The Kingdom of Saudi Arabia
The Ministry of Education
The Center for Educational Development
The General Department of Educational Research and Studies

The Development of Education

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Prepared by:
The Ministry of Education
In Cooperation with
The Ministry of Higher Education
and the General Establishment of
Technical Education and Vocational Training

1420-1424 Hijra - 1999-2003 A.D.

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Introduction:

I offer thanks to God Almighty and God's blessings and peace upon the Prophet Mohammad.

The Kingdom of Saudi Arabia holds the principle that the best investment a nation can make is in its human resources. On the basis of this belief, the Kingdom has made tremendous efforts to devote all possible resources to the development and improvement of its educational system.

In the Kingdom of Saudi Arabia, the right of education is guaranteed to everyone. In fact, the state encourages people to enroll in any part of the educational system by providing financial aid and rewards to students. The Kingdom prides itself on having already achieved two of the principal goals set for 2015 A.D. by the Dakkar "Education For All" 2000 A.D. Conference. These two goals are elimination of illiteracy and gender equality in public education.

The 47th Session of the International Conference of Education will be convened in Geneva under the title "Qualitative Excellence in Youth Education: Challenges and Priorities" at a time when the Kingdom is witnessing a comprehensive educational renaissance. One of the main features of this renaissance is the emphasis placed on the education of young people in terms of skills, knowledge and behavior. The aim of these efforts is to ensure that future generations will be able to play an active role in the Kingdom's development program.

In the Kingdom of Saudi Arabia, we firmly believe that the level of education which is able to contribute to future development is one that inculcates the proper values and moral principles and develops them in accordance with the society's culture and principles.

The theme of the present session of the International Conference of Education which focuses on the quality of youth education is indeed a serious contribution to the development of the most important components of education and the vision for the future. Discussions at the conference and its recommendations will assist states in their efforts to achieve the proper level of youth education and the noble goals of national educational systems.

The Minister of Education
Mohammad Bin Ahmad Al-Rashid

Preface:

The Report on the Development of Education in the Kingdom of Saudi Arabia was prepared during the period 1420-1424 Hijra (1999-2003 A.D.) to be presented at the 47th Session of the International Conference on Education organized by the International Education Bureau in cooperation with UNESCO. The Report presents a brief survey of the achievements of parties in charge of education in the Kingdom. These parties are: The Ministry of Education, the Ministry of Higher Education, and the General Establishment of Technical Education and Vocational Training. The report covers the period from 1420-1424 Hijra.

The report contains first a brief description of the foundational principles of the policy of education in the Kingdom and identifies the major challenges faced by education. The Report then deals in three parts with the three establishments in charge of education. The first part deals with the Ministry of Education, its general framework and administrative organization, and presents a survey of the main educational reform projects.

The second part is devoted to higher education, its framework and administrative organization, and a survey of the institutions supervised by the Ministry of Higher Education.

The third part deals with the General Establishment of Technical Education and Vocational Training, its framework and administrative organization, and its educational reform projects.

This Report is accompanied with charts and lists that illustrate the quantitative growth of education in each of these three institutions during the period it covers.

Although this Report presents a brief survey of achievements in education in the Kingdom during these four years, it does not include the overall cultural and social achievements of education during recent years. These achievements can be gleaned from the educational renaissance witnessed by the Kingdom in compliance with the teachings of Islam and by the grace of God and with the generous support of the government and people of Saudi Arabia.

The Preparation Team

Education in the Kingdom of Saudi Arabia:
Foundations and General Principles

Principles, Goals and Objectives:

A. The General Principles and the Relevant Legislations That Govern Education In the Kingdom:

The educational policy in the Kingdom of Saudi Arabia "derives from the religion of Islam which is the religion of the nation; its faith, worship, morality, jurisprudence, governance and its total system of life. The educational policy of the Kingdom is part of the state policy."

The document entitled "The Educational Policy in the Kingdom of Saudi Arabia" defines the principles, goals and objectives of education. The main principles defined by this document are:

- Belief in God and in the Message given to the Prophet Muhammad (peace be upon him).
- The Islamic concept of the universe, of man and of life.
- The individual citizen has the duty of the pursuit of learning, and the state's duty is to provide learning for its citizens.
- Muslem women are entitled to education commensurate with their natural inclinations, and on equal footing with men.
- Education, throughout its various stages, is connected with the General Development Plan of the state.
- Arabic is the language of education in all of its stages.

B. Goals and Objectives of Education:

The document entitled "The Educational Policy in the Kingdom of Saudi Arabia" defines the goals and objectives of education in 24 articles which provide a general concept of education and its goals. These goals and objectives stem from the general principles of education. They, in turn, contributed to modern educational concepts, emphasizing the special directives regarding the cultural and religious role. Prominent among these directives are:

- Furthering loyalty to the Islam.
- Showing the complete compatibility between science and the religion of Islam.
- Encouraging and developing the methodological scientific search for knowledge; strengthening the skills of observation and thinking; providing students with the means of recognizing God's manifest signs in the universe; and thus enabling the individual to play an active role in the healthy development of social life and interaction.
- Understanding the environment, and enlarging students' knowledge of countries and regions of the world.
- Providing students with proficiency in another modern language as a means of acquiring knowledge in the fields of sciences, arts and new inventions, and of transferring knowledge and the sciences to other communities, and in an effort to contribute to the spread of the faith of Islam and service to humanity.
- Keeping up to date with the stages of the mental development of the young in order to help the individual achieve healthy spiritual, mental, emotional and social growth, emphasizing the Islamic spiritual aspect of this growth.

