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Identifying Challenges in the Field of Performance and Providing Strategies for Strengthening Local Learning Centers of the Literacy Movement: A Case Study of Hormozgan Province

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ABSTRACT: In this study, it was sought to identify challenges in the field of performance and provide solutions to strengthen the local learning centers of the literacy movement in Hormozgan province. For this purpose, the qualitative research method of inductive analysis with data coding system was used. The research population consisted of experts, educators and literacy students of the literacy movement of Hormozgan province, (1320 people) and a sample of twenty-five people who were selected using purposive sampling method. Data collection tool was in-depth interview and data analysis method was inductive analysis. Findings indicated that the functional challenges of local learning centers in Hormozgan province fall into three categories: organizational harms including communication, quality of work life and organizational information technology; motivational harms including human characteristics, lack of empowerment and lack of staff training and environmental harms including political, economic, social, environmental, information technology and outside the organization factors. Strengthening the cognitive and skill level of the audience and stakeholders of the project, improving the economic level of the project audience, improving the time period for educating new learners and improving the level of social support for literacy were the four key categories opportunities for advancing local learning centers. Strengthening the cognitive and skill level of the audience and project stakeholders had the highest frequency among them. Upgrading the use of technology, upgrading the executive infrastructure and upgrading the level of supervision are ways to strengthen the level of local learning centers. Strengthening the level of participation of individuals and institutions related to the project, improving the level of motivation of individuals and related institutions and improving the quantity and quality of educational fields had the highest frequency among them.

Keywords: Pathology, Functional Challenges, Local Learning Centers, Literacy Movement

Introduction

Literacy is considered as a basic strategy in promoting physical, mental and social health. Literacy plays an important role in strengthening the sense of social responsibility, decision-making power and initiative and increasing self-confidence. People who have not been able to use an adequate and timely educational system due to existing limitations, they can have a sense of adequacy, value and competence and be more successful in personal and social life through literacy. Literacy and adult education are important in development efforts (Barghi, 2018).

The main policy for lifelong learning is to provide access to education for all learners. Therefore, in order to achieve lifelong learning among the illiterate in 1985, the plan to establish local learning centers in the world was approved by the 23rd Conference of UNESCO Ministers of Education, which was held at the UNESCO Regional Conference in Sofia, Bulgaria. It was adopted in 1987 as a recommendation

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of the Fifth Conference of Asia-Pacific Ministers of Education and Economic Planning in India to be implemented in member countries. Subsequently, the plan to establish local learning centers in Asia-Pacific in 1995 in the implementation of the education program for all was implemented by the UNESCO Regional Office in 18 countries (Pirian, 2012).

The local learning center is an educational unit based on local needs assessment and in order to provide educational services to illiterate and low literacy people, including basic literacy training, basic life skills training, citizenship rights and social skills to empower and create opportunities for lifelong learning using the existing capacities in coordination with the Education Council of province (Hadianfard, 2019). Despite the efforts made in recent years, one of the problems in our society, especially in the literacy community of the literacy movement, is the neglect of the local learning centers of the literacy movement. The educational goals of these centers have not been achieved in practice as well. In this regard, researchers seek to understand the challenges of advancing these centers and, consequently, the opportunities and strategies to strengthen these centers.

There is no doubt about the effectiveness of training, but to conduct effective education, it is necessary for countries to adapt to complex conditions to deal with changes logically and move their organizations towards success. Therefore, in order to study the factors affecting the effectiveness of education, more studies on needed on how to prepare the platform for education, analysis of educational needs, evaluation, monitoring and improvement of the educational process and how to educate illiterate and low literacy adults to increase their effectiveness in countries (Eskandari, 2015). Accordingly, this study investigated this issue with regard to the local learning centers of the literacy movement.

