

Evaluate the Effectiveness of Local Learning Centers in Literacy Movement Organization

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Abstract: This study is the result of research entitled: “Measuring the effectiveness of local learning centers”. The aim of study is determine the goals realization scale (effectiveness) of it. The population of this research compriseda “ managers of centers literacers of centers members of family literacers-instructors-responsible for education, janitors of didactive and managers of government apparatus and participated with the centers. Totally, there are 5036 persons in this study. In addition, the sampling manner has been multi-stage and randomy. Data collection instrument has been included substantiative 6 questionnaire and observed form. For justifiability evaluation has been utilized from content method, also has been used for perpetuity calculating of Cronbach alpha value. Obtained alpha quantitis is equal to 0/81, 0/87, 0/74,0/86,0/90 and 0/69 that it was acceptable. For analysis of the data were used from descriptive method which including frequency, percentage, average, also were used from inductive method which including “tests of binomial” (Binomial-Test) and affiliated groups “t”.

Key words: Literacy, local learning center, effectiveness, targets, literacy movement

INTRODUCTION

The explosive growth of social evolution, cultural and economy in the world has led the countris towards lifelong learning. Creating the necessary skills in persons is most importance in order to consistency by coming changes. Adults education has a gangling history in Iran. In the time current has been created changes in the way adult education in Iran. This educations faced with new approaches after the islamic revolution. At first, it was lionized quantity development process. With time passage auspices lended to the quality of education. literacy movement organization has been provided varied approaches to teaching and aimed to saleint prosperitis in literacy field and prospered to receipting memorial plates from international organizations.

Including new approaches literacy movement organization was operating local learning centers in the city and village. This centers at the next 81 faced to significant grow and was appointed until the end of the fourth development plan to be increased their number to centers 6000. Local learning centers efficiency is most importance as a new program in the field of adult education. Now, after several years of these activity is considered careful and all-round planning for qualitative

and quantitative development of these centers. For this purpose, the study lends to effectiveness assay and compare some of its activities with the regular literacy classrooms.

Statement of the problem: Local learning centers is centers which is presented in addition to educations of training periods (basic education) and after trancrypt, also exhibited training of species basic life skills and familiarity with job skills that it harmonizing by addressers need for enability and create engagement occasion and entrepreneurship. The objectives of these centers are as follows. Local learning centers are training places that has been established basis of feasibility in rural and urban areas to provide educational services to men and women such as public basic education (second learning chance), training of basic life skills, job skills training and proficincy services distribution (Methods of establishing and managing local learning centers (1381) Department of Education and manpower the Literacy Movement Organization).

Creating this centers was conducted In response to the need to such as the using of active and interactive methods infocus groups teaching, production efficient resources and tailored to the addressers daily needs,

creating an opportunity to roles and responsibilities practice to take responsibility and improvement of learnings measuring methods, as well as doing national obligations and farmework the International Covention (education for all).

Ebrahimian in a study has performed entitled “Study of innovative solutions for basic education and continuing education programs to ensure equal educational opportunities between women and men, girls and boys” which it is in field valuation of tentative project to local learning establish, he has advanced three main question in case of establishment of equal educational opportunities for women and girls

Because surmounted many of the hindrances to girls’ education. Matyn, Neamatollah in a study titled Evaluation of education structure the Literacy Movement has noted local learning centers are solidarity objectives and has been successful in order to teach a variety of skills and according to the its objectives. The main question of this study is that to what extent local learning centers to come acrossed of effectiveness in level the country?

The main research purpose: To determine scale of goals realization (effectiveness) local learning centers.

The main research question: How much scale of goals realization in local learning centers (effectiveness).

MATERIALS AND METHODS

Peter Drucker defining effectiveness as pernickety task. Mirkamali (1375) defins effectiveness according to Etzionitoscale of goals realization. Effectiveness is degree and scale that will achiev to the desired goal. In other words, the effectiveness meaning doing the proper tasks. (Previous: 8) also the effectiveness is the ratio of output to input or non-monetary processes (such as the number of textbooks, class organization, novitiate and training of in-service instructors, teaching strategies, learning, etc.). Effectiveness can be separated into two categories internal and external to the following: to what happens within the system (Product and output) said internal ffectiveness, to what occurs in the community, said external effectiveness (consequences) such as: employment, income, self-employment, citizenship, etc.).