- Recognizing individual differences among students in an effort to properly place them and assist their growth based on their capabilities and inclinations.
- Caring for the learning disabled and setting up special programs for them.
- Setting up special education programs for physically and mentally handicapped students.
- Recognizing gifted students and setting up special programs for them.
- Setting up human-resources training programs, with special emphasis on vocational education.
- Deepening the sense of work ethics and emphasizing special academic skills and practical applications in school curricula. Promoting students through the development of artistic handicrafts and productive experiments in laboratories, workshops, and field work.

C. A Brief Description of the System of Educational Administration:

In the Kingdom of Saudi Arabia, the state is the principal party in charge of education. It provides free education throughout its stages and branches to citizens and expatriates. It establishes schools and provides the necessary equipment and facilities. It provides textbooks and teaching resources. It prepares the teaching staff, providing them with training and qualifications, pays their salaries and undertakes their promotion and retirement funds. The state also provides internal and external scholarships, oversees cultural relations and exchange programs with other countries, and provides financial aid to students in every stage and branch of education.

The private sector contributes to the Kingdom's educational program by providing education services in private schools and institutes under the supervision of the relevant educational authorities.

D. Education Planning:

The general direction of education in the Kingdom of Saudi Arabia is supervised by the Higher Committee for Educational Policy which is chaired by King Fahd Bin Abdul-Aziz and which includes in its membership the ministers concerned with education. Educational planning, however, is made by the various state ministries and agencies in charge of education, in cooperation with the Ministry of the Economy and Planning. This Ministry draws up the general plan of education within the framework of the five-year national development plan. In the year 1424 Hijra, 2003 A.D., a ten-year plan for the Ministry of Education was adopted covering the period 1425-1435 Hijra, 2004-2014 A.D.

The Main Challenges Facing Education in the Kingdom of Saudi Arabia

In a quite unprecedented way, the challenges of the future are very powerful and overwhelming. We cannot afford to misread or underestimate its signs and indications, simply because we are facing an era whose rhythm and pace are quick and ever-changing. The world is being governed by the economics of knowledge and the power of ever-renewing sciences. We are also facing the spread of data systems, the competitive tendencies among developing countries and the hegemony of superpowers over smaller nations.

Additionally, we face a world with complex relationships and interactions, and those who possess the knowledge, skills and will can join the march of human progress. Consequently, we have to prepare future generations in a way that will enable them to face these challenges and deal intelligently with the demands of future progress. The Kingdom is now facing a new era which will witness a cultural leap forward that leads it to the ranks of developed nations. It is imperative that this present and future generations be equipped to achieve a safe and successful transformation to the future that awaits us.

Changes and developments of the educational system, with its methodologies and approaches, are an urgent national strategic requirement. These changes and developments will be the means to improve the educational system to interact with the overwhelming developments in the field and disciplines of the modern sciences, and with the ever-increasing knowledge.

The Kingdom's eighth development plan is designed to meet a number of challenges which influence the system of education in this country. The most serious challenges facing education in the Saudi society are:

First, the increasing growth in the number of students:

> Studies show that the next decade will witness an increase in the number of students as a result of the growth in the Kingdom's population, the majority of whom will be of school age. This means an increasing demand for education of all stages and branches. This in turn requires an effective strategy that will improve the educational system and enable it to absorb the increasing numbers of students. This strategy must also provide the proper quality of education in order to meet the needs of learners in the elementary, intermediate and stationary stages.
>
> This factor also requires increased spending on educational programs, putting on the state additional fiscal burdens and the need to use its resources prudently.

Secondly, the development plans which will meet the challenges of the economics of knowledge:

> The indication resulting from the achievements of the Seventh Development Plan point to the fact that education has made many successful strides. Moreover, the Eighth Development Plan sets for the educational system ambitious goals that will have consequences in the social and economical spheres. This is because education plays a vital role in preparing the necessary human recourses for a creative part in the overall development of the society whereby it will compete in a world that is dependent on the economy of knowledge.
>
> Since the beginning of the twenty-first century, the world has been living an ever-growing epistemological revolution covering all aspects of life. This revolution has also effected changes in the bases of logical thought and work patterns among most people. Among other

factors, this revolution has brought about highly developed uses of communication systems with a speed that disregards the limitation of time and place. All of this has made basic changes in the quality of education very necessary.

This amazing development from the age of the machine and of industry to the age of information represents one of the greatest models of change in the history of man. The transformation which led to the "economy of knowledge" will inevitably lead to a transformation of the industrial economy into a more effective system. In fact, during the last few decades various informatics services and applications have been developed which have made the industrial sector more productive and better able to adapt itself to the new circumstances. The same new technologies have enabled the services sector of the economy to offer better services and to develop in a way to respond to the demands of their clients. Enormous consumer markets are expected to develop in order to offer home banking services, electronic trade, distant education and great opportunities of entertainment on demand.