Today, most countries hold several training courses in their training centers or learning centers, and the implementation of each course involves a huge investment and time spent serving active manpower. But, it is very important for managers to know the effectiveness of training courses and their efficiency. Determining the effectiveness of trainings helps planners and managers to have a clear picture of the performance of training and to design specific, required, complementary and directional trainings instead of designing general and overall courses. This evaluation also identifies the strengths, shortcomings and methods of its development and correction and the extent to which the goals are achieved, and generally provides an overview of the effectiveness of the educational process. Since learning is one of the most important achievements of the educational system and due to the importance of identifying the necessary conditions for training qualified people in literacy learning centers, and the importance of functional challenges in this area, in the current study, it was sought to identify these challenges and help strengthen local learning centers in Hormozgan province by providing solutions.

Little research has been done in Iran regarding the literacy movement and especially local learning centers. Here are some of these studies. Rahiminejad (2012) in his study entitled ‘Comparative study of the adult education system in the world and providing the axes of an efficient and effective model for the adult education system’ indicated that are necessary in adult education programs to change the target community from the illiterate to the low literacy and literate one, and accordingly to promote the

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definition of literacy with social and cultural capacities, and focus on policies for educating the illiterate in urban areas, especially suburbs.

Pyrian (2012) in a study entitled 'the effect of educators 'psychological literacy on literacy students' desire to participate in literacy courses' concluded that in the issue of literacy, addressing motivation is necessary because the planners want to lead the illiterate person to development. Educators can motivate illiterate people with sufficient, comprehensive and up-to-date knowledge.

Hakimzadeh, et al. (2015), in investigating the reasons for not accepting literacy programs in Iran, referred to the components of responsibility, motivation, tuition fees, organizational rules, linguistic issues, course purpose, literacy awareness, accommodation, facilities and schedule, job and family issues and awareness of literacy programs. From the educators' point of view, some components including course purpose, facilities and schedule, course compliance with adult learning principles, evaluation and feedback, content, support, linguistic issues, organizational rules and accommodation were considered.

Mohseni and Hosseini (2016) considered challenges in the transfer of activities, recruitment and specialization of trainers, training and promotion of professional qualifications of trainers, salaries and payments, and identification and recruitment of learners as harms of human resource management.

Sadeghpour (2016), in a study entitled ‘Study of the causes of illiteracy in the primary literacy classes from the perspective of educators of the East Tehran Literacy Movement’ considered the lack of knowledge about literacy activities, life concerns and lack of mastery of teaching as the reasons of not accepting the literacy.

Teymourian (2016), in comparing active teaching methods between literacy movement instructors and graduates of teacher training centers in the elementary school of Abdanan city, indicated the knowledge and awareness of teachers graduating from teacher training centers with the principles and techniques of active teaching methods was greater than instructors of the literacy movement. There was no significant relationship between gender, years of service and the level of awareness of teachers in both groups about the principles and techniques of active teaching methods. The findings also indicated that most teachers who have previously served as educators in the literacy movement are not familiar with active teaching methods.

Findings of Hadianfard’ s (2019) study on people's attitudes about public participation in the implementation and development of adult literacy indicated that women compare to men and the elite group compared to the normal group significantly considered participation in literacy as a necessary issue. The study generally revealed that people use inefficient belief, such as society needs illiterate people to do hard work, justified their non-participation. These dysfunctional beliefs seemed to be influenced by the existence of unemployed university graduates at the community.

Zakeri and Sabahizadeh (2016), in a study entitled identifying the challenges and strategies for improving the family literacy plan, concluded that there are eight central categories in the harms of the plan including the lack of financial resources, weak monitoring system, weak content, lack of comprehensiveness of the plan, weakness of project stakeholders, incompatibility of the plan with

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influential factors, weak motivation and lack of adequate institutional media support. Consequently, eight components of financial support including strengthening the evaluation and monitoring system of the project, developing the attitude and training of project stakeholders, strengthening the staff system and scope of the project, strengthening the motivational dimension, strengthening institutional and media support of the project could improve reading plan in the family.

Collins (2011) conducted a study aimed at identifying motivational factors and barriers to adult participation in training courses. This research examined situational, organizational, tendency barriers, and internal and external motivational factors. The results of this study revealed that the distance between home and school, the cost of courses and not knowing what to learn were the main barriers to participation. Career development and major life events have also played a key role in motivating adults to participate and attend training courses.