In this study, the effectiveness consist of the degree and level achievement of nominee objectives, in other words, the effectiveness shows that to what extent has been achieved of done efforts desired results (To what extent have been reached the objectives) . And has been

considered method and level efficient usage of resources for attain to purposes and to provide the customer satisfaction from done efforts.

Diverse learning for local community development and improve the quality of people’s lives (Ali, 1962). According to established instruction local learning centers of Literacy Movement Organization, local learning centers are educational places that is created on the basis of the feasibility in rural and urban areas to provide educational services to men and women such as basic education and general education (second chance learning), training basic life skills, job skills training andexpertise service delivery.

Some psychologists believed learning a basic process in human behavior (Abulqasem, 1963). Man learns throughout his life and revolves with his own learning and faces to the learning and teaching process (Akbari, 1968). Saif quoted to the most comprehensive definition of learning from Hilgard and Domarkouz as follows: “The learning, meaning creation of relatively permanent changes in behavior potential learning provided that this change occurs as a result of experience”.

In this theoris, learning framework to be done for an information processing activitie, through practice, through seeing examples, listen to the instructions and read the sentences to help communication utensils. The results of behavior are importance particular. An example is very important in the amount and rate of learning. In this view, learning is a social process through socialization which done by social factors such as: ‘The family, school, peers, broadcasting, business, religion”.

Experiential learning theory: According to this theory, adults learning are continuous connection between individual experience and environment. In this theory, learning is the key active process in the learning. (Ali, 1961).

Learning in practice theory: According to this theory, the curriculum should come as far as possible from practical activities and learning should be an active process nor learners receive passive informations. Dewey believes action is necessary to understand and can not be separated theory and practice. According to Dewey, experience has two aspects, one is the act or practice. Another felt the results of the action, the two are main pillars of learning theory in action.

Theory of continuing education: Continuing education, sometimes it is named pursue education or life long learning that is referred to educational flows during the

life person including formal learning, informal and incidental to achieve personal growth maximum, social and professional and includes learning at home, school, workplace and community (Bula, 1954).

Theory of lifelong learning: Education and training to increase their role among the forces in modern societies, engrosses more space in people's lives. Today one can not expect that in age youth gains scientific capital and can benefit in all life from it (International Commission on Education for the 21st century in 1376 lifelong learning has four basic principle: learning how to learn, learning to do, learning to live with together and learning how to learn (Mohammad, 1962).

History research

A research has been administered entitled: The Role of local Learning Centers (CLC) in motivating and attracting students to literacy education in 83-82 in state of Khorasan. Some of the research findings include: establishment of learning centers can attract learners learning basic life skills and vocational training centers in motivating and attracting students there is a significant relationship. Many of the current problems of the country, especially when the reading literacy and inclusion issues.

Research was conducted entitled: Effect of local learning centers to strengthen the social skills of learners in Tehran. With supervision: doctor S. Nasri and by Seyed Abbas Seifi and Mehdi Namjoo Character in 1383. Results show that local learning centers to strengthen social skills is literacy. Moreover, the components of communication, decision-making, planning, awareness of individual rights and social differences, meaning and responsibility and volunteer components of significant differences was not observed between the experimental and control groups. Research to study the effect of local learning centers and training centers was conducted in the city of Ahvaz in improving the lives of participants was conducted by A. Honored in 1383 in Khuzestan Province. Summary results are as follows.

Local learning centers had a positive effect on literacy skills of the participants. With comparison group research and pretest ($72/2 > p$ and $0/37 = t$) comparing the results of the test groups ($0001/0 > p$ and $24/4 = t$) and in Finally, comparing the mean difference before and after each test, in group ($0001/0 > p$ and $29/3 = t$) and confirmed their hypothesis that the skill can be concluded that the activities of local learning centers to improve social participation Participants effect is positive. And according

to the survey pre-test mean difference ($171/0 < p$ and $37/1 = t$) after the second test and control research group cooperation skills test t ($0001/20 p$ and $25/4 = t$) and confirmed the hypotheses that showed the skill in learning centers on the social skills of cooperation and collaboration in all, the positive effects of both social participation and cooperation skills showing that has a positive effect activity in improving the skills of local learning centers Social learners participating in these centers.