The Importance of Developing the Educational System to Meet Requirements of the Economy of Knowledge:

The economy of knowledge depends most of all on people who are the receptacles of knowledge, and whose ability to interact and cooperate and to develop and exchange knowledge which is the main resource in the economy of knowledge. Moreover, information technology communications and the necessary physical equipment constitute important components in this new economy, although they play the role of facilitator only. Consequently, the economy of knowledge emphasizes primarily continuous human development.

The economy of knowledge depends mainly on the acquisition of new skills in order to deal with the constantly renewed knowledge. Contents and learning processes are drastically influenced by the accelerated change in the quantity and kinds of knowledge. Moreover, most vocations and services have become subject to the influence of these changes; and new technologies in turn provide new teaching and learning methodologies. This new situation has presented the educational establishment in every country with tremendous challenges in terms of development and improvement of the contents, procedures and structures of their educational facilities.

Most countries have seen in the rise of the age of informatics an opportunity for educational reform, and education, in turn, has become the principle starting point for the development of competitive qualities and the proper use and management of human resources.

The Requirements of Developing the Educational System To Interact With the Age of Informatics:

This process can be divided into three main fields. They are: equipment infrastructure, the educational system and production of educational contents and services. This has made it imperative to subject the whole educational system to a process of review and restructuring in order to make it responsive to the economy of knowledge.

The educational system has no alternative to changing the way people acquire knowledge and the kind of knowledge they use. Maintaining the old ways would lead to acquiring skills and specializations that can not meet the demands of the economy of knowledge. There is also an obvious need to formulate new financing methods that will help provide the necessary technical requirements and meet the increasing social demands for education. The economy of

knowledge, moreover, increases the need for better and different educational services and materials.

The Main Challenges of Informatics Technology:

These challenges may be summed up as follows:

- Keeping up with the rapid developments in IT and Communications and making the best use of these developments.
- Setting up a comprehensive strategy to manage information and contribute to the economy of knowledge.
- Utilizing electronic learning techniques in school instruction in a comprehensive program.
- Changing negative attitudes in some educational quarters towards technology.
- Developing individual and institutional capabilities in a way that is compatible with new developments and contributes to them.

Thirdly, International Unsettling Changes:

These international variables affect all aspects of economic, social, cultural and educational life. This, in turn, presents the teaching and learning processes with challenges in terms of internal problems and external competition. The educational system, thus, has to improve its performance in order to face the competition and at the same time maintain social values and constants.

With the new directions taken by the world economy towards freeing international trade from all limitations and conditions, the effects of these developments are not limited to the economy; they include freeing education from the control of the state and bringing in the private sector as a provider of education. The role played by the private sector in education, thus offers competition to the governmental educational system.

The following is a list of some aspects of these challenges.

The Main Challenges Presented By Globalization:

- Interacting with world culture, opening up to all human experiments, and improving the ability to deal with the others.
- Preparing citizens to face the challenges of globalization within a comprehensive system of moral values.
- Accepting the inevitability of change as a basis for development and positive by interacting with it.
- Developing individual and institutional capabilities in a way that is compatible with new developments and to contribute to them.
- Utilizing changes according to a comprehensive institutional strategy which aims at continuous development.

Fourthly, Utilizing Education and Its Institutions In Building a Balanced Personality:

The vast developments in communication technology and its decreasing cost has opened up unique chances for visual and audio broadcast on a world scale. These new developments have posed serious challenges to the cultural and national identities of many nations. Educational and cultural institutions in these circumstances shoulder grave responsibilities, not

the least of which are the proper use of modern technology to enable the society to preserve its values and beliefs and provide learners with behavioral values that will protect them from dangers to the society and the individual.

The educational system and its institutions shoulder the responsibility of immunizing the youth against security, technological and cultural dangers and of providing them with a safe future in a world of dangerous conflicts. In this context, the role of education and its tools and methods become most important in the development of well-balanced personalities equipped with logical judgment and moderation. What is required in this respect is the development of a group of comprehensive policies that enhances this role, and guides learners and teachers against destructive deviant trends.

The role of education is not limited to the acquisition of facts and data; it rather transcends that to teaching skills and logical thinking and providing learners with proper moderate values and behavior.

An analysis of social and intellectual phenomena will reveal that the educational curricula have undergone no significant changes in decades. These curricula are basically of sound and moderate nature, but this does not preclude the need to effect some minor changes. In this process, it is important to distinguish the variables from the constants in curricula. The constants are not subject to review or discussion, while there are some issues that need basic changes.

There are indications that the fault lies in the kind and methods of education and their ability to influence types of behavior and attitudes of thinking. The educational system with its tools and methods has not had the desired effect on students' behavior and has not contributed to the vision of the present circumstances in relation to the immediate and distant environments. Education is not merely a group of skills, knowledge and values that the learner acquires only to repeat at exams. Nor is it a series of lab experiments only. Education transcends all of these to the goal of preparing the Muslem personality to effectively interact fully with the world. This makes it imperative to provide a clear vision and mature recognition of the contents of the education system that will fulfill the society's needs and aspirations.

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Departments In Charge of Education

Chapter One: The Ministry of Education

Chapter Two: The Ministry of Higher Education

Chapter Three: The General Establishment of Technical Education and Vocational Training

Chapter One: The Ministry of Education

A. Administrative and Organizational Structure

The Ministry of Education was established in 1373 Hijra and was known as the Ministry of Educational Disciplines, but the Royal Decree No. A/2 dated 28.2.1424 Hijra changed the name to the Ministry of Education. The Ministry supervises the public education sector.