Kurt et al. (2018), in a study entitled 'Education and Productivity in Turkey', examined the relationship between education and productivity in educational organizations of Turkish learning centers and concluded that attention to education and educational needs have been manifested in different ways in educational organizations. They believed that the development and dissemination of information and training could greatly contribute to productivity in organizations.

According to the findings of Pozdenikova (2019), an average increase of 20 to 30 percent in literacy causes an increase of 8 to 16 percent in GDP. In general, the functions of literacy are manifested in various social, cultural, economic and even political aspects. Accordingly, in many EU member states, high quality adult education is an important goal and a significant decision. In fact, adults learn and teach in different educational ways. Also, in order to optimize education and learning, various methods and techniques are used including coping with anxiety, acquiring learning skills and family support.

A critical review of the research background indicates that despite issues such as challenges and strategies to improve the family literacy plan, teaching methods in literacy courses, motivational factors and barriers to adult education participation, education and productivity and literacy, the impact of psychological literacy and comparative studies in the field of literacy in some studies, but in general, no specific research has been done on the subject of this research.

The main purpose of this research was to identify the challenges in the field of performance and to provide solutions to strengthen the local learning centers of the literacy movement. Hence the research questions are:

1. What are the challenges in the field of performance of local learning centers in Hormozgan province?
2. What are the learning opportunities for learners of local learning centers in Hormozgan province?
3. What are the strategies to strengthen local learning centers in Hormozgan province?

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Material and Methods

The research method was qualitative with an inductive analysis data coding system. The research population included all experts and instructors of the literacy movement in Hormozgan province, whose number was 1320 according to available statistics, and the sample consisted of twenty-five people who were selected using purposive sampling. The researchers have used the principles of sampling with maximum diversity and saturation. The data interpretation approach in this study was descriptive and interpretive. The researchers collected the data through interviews, and interpreted and categorized them. Hence, the authors do not intend to theorize about the interpretive-abstract approach. Data collection tool was in-depth interview and data analysis method was inductive analysis based on the foundation data coding system, for the first question. Data analysis was done using open, axial and selective coding method. Open coding involves breaking, comparing, conceptualizing, and categorizing data. The first text or data to be obtained should be open-coded as key points. A set of concepts, categories, attributes, and subcategories is the output of the open coding phase. The relationship between each category and its subcategories (not the relationship between categories) takes place in the axial coding phase. The nature of axial coding is the identification of a category, the circumstances that give rise to that category, the context in which the category is located, the strategies for controlling and monitoring that category, and the consequences of those strategies. The process of open and axial coding leads to the emergence of a set of categories that have a specific pattern of relationship between each category and its subcategories. In the next step, the categories are connected and a special theoretical system is presented. Linking categories together is called selective coding. The analysis method for the second and third questions was inductive analysis with coding system. In fact, the three stages of open, axial and selective coding, like the first question, have been done on the second and third questions of the research. To strengthen the research, two criteria of reliability and credibility were used. The interview was conducted in a semi-structured manner after the questions were approved by the senior experts of the Education office and experts in the field of literacy movement and in accordance with the executive instructions of the local learning centers plan. To increase the validity of the research, the results of the analysis of a number of interviews were provided to a number of participants in the research and their opinions were applied to correct some cases. Also, the results of the analysis and review were summarized and the necessary corrections were made after applying the opinions of three experts in the field of literacy movement in the province. The research design was an emerging or exploratory design because the components are not known in advance (Mikat 1994,).

Results

In answering the first research question about design challenges, by analyzing the text of the interviews and after three coding steps, the following tables were obtained. Each of the following tables is derived from a coding step.

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Open coding phase: The results of open coding phase were presented in the table 1.