A study entitled: Evaluation of the activities of local learning centers for continuing education in management in 83-82 was conducted. Some of the results were as follows: the training of basic life skills and vocational skills has on motivation and to be successful interest in learning and knowledge, enhancing the audience but if we want to continue and expand this success to more obtain in the future should be based on the real needs of local and strength to regional links between education and more provided training.

Research methodology: According to their research objectives used the method in accordance with them. With regard to is not possible the implementation of the independent variable and random assignment of the study. The best way to evaluate the effects of inputs (resources, facilities) to achieve the objectives of local learning centers, design causal-comparison. So, a group of literacy learning in local learning centers (research group) and another group of the first group (control group) were selected from participants in literacy classes and related variables were measured and compared between the two groups. The population of this research are: managers of local learning centers, literacy centers, family literacy instructors responsible for training, guidance, managers of the participating by literacy movement.

Due to the nature of the research (casual-comparison) to enable comparison of two groups, matched sample into two groups (I and II) and a third category is divided as follows: first, local learning centers, category second, literacy classes, third including the managers of the state in province. For nomination progenitor content has nonminaed by noting to table of Korsy and Morgan (Bula, H, S monitoring, evaluation and design training programs for the development, translation Khudayar Abel 1375 Page 221), progenitor content extrem 384 for society 100000 to upside that we increasing for further popularization to 400. So, selected to determine

the 200 local learning centers and literacy classes for 200 randomly. But in practice, was not possible access to 2 local learning center and the number of centers was changed to 198 centers. Sampling Multi-stage is randomy and the description is as follows: Firstly, the ten provinces through thirty two randomly, in the stagetwo selected 200 learning center for local and 200 literacy classes, the third stage, the choice of people answered 5036 to randomy.

For making tools was studied outset the All documents and sketch the local learning centers, all prepared in the form of statistical literacy campaign. With a number of experts and observers was necessary respected consultation plan. Based on the research questions and operational definition of variables were attempting to build the right tools to measure each variable. All the instruments are prepared by the researcher and the 4 independent book and a questionnaire were organized.

The validity were evaluated by experts (7 people to add respected observer scheme) and improvements were made in addition to the basic tools in 4 regions: North-South-East-West and Tehran matched with centers 8 and 8 literacy classes in literacy, it were performed between literacers 80 and 32 instructor (Pilot). To check the contents of the forms was meeting (the narrative) pilot phase with performers. The 21 were taken to reform the content of a number of forms. Then enter data were spss software related to attitude and the survey questionnaire (6 cases) and reliability was calculated Cronbac's alpha using the following.

Questionnaire's attitude to basic literacy ALPHA = 0.8175, attitude questionnaire respondents about continuing education programs, ALPHA = 0.7807, the basic skills of life questionnaire, LPHA = 0.7442, attitude questionnaire methods adult teaching ALPHA = 0.8642, attitudes questionnaire instructors to teach basic literacy ALPHA = 0.9074 a questioning attitude about continuing education programs instructor ALPHA = 0.6931. For data analysis used descriptive technique include: frequency-percent-average inferential methods: binomial test (Binomial-test) and t affiliates.

RESULTS AND DISCUSSION

Some findings of this study are given in Table 1-7. The main research question was that what is the goals of local learning centers (efficacy) for these centers target 9 were determinated which has been Concluded independently.

First goal: Make the opportunity to learn public basic education (second chance learning) The absorption rate of illiteracy and general basic education learning opportunities in local learning centers was 9.2 times literacy classes. T-test shows theresults to compare the adult literacy instructors on course to achieve the goals of the two groups of local learning centers and literacy classes, local learning centers were more successful in the following cases than literacy classes:

Table 1: The t-test to compare the average literacy of local learning centers and literacy classes

Result	Sig. level	T/outurn	df	Session
Nosignificant difference between the two groups	184/0	343/1	62	Preliminary
Nosignificant difference between the two groups	448/0	765/0-	54	terminaly
Nosignificant difference between the two groups	317/0	018/1-	29	fifth

Table 2: T test to compare the instructors about the acquisition of literacy courses in both local learning centers and literacy classes