On 10.1.1423 Hijra (23.4.2002 A.D.), the Ministry was given the supervision of public education (men and women) in all stages (elementary, intermediate and secondary), in addition to supervising teachers' colleges for men and women and adult education. (See fig. 1 men's education; fig. 2 women's education.)

The Ministry includes a number of regional educational administrative divisions which are in charge of schools and education in their regions and governorates. The regional divisions vary in size, and currently a program of evaluation of these divisions is being conducted with the aim of making these administrations compatible with the Ministry's administrative structure.

The following table illustrates the budget of the Ministry of Education, years 1420-1421 Hijra and 1423-1424 Hijra, in relation to the stage budget:

The Growth in the General Budget of the State and the Budget of the Ministry of Education During Years 1420-1421 Hijra, 1421-1422 Hijra and 1422-1423 Hijra.
(The amounts are in millions of Saudi riyals.)

Fiscal Year	General State Budget	Male Education Budget	Female Education Budget	Rate of Education to State Budget
1420-1421 Hijra	185,000	20,249	23,909	23.87%
1421-1422 Hijra	215,000	21,172	21,695	19.94%
1422-1423 Hijra	202,000	21,724	25,129	23.19%
1423-1424 Hijra	209,000	22,471	25,775	21.08%

B. Educational Projects and Reforms:

The General Project of Curricular Development:

This project is a continuation of an on-going program by the Ministry of Education which aims at making education a means of fulfilling the nation's aspirations. The Ministry has decided that development of study plans and curricula is the best road to that goal. This is because study plans are vital in establishing the proper behavior patterns, developing skills and inculcating the desired values.

The principal goal of this general project is to develop school curricula, placing the students at the center of the project.

The project of curricular development has been approved following a comprehensive analysis which revealed the following requirements for reform:

a. Domestic reasons, resulting from changes in the Saudi society and in the spheres of culture, economics and technology.
b. External (International) reasons, aiming at keeping up with international developments in the spheres of economics, sociology, sciences, technology and culture.
c. Scientific reasons and the results of educational research. UNESCO and UNICEF studies have emphasized the importance of development in the developing nations, especially in school curricula. Educational studies and recommendations of international conferences have confirmed this.
d. Needs of present curricula. It has become obvious that present curricula need quality development to keep up with scientific discoveries and international social and economical changes.

Project Goals:

This project aims at reaching the following goals:

- Interacting consciously with modern technological developments.
- Making good use of international experience in curricular developments in the context of the educational policy in the Kingdom.
- Establishing better compatibility between the results of education in the secondary school stage and the university on the one hand, and, on the other, the needs of the labor market.
- Defining the skills that are to be acquired in every one of the stages of education.
- Improving elementary and intermediate education in a way which helps the students acquire the basic skills necessary in their life and their society and in continuing their secondary education.
- Improving secondary education and its branches, and providing students with the necessary skills.
- Developing managerial skills by emphasizing practical education and various activities.
- Developing self-education and encouraging the continuing acquisition of education.
- Establishing a balance between the theoretical and practical aspects of the curricula.
- Developing the necessary skills and tendencies for productive action and encouraging the practice of manual labor.

Eliminating Gender Discrimination:

The Kingdom of Saudi Arabia has been able to eliminate gender discrimination in the fields of elementary and secondary education before the period assigned for this which is the year 2015 A.D. as recommended by the Dakkar Conference of the year 2000 A.D.

This conference defined the concept of gender discrimination in its general sense to mean the quantitative and qualitative gap in education between males and females. The Kingdom has for a long time recognized the dimensions of this discrimination which has been rejected by the religion of Islam which maintains the rights of women.

Since the beginning of the educational renaissance in the Kingdom and throughout the development of education during the twentieth century, the Kingdom has made all efforts to make education available equally to both males and females. In fact, the Kingdom has been at the forefront of many countries in providing equal education of all stages to both males and females. Furthermore, the Kingdom has given special emphasis to the education of girls, who occupy a special position in the Saudi society, and in accordance with the Islamic vision of the position of women in society. In doing this, the Kingdom has specifically provided curricula and activities which contribute to the preparation of women for their various future roles.

As a result of these efforts, the Kingdom has provided a distinguished level of education for women which guaranteed the continuation of their education. Of these efforts, mention should be made of free education, transportation, living facilities, monthly stipends and medical and psychological care. Recent statistics (which are presented in the following table) indicate a close equality in the number of students according to gender enrolled in the three stages of education.

In the context of this concept, education of girls in the Kingdom of Saudi Arabia has achieved tremendous developments in recent years. According to these official statistics, one can claim that education of girls in the Kingdom has outweighed in many aspects education of boys. The tremendous development in the education of girls was the result of the great importance given by the State to this sector of education. The recent decision to make education of girls part of the activities of the Ministry of Education has increased the importance of the educational system in the Kingdom and has led to the unification of policies, procedures and regulations, without changing the special nature of girls' education.