Table 1. Open coding phase from the point of view of experts, educators and literacy movement principals

ID	Open codes	Frequency (based on 25 interview data)
A1	Laws and regulations of the country	6
A2	Approvals of ministries and other relevant organizations	7
A3	Bad weather	17
A4	Geographical region	7
A5	Inflation Unemployment and unemployment rates in the community	11
A6	Inflation	6
A7	Sanction	2
A8	Lack of suitable space and sufficient facilities for training	17
A9	Insufficient allocation of funds	22
A10	Lack of community cooperation	20
A11	Lack of cooperation between officials and local centers	19
A12	Lack of cooperation of literates	11
A13	Advances in technology (introduction of new software to the market or rapid changes in software versions)	9
A14	Advances in technology (entry of new hardware into the market)	5
A15	Failure to produce e-learning content	11
A16	Age	5
A17	Gender	9
A18	Marital status	18
A19	Variety of tasks and skills	11
A20	Lack of practical thinking and not being profitable	16
A21	Tasks are meaningless (work is not clear from beginning to end)	9
A22	Lack of necessary self-confidence and self-confidence	10
A23	Lack of independence and relative authority at work	15
A24	Lack of feedback on the job	7
A25	Lack of scientific and cultural festivals in sports	14
A26	Lack of being effective	10
A27	Lack of training in the production of electronic educational content	17
A28	Lack of practical thinking and not being profitable	11
A29	Lack of development of technical knowledge and skills of employees in the field of information technology	13
A30	Lack of training in the production of electronic educational content	17
A31	Lack of accessibility of employees to information and knowledge resources of the organization	11
A32	Lack of formal and in-service training in the organization	6
A33	Lack of extracurricular training courses	8
A34	Lack of access to new educational technologies such as video conferencing	9
A35	Lack of training employees through group interactions in order to be aware of each other's work	13

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A36	Lack of awareness of employees about the technologies, work procedures and structures in which they work	8
A37	Job insecurity	10
A38	High workload	11
A39	Impossibility to implement all policies and notification programs	13
A40	Lack of necessary incentives from province and country	11
A41	Terms and conditions of employment	9
A42	Insufficient written communication (letters, notes, reports, instructions, etc.)	8
A43	Lack of adequate oral communication (informal conversations, group discussions, job exchanges, formal lectures, etc.)	7
A44	Lack of adequate non-verbal communication (body parts, body movements, environmental factors, office design, building architecture, etc.)	11
A45	Fair and adequate payment	11
A46	Safe and hygienic work environment	19
A47	Provide opportunities for continuous development and security	10
A48	Legalism in the organization	15
A49	Social dependence in working life	9
A50	The general atmosphere of life	7
A51	Social unity and cohesion in the organization	9
A52	Development of human capabilities	5
A53	Structural complexity (horizontal, vertical, geographical)	16
A54	Focus (decision making at high organizational levels)	16
A55	Formality (existence of many rules and regulations)	13
A56	Organization size	10
A57	distribute duties	12
A58	Organizational hierarchy	16
A59	Incompatibility with the environment	9
A60	Failure to achieve the goal	16
A61	Lack of integration of organization members	10
A62	Lack of legitimacy in the eyes of the people and other organizations	9
A63	Lack of creativity and innovation	20

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A64	No risk	14
A65	Not paying attention to detail	11
A66	Not paying attention to the results, not the process of doing the work	10
A67	Lack of attention to members of the organization	17
A68	The effect of decision results on employees	12
A69	Pay attention to the team	6
A70	Ambition of the members of the organization	7
A71	Sustainability (organization's emphasis on maintaining the status quo)	6
A72	Job requirements (type of job, job security, etc.)	9
A73	Physical requirements (heating, office design, etc.)	17
A74	Role requirements (role conflict and ambiguity)	9
A75	Requirements for interaction with others (group pressure, leadership style and personality)	9
A76	Office Automation	10
A77	Plans such as SENAD	11
A78	Direct finance (such as: salaries, wages, cash rewards, etc.)	11
A79	Indirect finances (such as: different insurances, retirement benefits, training grants, etc.)	13

As it can be seen in the table 1, 79 basic concept codes were extracted and counted from the text of the interviews as open codes, which were mentioned separately and with frequent mention based on the degree of repetition during 25 interviews. In the following, based on the principle of continuous comparison of data and the principle of inferiority, axial codes have been formulated based on open codes.