Results	Sig. level	T/outurn	df	Subject
Local learning centers were more successful	006/0	755/2	362	Meet the Persian alphabet to read and write
There is no significant difference between the two groups	311/0	015/1	364	Help in solving problems of everyday life through mathematical education
Local learning centers were more successful	001/0	407/3	360	Meet some religious issues, ethical and cultural
There is no significant difference between the two groups	264/0	119/1	364	Understanding politics and Islamic Revolution
local learning centers were more successful	000/0	393/4	361	Understanding the health issues
local learning centers were more successful	007/0	700/2	360	Strengthen the skills of reading and writing
There is no significant difference between the two groups	124/0	543/1	344	Using a combination of teaching Persian alphabet train
Local learning centers were more successful	002/0	083/3	354	Adult educational assessment and examinations three times to suit the characteristics of adult
Local learning centers were more successful	012/0	538/2	363	Adult Education to offer their thoughts on paper
Local learning centers were more successful	001/0	296/3	359	Social and cultural insights growth
Local learning centers were more successful	012/0	524/2	358	Introduction to Quran reading
Local learning centers were more successful	043/0	035/2	358	Providing geographical, historical and cultural specificity adult proportional
There is no significant difference between the two groups	133/0	507/1	354	Understanding the environment and natural sciences

Table 3: The t-test to compare ideas about the successful instructor in continuing education programs Two local learning centers and literacy classes

Results	Sig. level	T/outturn	df	Subject
There is no significant difference between the two groups	065/0	850/1	290	Creation cooperation morale social participation among adults
There is no significant difference between the two groups	073/0	802/1	290	Strengthen reading skills among adults
There is no significant difference between the two groups	637/0	472/0-	286	Using the capabilities and features of other devices to deliver messages and goals
There is no significant difference between the two groups	365/0	907/0	286	Consolidation and continuing adult learning
There is no significant difference between the two groups	281/0	081/1-	282	Participation in achieving the goals of the operation devices
There is no significant difference between the two groups	067/0	837/1	288	Laying the groundwork for healthy competition among adults
There is no significant difference between the two groups	676/0	419/0	284	Utilization of active teaching methods appropriate to adult features
There is no significant difference between the two groups	794/0	261/0	286	Enrich the field of adult learning

Table 4: The t-test to compare two groups of local learning centers and literacy literacy literacy classes About achieve literacy courses

Results	Sig. level	T/outturn	df	Subject
There is no significant difference between the two groups	424/0	801/0	929	Trading lettering Persian alphabet to read and write
There is no significant difference between the two groups	496/0	681/0-	921	Help in solving everyday problems through mathematics education
There is no significant difference between the two groups	062/0	872/1	925	Trading with some religious issues aside, ethical and testimony cultural
There is no significant difference between the two groups	000/1	000/0	917	Understanding politics and Islamic Revolution
local learning centers were more successful	000/0	447/4	925	Understanding the health issues
There is no significant difference between the two groups	807/0	244/0-	915	Support reading and writing skills
There is no significant difference between the two groups	162/0	400/1	915	Adult Education to offer their thoughts on paper
There is no significant difference between the two groups	962/0	048/0	914	Introduction to Quran reading
There is no significant difference between the two groups	596/0	530/0	903	Geographic information, historic civil suit adult features
local learning centers were more successful	003/0	951/2	903	Understanding the environment and natural sciences

Table 5: T test to compare two groups of local learning centers and literacy classes about continuing education program

Results	Sig. level	T/outturn	df	Subject
There is no significant difference between the two groups	155/0	424/1-	582	Outspread writing culture among adults
There is no significant difference between the two groups	190/0	311/1-	584	Promoting a culture of study and reading in the lives of learners
There is no significant difference between the two groups	647/0	458/0	573	Creation the field to use adult learning daily life
There is no significant difference between the two groups	973/0	034/0-	576	Providing the field accountability in adults
There is no significant difference between the two groups	144/0	462/1-	573	Strength to reading the Quran in adults
There is no significant difference between the two groups	725/0	352/0-	576	Become independent adults in reading and writing means alone reading and writing
There is no significant difference between the two groups	668/0	429/0-	576	Providing Bamrakzfitngy communication library for adults
There is no significant difference between the two groups	888/0	141/0	576	Operation from media programs, presses, serial for goals realization
There is no significant difference between the two groups	057/0	909/1	708	The access of adults to books and reading

