

## INTRODUCTION

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Illiteracy is considered one of the most serious problems in our Egyptian society. This problem is not new but it has long history behind it. It is as all our social problems in being deep and remote.

People also did not fall in illiteracy all of a sudden, but there were many factors behind that. There were many complicated and interrelated social, economic, political and cultural conditions which affect the society as a whole.

It is important to mention that the percentage of the illiteracy in Egypt is 49.4 (ten years and over). Many researchers studies this problem and the country concentrates on it and exerts much effort to put an end for it. But these efforts are in vain and the evidence for that is the increase in the percent of the illiteracy among the population. The failure of these efforts relate to the fact that the problem has not faced by solutions which come from the society and consider its nature.

### Problem of the study :

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The problem of this study can be summarized in the following question :

- To what extent do illiteracy elimination and teaching the adults programs in the societies and communities "Awlad Aly" perform their roles based on the requirements of the cultural development.

**Goals of the study :**  
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- 1- Analysing the cultural framework of the communities of "Awalad Aly" and recognizing their habits and traditions.
- 2- Evaluating the programs of the illiteracy elimination and recognizing their appropriaty to the learners concerning their life and the nature of their society.
- 3- Realizing the factors that prevent the use of these programs in serving eduction.
- 4- Putting a framework for developing the illiteracy elimination and teaching the adults programs in achieving the desired cultural development in the society.

**Sample and Tools:**  
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- 1- Questionnaire about the factor that encourage the adults to learn. It was applied on 37 learners representing 11% of the smaple
- 3- Questionnaire for people who teach to the illeterate concerning the illetrate in the open classes.
- 4- Content-analysis tables for the curricula.
- 5- Observation checklist for writing down some facts concerning the types of behaviour for the *Nomadic peopls*.

**Statistical analysis :**  
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- 1- Relative weight for qunatitative analysis in the content.
- 2- Relative weight for the individuals of the sample's responses using Chi-Square for finding the differences.

**Procedures of the study :**  
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Chapter one : Theoritical background.

Chapter two : Cultural framework for "Awalad Aly".

Chapter three : Education in "Awalad Aly" communities.

Chapter four : Field study.

Chapter five : The results of the field work.

Chapter Six : Suggested concepts for developing learning the adults in the society.

Result of the study :

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The results of this study come as follows :

- 1- The requirements of developing "Awalad Aly" communities depend fully on the integrative development.
- 2- The rule 67 for 1970 has some gaps which obstacle the field work.
- 3- The traditional view for education and its abilities in failing the exerted efforts in achieving its goals.
- 4- Nomadic people do not like to serve in the elimination of illiteracy because they feel that they are useless in life.
- 5- Eliminating illiteracy classes are open to all the illiterate people according to their levels.
- 6- The educational content introduced to the learning is not suitable for the nature of the nomadic life.
- 7- Many nomadic people have negative attitudes toward their teachers. But they tend to hide this feeling.
- 8- Many nomadic people want to know some things about their religion and its regulations.

9- Many difficulties face carrying out the desired plans. These difficulties may be materialistic or relating to human beings.

At the end, we can say that the traditional concept of illiteracy is a problem of individuals who didn't learn while they were young. So they had to be taught when they grow older.