Axial coding: The results of axial coding phase were presented in the table 2.

Table 2. Axial coding from the perspective of experts, educators and literacy movement principals

ID	Open codes	Axial codes
A1+ A2	Laws and regulations of the country + approvals of ministries and other relevant organizations	Political factors
A3+A4	Climate + minimum and maximum temperature in different seasons and air pollution	Environmental factors
A5+A6+AA8+ A9+7	Unemployment rate in the society + Inflation + Sanctions + Lack of suitable space and sufficient facilities for education + Lack of sufficient credit	Economic factors
A10+A11+A12	Lack of cooperation of officials and local centers + Lack of cooperation of the community + Lack of cooperation of literates	social factors
A13+ A14+ A15	Advances in technology (introduction of new software to the market or rapid changes in software versions) + Advances in technology (introduction of new hardware to the market) + Lack of production of e-learning content	Information technology outside the organization
A16+A17+A18	Age + Gender + Marriage	Human characteristics
A19+A20+ A21+ A22+ A23+ A24+ A25	Variety of tasks and skills + Incomprehensibility of tasks (specificity of work from beginning to end) + Lack of scientific and cultural festivals of sports + Lack of independence and relative authority at work + Lack of feedback in the job	Lack of motivation

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A26+A27 + A28	Lack of feeling effective + Lack of training in the production of electronic educational content + Lack of practical thinking and not profitable	Lack of empowerment
A29+A30+ A31+A32 +A33 +A34+A35+ A36	Lack of development of knowledge and technical skills of employees in the field of information technology + Lack of training in electronic content production + Lack of access to information and knowledge resources of the organization + Lack of formal and in-service training + Out-of-organization training courses Videoconferencing + training employees through group interactions to learn about each other's work + informing employees about the technologies, work procedures and structures in which they work	Lack of adequate staff training
A37+A38+ A39+A40+ A41	Job security + high volume of work + impossibility of implementing all policies and notification programs + lack of necessary incentives from Vastan country + job conditions and situation	Job characteristics
A42+A43 +A44	Lack of written communication (letters, notes, reports, instructions, etc.) + lack of verbal communication (informal conversations, group discussions + non-verbal communication (body parts, body movements, environmental factors, office design, building architecture, etc.) ،	connections
+A45+A46 A47+A48+ A49+A50 +A52	Fair and adequate payment + Safe and hygienic work environment + Ensuring the opportunity for growth and continuous security + Legalism in the organization + Social dependence in work life + General living space + Unity and social cohesion in the organization + Development of human capabilities	Quality of working life
+A53+ A54+A55+A56+A57 +A58	Structural complexity (horizontal, vertical, geographical) + focus (decision making at high organizational levels) + formality (existence of many rules and regulations) + organization size + division of tasks + organizational hierarchy	Organizational Structure
A59+A60+ A61+A62+A63+A64+A65 +A66+ A67 +A68+A69+ A70+A71	Incompatibility with the environment + Lack of goal + Lack of integration of members of the organization + Lack of legitimacy in the eyes of people and other organizations + Lack of creativity and innovation + Lack of risk + Lack of attention to detail + No effect of decision results on employees + Attention to the team + Ambition of the members of the organization + Sustainability (emphasis of the organization on maintaining the status quo)	Organizational Culture
+A72+A73+A74+A75	Job requirements (type of job, job security, etc.) + Physical requirements (heat, office plan, etc.) + role requirements (conflict and ambiguity in the role) + requirements for interaction with others (group pressure, leadership style and)	Organizational stress
+A76+A77	Office automation + special plans such as SENAD and ..	Information technology enters the organization
+ A78+A79	Direct finance (such as: salaries, wages, cash bonuses, etc.) + indirect finance (such as: different insurance, retirement benefits, training grants, etc.)	Service compensation

According to Table 2, 17 axial codes related to the challenges of local learning centers were compiled based on the comparison and aggregation of 79 open codes. Next, the researchers performed selective coding based on the principle of induction and by identifying the differences and similarities between the axial codes obtained in the previous step, which is described in the table 3.