Table 6: The t- test to compare two groups of local learning centers and literacy literacy literacy classes about the characteristics of the classes

Results	Sig. level	T/outturn	df	Subject
There is no significant difference between the two groups	887/0	142/0-	945	Achieve mutual understanding among adults
There is no significant difference between the two groups	953/0	058/0-	945	Transfer of knowledge and skills by listening
There is no significant difference between the two groups	374/0	890/0-	937	Adult identifying and learning from real-life situations
There is no significant difference between the two groups	869/0	165/0	937	Problem solving through group activities
Local learning centers were more successful	023/0	269/2	940	The using from maximum abilities and interests
There is no significant difference between the two groups	767/0	297/0-	924	Growth and consolidation of adult learning
There is no significant difference between the two groups	588/0	542/0	935	Awareness of others' feelings and attitudes and their roles and rest
There is no significant difference between the two groups	483/0	701/0	933	Showing their true skills and processes
There is no significant difference between the two groups	861/0	175/0-	926	Rapid detection of thoughts, ideas and new answers
There is no significant difference between the two groups	449/0	757/0-	926	Strengthen imagination and creativity
There is no significant difference between the two groups	242/0	172/1	932	Increase the power of essay writing, and writing
There is no significant difference between the two groups	404/0	834/0	931	Teachers is transmitter training for adults
There is no significant difference between the two groups	637/0	471/0	929	More evaluation is in the range of knowledge
There is no significant difference between the two groups	605/0	517/0-	929	The book is the motivation and adult learning
There is no significant difference between the two groups	374/0	890/0	925	Exercises has aspect of the questioning and excavation
There is no significant difference between the two groups	676/0	418/0-	940	learning environment is Friendly and intimate
There is no significant difference between the two groups	121/0	552/1	939	adults to answer questions
There is no significant difference between the two groups	432/0	786/0-	921	Learning set forecast from the previous
There is no significant difference between the two groups	074/0	788/1	942	To students pay more attention to the significant

Table 7: The t- test to compare basic life skills Two local learning centers and literacy literacy literacyclasses (think family literacy)

Results	Sig. level	T/outtuum	df	Subject
There is no significant difference between the two groups	904/0	120/0	943	The ability to decide
There is no significant difference between the two groups	376/0	886/0-	942	The ability to problem solving
There is no significant difference between the two groups	933/0	082/0	942	The ability of creative thinking
There is no significant difference between the two groups	480/0	707/0-	942	The ability to think critically
There is no significant difference between the two groups	421/0	804/0	942	Ability to communicate effectively
There is no significant difference between the two groups	225/0	214/1	927	Ability to interpersonal relationships
Student of local literacy are more successful	018/0	375/2	942	The ability to self-know
There is no significant difference between the two groups	328/0	978/0-	942	The ability to empathize with others
There is no significant difference between the two groups	816/0	232/0	946	The ability to cope with the excitement
There is no significant difference between the two groups	211/0	253/1	947	The ability to cope with stress

Acquaintance the Persian alphabet to read and write, meet some religious issues, ethics and culture of martyrdom, familiar with health issues, strengthen reading and writing skills, assessment of educational attainment of adults and exams three times in accordance with the characteristics of adults , adult education to provide their thoughts on paper, the development of social and cultural insights, knowledge of reading the Koran, providing geographical, historical and cultural fit with the characteristics of adults

Also the results of t test shows to compare two groups of local learning centers and literacy literacy literacy classes on adult literacy courses to achieve the goals: local learning centers were more successful on the theme of "familiarity with the environment and science" than literacy classes.

The second objective: To offer a combination education of literacy and and life basic skills. Average duration of training (in hours) spent showing for each of the literacy and continuing education courses in local learning centers and literacy classes: in the course of reading Persian and including writing, math, spelling, writing, social studies, science, Islamic culture and the Qur'an there is at least 90 h (between 90 and 328 h) training in life skills that literacy classes except reading Persian completely lacking in the rest of the lessons.