Gender Enrollment Comparative Chart
Total Number of Male and Female Students in Public Education
Period: 1419-1424 Hijra

Stage	School Year	Female	Per-cent-age	Male	Per-cent-age	Total	Equal Values of the Two Genders
Elementary	1419-1420 Hijra	1,084,293	48.0	1,175,556	52.0	2,259,849	0.9
	1420-1421 Hijra	1,095,964	48.0	1,189,364	52.0	2,28,5328	0.9
	1421-1422 Hijra	1,107,862	48.0	1,200,589	52.0	2,308,460	0.9
	1422-1423 Hijra	1,114,765	48.1	1,201,401	51.9	2,316,166	0.9
	1423-1424 Hijra	1,084,293	46.6	1,242,959	53.4	2,327,252	0.9
Intermediate	1419-1420 Hijra	471,739	45.6	563,624	54.4	1,035,363	0.8
	1420-1421 Hijra	491,311	45.8	581,864	54.2	1,073,175	0.8
	1421-1422 Hijra	494,271	45.6	589,654	54.4	1,083,935	0.8
	1422-1423 Hijra	507,183	45.6	606,096	54.4	606,096	0.8
	1423-1424 Hijra	548,483	47.2	614,211	52.8	1,162,694	0.9
Secondary	1419-1420 Hijra	338,445	48.0	366,121	52.0	704,566	0.9
	1420-1421 Hijra	365,559	48.4	389,860	51.6	755,419	0.9
	1421-1422 Hijra	378,001	48.7	407,178	51.3	794,179	1.0
	1422-1423 Hijra	408,734	48.5	433,438	51.5	842,172	0.9
	1423-1424 Hijra	463,526	50.6	453,038	49.4	916,564	1.0

The Ten-Year Plan Of the Ministry of Education: 1425-1435 Hijra, 2004-2014 A.D.:

The Ministry's ten-year plan has been designed to deal with a number of challenges which face the development of the educational system in the Kingdom. These challenges have been defined as follows:

- The increasing numbers of students, boys and girls.
- The requirements of development.
- The information explosion.
- Cultural interaction with the world and its results.

The Ministry's ten-year plan (1425-1435 Hijra) has been drawn out according to the following systematic procedures:

1. The preparatory stage, including:
    - Documentary studies.
    - Field studies.
    - Applied studies.
2. Defining the vision and the goals.
3. The stage of drawing out a play of action.
4. The stage of distributing the plan to the concerned sectors.
5. The period of presenting the plan to experts.
6. The period of estimating the financial needs for the execution of the plan.
7. The period of approving the plan, publishing it and putting it into action.

The ten-year plan includes general goals out of which a number of detailed objectives and programs branch.

General Goals of the Ten-Year Plan:

- Preparing children, ages 4-6, to enter the system of education, and considering pre-school education an independent stage in its curricula and structures.
- Inclusion of all age groups from 6-18 in the stages of public education.
- Preparing students for positive cultural, educational and teaching interaction, both locally and worldwide, striving to achieve great developments in the fields of mathematics and the sciences for all age groups and according to international standards and tests.
- Raising the level of education of special needs groups.
- Developing educational and administrative training for employees of the Ministry.
- Improving the quality of the educational system.
- Developing school curricula according to Islamic values and with the aim of building the character of students and providing them with knowledge and systematic thinking skills, in addition to the skill of continuing self-education.
- Improving the quality of teachers of both genders, and increasing the number of citizens working in the educational field, in an effort to substitute Saudi manpower in this field.
- Developing the educational environment and modernizing the school plan in an effort to meet the quantitative and qualitative changes which are expected in the near future.
- Developing the infrastructure of information technology and communications and using it in the processes of teaching and learning.

- Developing adult education for men and women and eliminating illiteracy.
- Developing a comprehensive administrative developmental plan for the Ministry.
- Expanding social participation in education.
- Establishing a complete accountability system.

Acquisition Of Necessary Life Skills:

Most educational systems emphasize in their educational policies the importance of raising students and preparing them in their future life to face the ever-changing and complex problems which result from the information explosion and the world-wide information revolution by the ever-increasing fast communication systems.

The educational system in the Kingdom of Saudi Arabia is undergoing a review of its school curricula and evaluating these curricula continuously. Curricular development plans and projects emphasize the goal of education of students in the fields of social, spiritual, physical and mental development. These development plans also place much of emphasis on student acquisition of life skills through their school curricula.

In the context of this vision, the Ministry has carried out the following programs:

1. The project of developing social skills and values for students of the elementary stage.
2. Preparation of a list of qualifications for students in the stage of basic education, including three fields, each of which includes a group of skills:
   a. The field of communication and understanding.
   b. The field of planning and organization.
   c. The social field.

In order to achieve this goal, the following steps have been taken.

- Inclusion in school curricula of many skills, values and tendencies which augment the vocational aspects in the work of students.
- Developing the technical education course in the stage of basic education with the aim of strengthening the tendency toward manual work and vocational skills.
- Implementing out the project of developing social skills and values for students of the elementary education stage.
- Implementing out the project of developing thinking skills.
- Implementing out the project of the qualifications of learners in the stages of basic education and secondary education.
- Implementing the project of compatibility between the school and the labor market.

The Ministry also attempts to conduct a number of studies in the fields of providing students with various of skills. Some of these studies are:

- Studies aiming at strengthening life and vocational skills.
- Studies aiming at setting up an independent life skills course within the curriculum of the proposed secondary stage education.
- Injecting life skills material in courses of study included in the curriculum document which has been finalized. This study attempts to include life skills in school textbooks which will be written according to the curricular development plan.