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Selective coding: The results of selective coding phase were presented in the table 3.

Table 3. Selective coding based on the dimensions of harms from the perspective of experts, educators and literacy movement principals

Selective codes	Axial codes
Environmental harms	Political factors
	Economic factors
	Social factors
	Environmental factors
	Information technology outside the organization
Motivational harms	Human characteristics
	Lack of motivation
	Lack of empowerment
	Lack of staff training
	Job characteristics
	Service compensation
Organizational harms	Communication
	Quality of working life
	Organizational Structure
	Organizational Culture
	Organizational stress
	Organizational information technology

According to Table 3, the three categories of environmental harms, motivational harms, and organizational harms pose challenges for local learning centers. Environmental harm means factors such as minimum and maximum temperature in different seasons and air pollution, unemployment rate and unemployment in society, inflation, sanctions, lack of adequate space and adequate facilities for education and lack of adequate funding, lack of cooperation between officials and local agencies and no production of e-learning content. Motivational harms are caused by factors such as incomprehensibility of duties, lack of sports, scientific and cultural festivals, lack of independence and relative authority at work, lack of feedback in the job, lack of practical thinking and not being profitable. Organizational harms include incompatibility with the environment, failure to achieve the goal, lack of integration of members of the organization, lack of legitimacy in the eyes of people and other organizations, lack of creativity and innovation, lack of attention to members, lack of impact of decision results on employees

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and ambition of members Takes. The two categories of motivational and organizational harms are the most prominent among the selected codes.

In response to the second question of the research on learning opportunities of local learning centers, by analyzing the text of the interviews, the following table was obtained after three coding steps. Each of the following columns comes from a coding step:

Table 4. The process of coding the learning opportunities of local learning centers

Open codes	Axial codes	Selected codes
Empowering learners by participating in vocational training courses Learn new skills in learners Participating in training courses increases the basic life skills of learners. It changes the lifestyle of the audience, that is, it empowers the individual to achieve a wise and purposeful life. Participation in the activities and ceremonies of the learning center will improve the educational level of the learners. The educational level of the learners is improved by the participation of the novices in the festivals under any title and from any level.	Empowering project audiences	Strengthen the cognitive and skill level of the audience and project stakeholders
Learners become aware of their rights and citizenship rights in society and reduce harm to themselves and society. The level of personal and public health and educational skills in learners is improved	Improving the cognitive strength of the project audience	
Empowerment of educators is done by using the capacity of experts in organizations in the field of skills training.	Empowering plan educators	
Up-to-date general information and expertise of the center's managers Having experienced and active and specialized trainers and the required budget		
Entrepreneurial spirit is strengthened in learners Creating an entrepreneurial spirit in learners by allocating the low interest loans to set up small businesses	Strengthen the entrepreneurial spirit	Improving the economic level of the project audience
Establishment a contract in the province with technical and professional centers for training and providing technical evidence for learners is done Creating small and high-yield production and economic cooperatives is done by learners	Strengthen employment opportunities	
No time limit for supplementary education (profession, skills, etc.) to the time of literacy classes Learner and the audience of local learning centers have unlimited opportunities for the necessary training in the centers	Increase the training time	Improving the training period for novices
High and continuous support of local learning centers behalf of governmental offices and With priority the governor	Strengthen the level of organizational support for local learning centers	Improving the level of social support for literacy

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According to Table 4, the four key components including strengthening the cognitive and skill level of the audience and project stakeholders, improving the economic level of the project audience, improving the learning time and improving the level of social support for literacy are the opportunities for local learning centers. Of these four components, the component of strengthening the cognitive and skill level of the audience and project stakeholders has the highest frequency and other components are placed in the next priorities.