In the lessons include reading Persian and writing, math, spelling, writing, social studies, science, Islamic culture, Quran, follow the first phase, the second phase of follow-up, the third stage followed there is for at least 2/57 h (between 2/57-5/167 h) training in job skills that are lacking in literacy classes in general. The lessons include reading Persian and writing, math, spelling, writing, social studies, science, there is at least 5/33 h (between 5/33-5/70 h) training in correspondence services that literacy classes lacking them generally. In the course of reading Persian and including writing, math, spelling, social sciences, natural sciences there is at least 23.6 h (between 06.23-38 h) training in educational services, there are other classes Literacy completely lacking. In other cases of course, dressing, finishing, five adults

between the average hours spent on the training of local learning centers and literacy classes differences are very small and the negligible. The comparison of basic skills in literacy two local learning centers and literacy classes literacy t-test results shows the "ability to self-understand" local learning centers are more successful than literacy classes and there is no significant difference in others skills.

Third objective: Promote the culture of participation through the use participatory teaching and learning methods. In the case of participation in local learning centers has been serviced 29 tipe of participation in 513 case of superabundance. Most cases participations include: working with the center, supply and equipment needs, the Executive Committee, providing space, health education, training sessions, help attract literacy, address problems, financial help.

The involvement of groups (organizations) has been delegated and very negligible level of participation and responsibility. While the group's name was mentioned only in a few cases such as: gas (two cases) and vocational training courses (8 cases) mentioned. Obviously, most of the people's participation. The characteristics of the classes (method of teaching-learning partnerships) and compare the two groups of local learning centers and literacy literacy literacy classes t test results shows, local learning centers were more successful on the theme "The use of the maximum capabilities and interests" than literacy classes. In other cases, there was no significant difference.

Fourth goal: The production of educational resources for local and regional. The contribution of local learning centers produced 4.5% of total resources independently of the production of educational resources. Jointly with the office of the province, the city also has products whose value is <1%. Generate local resources for regional and local learning centers and offices in the city is negligible. This goal has not been achieved as well. More than 65% of the resources are concentrated in the central office and the office of the province and local learning

centers to be sent. In most other cases Governor General's office or the central office has been involved in the preparation of resources. So, may not be supported really no place for the activities of local learning centers for production resources.

Fifth goal: To create responsibility opportunities for people and accountability of local authorities by transferring part of their training and performance. The scrutiny type of delegated responsibilities to local people interested in the shows 32 types of indigenous people has been given a lot of responsibility in 202 cases in 37 cases there was in the cooperation contract form. Most assign responsibilities include: the library, coach, informing the members of the executive committee, identifying health needs, the executive committee, advertising and communication's job responsibilities entrusted to them by local people want often is: a housewife, coach, secretary, council members, farmers, responsible for health centers, village health workers, school principal.

Sixth objective: To respond to the real needs of the audience and create vitality learn learning in the target groups. About the events and ceremonies performed was held to vigorously contest the event with a frequency of 50,736 cases and the number of 37,983 participants. According to the survey of 198 local learning center to say the average number of competitions and events in each center and the number of participating 8/191 7/3 people. The preparation of wall newspaper vigorously is provided to create local learning centers of learning in the wall newspapers with a frequency of 65,723 cases and 3727 participants. According to the survey of 198 local learning center could be said the average number of papers per center wall 6.3 and the average number of participants was 18.8 people per center. The exhibition to create vigorously learn local learning centers have been held 21 exposition by superflyity 244 and the number of production 12,406 and number of visitors 29,752 people. According to the survey of 198 local learning center can be said for the average number of exhibition held for each of center 2/1 and the averagex number of products for both the 2/1 and 6/62 , the average number of visitors for each of center 2/150 people. In terms of the type and quantity of products supplied by the exhibition of a variety of products with a frequency of 12-144 and the number of products sold in 2,634 and was the local sales 43, 296, 500 Rials. Average products per the 7/0 and 3/13 of the average number of products sold and average rially sales was per capital income is 21,86,692. A variety of products and these sales was minimal per center. The

main products sold include flowering, doll making, clothing and board. It seems that more work be done on the sold products.

The purpose of seventh: Capacity-building and culture for lifelong learning. t test results shows to compare the two groups of local learning centers and literacy classes continuing education program significant differences between the two groups appears not significant difference between learning centers local and literacy classes. However, if the xpected local learning centers would more successful to lifelong learning in literacy classes but this is not comeoff.

