the teachers are great activities can be taken away from them and am constantly trying to leave the job and return to the city and trying to satisfy them, thus not every kind of (Amanollahi, 1991).

After years, effort and training programs adapted to the movements of tribes. This is because such schools there summer vacation. Usually during the spring school holidays, when they are in motion. "The school's permanent facility could not deal with the special characteristics of nomadic life. Therefore, suitable mobile schools were nomadic by nature, but a quarter of school facilities gradually became permanent. The permanent units were used to support other school staff (Babadie, 2012). Today, descendants of the tribes of the winter, countryside in the summer school training and migration to the countryside as well as number of students would like to finish the school year in winter and at the end of classes to join Youth's family. The group also moved with her family to the countryside, neighboring residential bungalows in school enrollment and spends the rest of the academic year in school. Of course in this situation are less girls there (Moshiri, 1994, 2008).

In July 1366 the total population aged was 6 years and over are literate Bakhtiari 23.3 percent, while the total population of the tribes in the country, literacy rate was 27 percent. 6 -9 years of age, and 31.7 in the age group 10-14 years old, 5/43 percent are literate. 25 -64 year age group compared to 8.9% in the age group 65 and older was 7.5 percent. Literacy rate between men is 8/35% but in the total tribal population 8/38% respectively. The 1.9 percent among women rate between women in the whole population nomadic tribe of 14 percent. As can be seen, the 1.9 percent women in themselves, but in all population nomadic tribe of 14 percent. As can be seen, the literacy rate is less than the whole population nomadic Bakhtiari country and this reflects the tribe's population to fewer educational opportunities (Amirahmdyan, 1999, 61), and the school it's too late new training nomadic communities found their way into the song's release, it was not the same everywhere.

Between establishment of the first school in Tabriz and the first Gulf nomadic mobile schools for nearly 60 years. However, as a key decision by the ruling circles of political power in the hands of those who have taken the time to define strategic lines, But from the beginning of the century the country has low levels of bureaucracy and middle schools are run have the same products. They usually do not know the particulars of the nomadic peoples live and not have to feel sympathy towards them. Several factors affect the interest of the State to educate young people, to prevent. The most important factor is the economic and working conditions. Almost all people are capable of doing the job, this is particularly for boys who need help parents herding and agriculture in order to provide income for their families to live there, Often the question arises that if my son does not go to college pay for herding cattle, and grazing Who Action does? But some families have more people could send some of their sons to school, but the other forms of changes are Distribution of high, What school cannot be established for some households, but also in some parts of this problem is partially solved, in this way, the school or school group there. Forms of low nomadic schools, some people are literate tribe. The nomadic people of the winter and summer can sometimes get a good rural school, or after school starts in the summer before the end of the school year into the summer April to move and if you use the winter in rural schools can be continuously and effectively learn (Kyavnd, 1995).

Some things it seems more important Putting part of the materials for the livestock of nomadic society, it should simply texts as well as content developed by experts As a student who is familiar with traffic, Tribal and nomadic communities are familiar with This part of the curriculum to be taught in a book that is more nomadic schools (Mahmoudi, 2003). The main weakness of this program may be applied to the appropriate school curriculum with urban schools without compliance with the nomadic schools. Nomadic Education experts have focused their attention on the lack of We review the requirements for practical application of design-oriented work with some professional training specific economic conditions are nomadic life. Better training techniques to tribes for livestock and poultry breeding and production of products. Social development and better health practices will be a major part of this new program.

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CONCLUSION

Operators in the country about the state of literacy among nomads have been neglected; however, in 1342, because many tribes back together, Urbanization and other factors and events State youth have gone to school. Now even though the number of those studying in universities and colleges and a few has graduated. On the other hand with the spread of literacy, Young graduates have the opportunity to find new jobs from teaching to medicine, etc. This has a significant number of them leave their home and become urbanized. Finally, as noted above, literacy and urbanization led to alienation of tribal culture and the gap between the vision of youth graduates and illiterates, On the other hand causes the new literacy In a hundred years' time gap between urban and nomads was created to be a bit less. Nomads primarily seen in the past inferiority to life once looked back their nomadic life with heart and soul loved, as he was forced to stay together only by military force, but now it's all left traces of pride and passion, but most of them have complained. They often fill the nomadic life style of living Most know. No doubt the establishment of colleges and secondary schools, as well as mobile boarding Nomadic Tribes, Each one in turn so in literacy among nomadic tribes of nomads and Persian was effective even the number of graduates of these institutions have found their way to different universities. Lessons from the past, plan for the institution, as well as practical knowledge of folklore, completely empty; so that, for example, even teach a lesson about Nomadic culture.

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