In response to the third question of the research on strategies for strengthening local learning centers, the table 5 was coded by analyzing the text of the interviews after three steps. Each of the following columns comes from a coding step:

Table 5. The coding process of strategies to strengthen local learning centers

Open codes	Axial codes	Selected codes
- Cooperation of departments such as the Departments of Labor, Industry, Mining, Handicrafts, Vocational Training, Natural Resources and Municipalities	Increase the level of cooperation within and between organizations	Strengthen the level of participation of individuals and institutions related to the project
- Close cooperation between local learning center and administrative devices	Increase the level of social participation	
- Maximum participation of the target community in the plans and activities of the centers	Increase the level of organizational participation	
- Benefit from the capacity of donors in order to achieve self-confidence of the target community	Strengthen the motivational context	Improving the motivational level of individuals and related institutions
- Advertising and promoting the programs and activities of the centers from the provincial media Exposing learners' achievements to the public for promotion in the local community	Utilize media capacity	
- Important decisions to improve the goals of the programs of local learning centers in the meetings of the Education Council of the cities	Holding festivals	Improving the quantity and quality of educational fields
- Giving more privileges to the directors of local learning centers, even the directors of non-governmental centers, and expanding the scope of authority,	Holding educational courses	
- Providing support and incentive packages for learners	Utilizing technology	Improving the use of technology
- - Increasing the per capita local learning centers and allocating more funds to encourage the managers of the centers and the training instructors of the centers.	Strengthen the administrative basis of project	Upgrading the executive bases of the project
Allocate the necessary funds to encourage literacy students in the centers (for example, planning pilgrimage and tourism camps).	Increase monitoring of the project	Upgrading the level of supervision

According to Table 5, the strategies to strengthen local learning centers include six categories: strengthening the level of participation of individuals and institutions related to the project, improving the level of motivation of individuals and related institutions, improving the quantity and quality of

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educational fields, improving the use of technology, improving the executive bases of the project and improving the level of supervision. Of these categories, three categories (i.e. strengthening the level of participation of individuals and institutions related to the project, improving the level of motivation of individuals and related institutions, and improving the quantity and quality of educational fields) had the highest frequencies, and other components are among the next priorities.

Discussion

In this study, three basic questions were answered. The findings of the first question indicated that the three categories of environmental harm, motivational harm and organizational harm were the challenges of local learning centers. The two categories of motivational and organizational harms were the most common.

In explaining the results of the first question, it should be acknowledged that special adult education centers, especially government centers such as the literacy movement and learning centers, which are part of the wide Education Organization, have been neglected in recent years. As the findings indicated, among the harms to the performance of these centers were organizational harms including communication, quality of work life, organizational structure, organizational culture, organizational stress, organizational information technology. This part of the research results is consistent with the findings of Mohseni and Hosseini (2015) who have studied the pathology of human resource management in literacy and named the factors of culture and organizational structure as the disadvantages of this field.

On the other hand, in explaining motivational harms including human characteristics, lack of empowerment, lack of staff training, job characteristics, compensation of services, it can be said that education to adults, especially illiterate people, is always challenging due to age, mental and physical stress and busyness. The many daily routines of this special group have caused the lack of motivation of these people to participate in the courses. This part of the results is in line with the findings of Sadeghpour and Hakimzadeh (2016) who investigated the reasons for illiteracy not accepting literacy programs and pointed to the lack of motivational factors and inefficiency and non-application of these trainings.

Also in explaining environmental harms including political factors, economic factors, social factors, environmental factors, and information technology outside the organization, it can be stated that learning centers are among the service centers that are in the context of society and the environment. So, the relationship with the environment is affected by it, and the environment, while being useful, can damage its performance. For instance, inflation causes people to worry about economics instead of science, or the heat of weather conditions causes people to go less to the centers, or the centers are closed in the absence of electricity.

It should be noted that although no research has been done on the title and subject of this study, in general, the results of the current study are in line to the results of Collins' s (2011) research which aimed at identifying motivational factors and barriers to adult participation in educational courses,

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Mohseni and Hosseini (2016), regarding the pathology of human resource management in the Literacy Organization, Sadeghpour (2016) on the reasons for illiteracy not accepting basic literacy classes from the perspective of literacy movement instructors and Hakimzadeh, et al. (2015) on the reasons for literacy programs failure.

Regarding the second question, in relation to the opportunities for local learning centers, four key categories were strengthening the cognitive and skill level of the audience and project stakeholders, improving the economic level of the project audience, improving the learning time and improving the level of social support for literacy.