The Program Of Special Education For the Gifted:

The Program Vision:

All students in public education are entitled to equal opportunities to identify their gifts and develop them. Therefore, it is to be hoped that teachers of gifted students, each in his/her own school, will make an effort to develop various educational experiences which will help them discover the variety of gifts acquired by students and to help develop these gifts through special programs and assignments to special classes.

The General Goal Of the Program:

The general goal of the program is to prepare qualified, full-time teachers in public education in the field of education of the gifted. These teachers will be called "teachers of the gifted" and will shoulder the responsibility of discovering students' gifts and directing these gifts within systematic programs suitable to the variety of students' gifts.

Detailed Objectives of the Program:

1. Preparation of qualified teachers in the field of education of the gifted in every school. These teachers will be trained in methods of teaching gifted students, strengthening their gifts and those of all students in various fields.
2. Setting up a specialized educational plan which will cover a variety of students' gifts through permanent members of staff in every school.
3. Providing equal and various educational opportunities for all students to develop their gifts.

Beneficiaries of the Program:

1. Male and female teachers in public education.
2. Male and female students in schools of public education.

In the year 1424 a number of courses and sessions were organized in the field of education of the gifted, including:

- Methods of teaching gifted students.
- Creative problem solving.
- Qualifying specialized female teachers to recognize girls who are gifted.

The Programs of Scientific Activities:

These programs include the following activities:

1. Science Competitions:

   These are groups of a variety of competitive programs which contribute to polishing students' scientific knowledge and promoting the spirit of fair competition.

	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
No. of Beneficiaries	76501	220580	58814	146984	123432

2. Mathematics Competitions:

   This program helps in developing students' mathematics concepts and their applications, and promotes the spirit of fair competition.

No. of Beneficiaries	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
	105110	89210	42399	72178	188932

3. Scientific Inventions Competitions:

   This program aims at promoting students' inventive tendencies.

No. of Beneficiaries	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
	8809	7618	4313	13454	13462

4. Teaching Resources Competition:

   This competition gives students the opportunity to present their works and inventions in the field of teaching resources in a way that contributes to the teaching process.

No. of Beneficiaries	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
	76501	220580	58814	146984	123432

5. Special Education Students' Competitions:

   These competitions aim at giving students the opportunity to make practical contributions to various scientific activities such as the Sciences and Mathematics Competitions.

No. of Beneficiaries	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
	--	--	--	11	40

6. School Scientific Clubs Competitions:

   This program promotes the spirit of fair competition among school scientific clubs and gives them the chance to present their projects for evaluation.

No. of Beneficiaries	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
	32648	83916	26988	32177	79304

7. Chemistry Competition:

   This program consists of theoretical concepts and practical applications in the field of chemistry among secondary school students.

	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
No. of Beneficiaries	--	--	2126	4636	4817

8. Computer Sessions:

   This program aims at providing groups of students with information and skills in computer uses and application, in a systematic training schedule.

	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
No. of Beneficiaries	812	4362	7702	21066	17296

9. First-Aid Sessions:

   Students enrolled in these sessions learn the basic safe rules and procedures of first-aid practices, especially in a school environment.

	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
No. of Beneficiaries	8946	1424	3198	6518	110461

10. Electricity and Electronics Sessions:

    This program provides students with theoretical and practical information in the fields of electricity and electronics, and aims at promoting inventiveness in these fields.

	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
No. of Beneficiaries	43	434	90	249	439

11. Scientific Lectures and Panel Discussions:

    This program consists of a number of scientific lectures and activities which aim at augmenting students' general science education.

	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
No. of Beneficiaries	163581	303436	124066	195069	239049

12. Scientific Research:

In this program, a number of research projects suitable to the students' levels is offered to students in an effort to promote methodological scientific thinking.

No. of Beneficiaries	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
	69762	57953	58280	38228	73842

13. School Scientific Radio Stations:

This program represents scientific-cultural activities in schools and promotes school, society and home education.

No. of Beneficiaries	1419-1420 Hijra	1420-1421 Hijra	1421-1422 Hijra	1422-1423 Hijra	1423-1424 Hijra
	73281	62499	14619	20942	83039

The Cultural Activities Program:

This program is carried out through the following activities:

1. The program of student skills training. This program is based on the principle of development of students through training, whereby the general administration of student activities prepares and qualifies a number of Saudi trainers, assigning them to subjects derived from the students' life style. This is done on the basis of a study of the students' needs. These trainers are qualified to apply their program in secondary schools. The subjects of the program include:

   a. Personal skills sessions, including
      1) The ten habits of distinction in school.
      2) The art and skills of fast reading.
      3) Creativity and success.
      4) Student development through training.
   b. Administrative skills sessions:
      1) The art of time management.
      2) The art of planning for the future.
   c. Sessions of mass communications skills:
      1) The proper dealing with globalization of mass communication.
      2) Mass communication skills.
   d. Sessions of social skills:
      1) The art of interaction with others.
      2) The proper method of choosing friends.
      3) Building self confidence.
      4) The art of dialogue.
      5) Interaction with national issues.

2. In an effort to further expand this program, the general administration of students' activities is encouraging the Departments of Education to establish a program of students' volunteer training sessions.

3. And, with the aim of increasing students' training, the general administration of students' activities has set up a program of qualifying trainers. The subjects of this program emphasize the art of dialogue and interaction with others, in addition to self-management and choosing friends.