The eighth goal: To coordinate joint programs for government agencies and non-governmental. More than half (57/2%) of managers of state (provincial devices) have stated that are not familiar the objectives and tasks of local learning centers. More than 65% of the managers of the provincial government stated that are not enough the communication software (purchase and production of educational material, content and technical support) and local learning centers experts with relevant devices (low and very low) is. The 70% of the managers of the provincial government have said that are not enough relationship between hardware (equipment and facilities needed to provide centers) and local learning centers experts with relevant devices (low and very low). The 60% of the managers of the provincial government have suggested that the audience shared between the device and the local learning centers synchronization applications percent not enough (low and very low).

More than 58% of the managers of the provincial government have so far not participated in the meetings of local learning centers support. More than 48% of the managers of the provincial government have said they have not connected the literacy campaign Province and experts concerned with the development and strengthening of local learning centers. The 60% of the managers of the provincial government and relevant experts were not visited in years 83 and 84 local learning centers. More than 65% of the managers of the provincial government stated that have not set up and signed agreements between the device and the movement of the local learning centers.

Ninth goal: Improving the lives of the target audience through capacity and capabilities of the database increased. The number of licenses issued for the training provided by the relevant authorities at local learning centers indicate the number 1,238 certified job skills in 43 local learning center and 417 certificates were issued

life skills in 21 local learning center. As noted above, no certificate has been issued in 78% of centers. It is necessary to note that certification only as an increase in power and functionality may not be a large number of people without power, necessary to have achieved certification.

The dropout rate should be noted in local learning centers and literacy classes the following: The dropout rate in primary school literacy classes was 7.1 times higher in local learning centers, in the dropout rate in local learning centers and literacy classes 1.1 times. In the final period of dropout rates in literacy classes 4/1 is the local learning centers. So, dropout local learning centers fifth lower dropout rates and literacy classes was 2.1 times local learning centers. So, dropout local learning centers less. The general ability of local learning centers, maintenance people and reduce dropout literacy classes were over. Also, a significant number of training courses in local learning centers that are lacking in literacy classes. Most of these courses in order to improve the lives of the target audience by increasing the capabilities and power of their favorites.

CONCLUSION

Some of the most important findings of the study include: The rate of absorption illiteracer in local learning centers is 2/9 equal literacy classes. This centers are more successful in attract younger people (19-10 years old) than literacy classes. Local learning centers have been successful in achieving the goal of creating learning opportunity public basic education and in aim at providing a literacy combination education and basic life skills, motivation techniques, preparation and Production of educational resources for regional and local to goal of local learning centers where the are not achieved to it. Respond to the real needs of the audience and make learning passion in centers of aim which was to target of centers that have been achieved to some extent.

RECOMMENDATIONS

By noting to the absorption rate of illiteracy through local learning centers, literacy classes are 9/2 times it is necessary to develop qualitative and quantitative serious action centers. Evidence obtained in this study indicates the local learning centers have been quite successful to attract illiterates or their maintenance (reducing school dropout) of literacy classes. So, one of the new approaches and basic literacy to the development of local learning centers obviously that if local learning centers are supported by serious and fundamental change will be created in the overall literacy and life skills development

and employment. Therefore, it is recommended that in areas where it is possible replace local learning centers to be literacy classes to gradually. Mean many hours of lessons in local learning centers through courses basic life skills and job skills and communication services and other educational services to considerably more than literacy classes and often are lacking in literacy classes. So, local learning centers to provide literacy and basic skills training combined life and career have been successful and earn more efficient development of the system.

Production of educational resources done in the literacy campaign to be focused on the 65%. It is necessary to provide resources to local and regional objectives of local learning centers, more aggressively pursued. This requires new policy in the sphere of production and distribution of resources and educational materials in the Literacy Movement Organisation. Attract and cooperation of the local people is still insignificant in local learning centers. Averages for each center has attracted the participation of only one. In this regard, should new guidelines for how to increase the absorption and local people together to develop and implement and monitor their implementation.

A variety of products has been minimal by the centers and local income sales. It is necessary to increase the variety of products as well as new guidelines to offer and sell them prepared and served by the centers. Capacity building and dissemination was not realized, which had goal of local learning centers for lifelong learning. Special measures need to be considered to achieve this goal by subject specialists and experts. These measures should be developed reciply and communicated for implement to local learning centers.

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