In explaining these findings, it can be said that empowerment and creating an entrepreneurial spirit in learners by participating in vocational training courses and learning new skills should be considered. Establishing the contracts at the provincial level with technical and professional centers for training and providing technical certification for learners has led to the creation of small and high-yield production and economic cooperatives by learners, which help family livelihoods and easier access to employment, as well as economic growth of communities. Participation in basic life skills training courses increases decision-making power, increases the level of awareness and social literacy of learners about social, educational, political, and religious issues, which in turn creates capable and knowledgeable families. Literacy and the audience of local learning centers should have unlimited opportunities for the necessary training in the centers. Participating in the activities and ceremonies of the learning center creates buoyancy and self-confidence in learners, which has a great impact on increasing the quality of their personal and social life, and people will benefit from a better sense of buoyancy and self-confidence in making decisions. Participating newcomers in festivals under any title and from any organ and institution in terms of topics and content of workshops is the best opportunity to unveil the capabilities of the centers. The most important opportunity that learning centers give to learners is lifestyle change, that is, empowering an individual to achieve a wise and purposeful life. Up-to-date general information and expertise of the center's managers, having experienced, active and specialized instructors, providing the required budget and increasing and continuous attention and support of government departments can provide more learning opportunities for learning centers.

Regarding the third question about strategies for improving local learning centers, the research findings showed six categories: strengthening the level of participation of individuals and institutions related to the project, improving the motivation of individuals and related institutions, improving the quantity and quality of educational fields, improving technology, executive bases of the project and upgrading of the supervisory level are strategies to strengthen the level of local learning centers.

This finding indicates that the cooperation of departments such as the Department of Industrial and Mining Labor, Handicrafts, Natural Resources, Municipalities and Government Offices with the literacy movement should be strengthened; Provide support and incentive packages for learners of these centers; Provide intelligent use of new technologies for learners; Hold various festivals about learners' activities; In addition to participating in teaching methods, educators should participate in skills and vocational training courses; The literacy movement should establish contracts with technical and professional

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centers to train and provide technical certification for learners; Supervising and implementing the programs via an executive committee and monthly meeting; Cooling and heating facilities, software and hardware, suitable location and necessary budget to be provided for learning centers.

Based on the research findings, it is suggested that the principals of the literacy movement should anticipate and implement special programs to reduce the harm of learning centers. These programs include training for managers, educators, and literate people to increase their knowledge, self-confidence, and self-esteem. The directors of the education organization are suggested to pay more attention to the literacy movement in the organizational structure of education and the directors of the literacy movement should pay more attention to the local learning centers. Also, the leaders of the literacy movement should seek help from other organizations and institutions outside the organization to increase the performance of their learning centers. It is suggested that senior managers of the Literacy Movement take measures to improve the level of research in organizations and encourage employees to do research. Among the measures and programs through which the promotion of research in the organization can be provided are: providing facilities such as libraries, archives of specialized journals, etc. as tools of the information system and encouraging employees to do research work, holding the conferences, inviting researchers and professors, holding lectures and presenting the results of the performance of these research institutes to the staff.

Managers of the literacy movement can empower educators to achieve collective insight and help by providing information more quickly and easily, updating the organization, improving the quality of work life, promoting organizational culture, reducing work stress, etc. Eventually, it improves the performance of local learning centers.

Commitment of the management of the education organization to facilitate political, social, economic and economic factors can help reduce the harm and improve the performance of local learning centers by eliminating cumbersome and inefficient laws and regulations.

Interested researchers are recommended to conduct their research separately, taking into account the offices of the literacy movement and different local learning centers in other cities and provinces. Considering the importance of recognizing the effective factors on improving the performance of local learning centers of the literacy movement, it is recommended that individual and family factors, students' emotional intelligence, spiritual intelligence, organizational structure, organizational climate, organizational entrepreneurship, knowledge management, organizational trust and organizational justice be examined and assessed. Moreover, future research can explore the factors affecting the improvement of the quality of education in local learning centers.

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