4. In the year 1424 Hijra, efforts of the General Administration of Students' Activities were directed toward the project of students' Training Centers which will be set up throughout the Departments of Education in a collaborative effort. These centers will offer sessions to students throughout the year and will also offer training consultations.

The Social Activities Programs:

A number of social activities programs have been offered on a yearly basis according to the following timetable:

1. Centers of Students' Summer Trips.
2. Centers of Social Works.
3. Summer Educational Meetings.
4. Centers of Summer Students' Activities.

Many students participate in these programs throughout the Departments of Education in the Kingdom in order to take part in the social activities which are offered.

The Programs Of Sports Activities:

A great number of sports activities have been organized on all domestic, regional and international levels. The most important of these activities are:

1. School sports tournaments in the Kingdom.
2. The Kingdom of Saudi Arabia achieved first place in the Arab Scholastic Sports Tournament which was held in Morocco in 1419 Hijra, the cup in the first basketball championship held in Lebanon in 1421 Hijra, the cup for second place in the soccer tournament held in Lebanon in 1422 Hijra, and the cup for handball and athletics held in Jordan in 1422 Hijra. The Kingdom also received many gold, silver and bronze medals in a number of sports activities in 1423 Hijra.

Students' Transportation Programs:

1. The Cooperative School Transportation Project:
   This is a program which aims at transporting students by public transport through the private sector.
2. Financial Rewards and Aid:
   In the state's effort to develop education and encourage learners by facilitating their movement to places where schools are available, financial rewards and aid have been assigned to certain groups of students. The total amount of rewards distributed in the year 1423-1424 Hijra was 666,815,140 Saudi riyals.
3. Program of Safety in Transportation Means:
   This program was first implemented during the school year 1422-1423 Hijra. It aims at training 20% of the students using the means of transport annually, in addition to drivers, supervisors and follow-up personnel on safety procedures in transportation.

The main reason for setting up this program is the lack of awareness among students of the proper interaction with the means of transport. The final goal of the program, which will assure safety of students, requires training all personnel working in departments of students' services on methods of providing safety on transport means.

School Transportation:

The School Transportation System:

The Ministry of Transportation has given priority to school transportation systems, especially for girls, and has now a large fleet of school buses. This system also includes a great deal of responsibilities in terms of administration, financial and manpower efforts. The number of buses included in this system is 3,600, in addition to 5,000 buses leased from the private sector. The total cost of leasing buses is 159,000,000 Saudi riyals, and female students using the transportation system are about 30% of the total number of students.

This year, 117 buses, 14 jeeps and 30 cars were acquired by the Ministry for female supervisors. In addition to this, the Ministry has acquired 8 ambulances for medical units and 20 cars for engineers, at the cost of 15.5 million Saudi riyals as well as 600,000 Saudi riyals for maintenance workshops.

The Ministry is now turning its attention to a greater dependence on public transportation means and reducing dependence on private vehicles in an effort to save the environment and public health inside the cities, and in order to reduce lost time in traffic jams. This will necessarily require raising the capacity of school transportation throughout the Kingdom.

In order to enforce this new plan, efforts are made to privatize school transportation. A study of privatization of school transportation has been submitted to the proper authorities. In light of this development, royal order no. 7/B/37,489 dated 19.9.1423 Hijra has been issued assigning school transportation to the private sector. A committee has been formed, including representatives from the Ministries of Finance, National Economy, Planning, Transportation and Education to set up the implementation procedures for this plan. The committee has finalized its recommendations and presented them to the Royal Court with the hope that approval will be issued.

The School Health Program:

1. The Health Advisor Program:
   This is a preventive program which aims at raising health awareness in the society and the school. It performs that through training teachers in school health programs, whereby the General Administration of School Health has issued a guide to health advisors which is the textbook for the program.
2. The Program of Nutrition Education:
   This is an educational program designed to establish safe nutrition basis for children of the ages 7-12. The program is called "Your Food, Your Life" and participants in the program are distributed as in the following table.

Stage	School Year	Regions	Number of Teachers	Number of Schools	Number of Students
First	1419-1420 Hijra	Riyadh	70	70	1032
Second	1420-1421 Hijra First Semester	3 Regions	536	536	13700
Third	1420-1421 Hijra Second Semester	4 Regions	1247	1257	28350
Fourth	1421-1422 Hijra	All Regions	3640	3348	78417
Fifth	1422-1423 Hijra	All Regions	3377	3261	80884

3. School Milk Program:
   This program aims at students' acquiring the habit of drinking milk on a regular basis and inculcating this habit in their daily activities, in cooperation with the Educational Department in schools and with parents. The program has completed its third year and is implemented in 50% of the Kingdom's school. The total number of beneficiaries is 360,000 students, and the number of schools participating is 3,600.
4. Health Awareness Programs:
   These are programs which aim at raising health awareness and which are undertaken by school districts and financed by the Ministry and other departments. They include the program of fighting tooth decay and personal hygiene as well as other programs.
5. School Programs In Support of Good Health:
   This program aims at rehabilitation of schools to enable them to develop good health habits among their students and workers and in the society.
6. The Program Against Tobacco Smoking:
   This school program aims at preventing smoking and saving young students from acquiring this habit.
7. Field Trips Program:
   This preventative program aims at raising the health level in the school environment and improving students' health by any possible means.

Advising Programs:

A number of programs in this field have been implemented. They include:

1. The Program of Prevention of Child Violence:
   This program aims at caring for children and protecting them from many problems. It also attempts to prevent harming, neglecting or abusing children in their social environment and in schools.
2. Implementation of Rules of Proper Behavior and Attendance Throughout the Stages of Public Education:
   These rules aim at inculcating good behavior among students and proper attendance in order to fulfill the educational role of the school. This is done according to proper educational procedures and thorough system criteria.
3. Implementation of the Student Fund Project:
   This is a welfare project which aims at offering direct and indirect aid to students who suffer from social and financial difficult conditions. The Fund Project contributes to social cooperation according to the religion of Islam and to help students to cooperate with one another inside and outside the school.

4. Implementation of a Student Advisement Program At All Educational Stages:
   This program aims at preparing students psychologically and educationally to adjust to their classes and stages of education, and to help them overcome the concern which accompanies moving to new schools or educational stages. The program achieves its aims by making students aware of the nature, characteristics, aims and requirements of their new environments. It also introduces them to new regulations and the differences and distinctions between their new classes and the old ones, and provides students with the necessary awareness of the skills and expertise which they will acquire in the new environments.
5. The Advisement Services Unit Project:
   This project has been implemented throughout the educational administrations, and it aims at giving special attention to cases of more acute problems at all educational stages. The program also offers educational consultations to students, parents and educators and trains advisors in case studies.
6. Vocational and Educational Services and Information Centers:
   These centers focus on offering model advisement and services consultation in the vocational and educational fields. It also provides educational information and the proper functional consultations, in addition to direct one-on-one interviews with students to help them make proper decisions in choosing their vocations.
7. Implementation of the Vocational Telephone Service:
   This service aims at providing students with important information in the fields of vocational and job education. It also answers questions by students and parents, and offers them consultations through direct telephone contacts. This service is undertaken by a number of specialists in the field of advising students to take the proper decisions regarding plans for their future.
8. Implementation of the Vocational Week Program:
   This program concentrates its services of vocational and educational consultation through a variety of programs and activities, including meetings, panel discussions, workshops, leaflets, posters, films, competitions and field trips which include training programs. All available means and methods are used in coordination with parties and establishments that are related to its activities, including universities, colleges, institutes, centers and companies. The program also aims at making students aware of the opportunities and fields that are available to them in the private as well as the public sectors. The program helps students enter these establishments and plan for their future in a way that will fulfill their goals and aspirations.

Summer Meetings:

The General Goal:

To offer the general condensed enriching programs during the summer holiday for gifted male and female students in order to develop their academic potentials and mental abilities to the utmost possible degree.

Detailed Objectives:

These programs fulfill the following objectives:

1. Gifted students practice skills and mental strategies in a much more profound and varied manner.
2. Gifted students apply scientific research methods in analyzing some natural phenomena and situations related to the main enriching program.

3. Gifted students learn new cultural and scientific subjects which are characterized with depth and specialization and which may not be included in the general curriculum.
4. Gifted students employ some technical applications to deal with and present the contents of the main enriching program.
5. Gifted students acquire the art of communication and interaction with various social groups.

Mass Media Program Directed Especially To Young People:

The Ministry of Education addresses students through mass media channels in its effort to offer for discussion issues related to the modern lives of young people. The issues are dealt with in an interactive lively method whereby young people take part in the discussions through these mass media channels.

Al-Ma'rifa Magazine (The Knowledge Magazine):

This is a monthly magazine which is distributed to every school in the Kingdom and which deals with issues related to education, offering both educators and students opportunities to present their visions.

Television Programs:

The Ministry, in cooperation with the various channels of Saudi Television, offers an hour and a half for educational subjects. Through this program the Ministry deals with educational and teaching issues, and has produced a number of programs which address male and female students as well as the family. Some of these television programs are:

- The program entitled "Classes On Air" which offers lessons to students of the secondary stage.
- The program entitled "For a Better Future" which is a weekly drama running throughout the year, dealing with improper modes of behavior, and enforces educational values.
- The program entitled "A Call To Success" which presents academic, vocational and practical opportunities to students following the secondary stage.
- The program entitled "A Moment of Hope" which is a program designed to raise awareness for the maintenance of public properties.
- The program entitled "With Young People" which emphasizes young talents and practical behavioral aspects of vocations.
- The program entitled "The Field of Education" which hosts a number of educators to discuss a certain educational issue. Over 300 sessions of this program have been presented since 1416 Hijra.
- The program entitled "Educational Experiences" which is a weekly program focusing on distinguished field experiments and experiences.

A number of radio programs also represent an effective communication channel between the Ministry of Education and the educational community on the one hand, and society on the other. Some of these programs are:

- The program entitled "In the Field of Teaching and Education". This is a weekly scientific news program which lasts 45 minutes.
- The program entitled "Education Dialogue" which maintains direct communication between one of the Ministry's personnel and those concerned with

education, such as teachers, students and parents. Through a hot-line, which is a telephone communication line, the Ministry person receives weekly calls in his office at the Educational Media Administration, replies to these calls and conducts a dialogue over educational issues on the telephone line.

- The program entitled "Light and Hope" which focuses on the achievements and views in private education.

The Reading-For-All Project:

In the context of the Ministry's educational responsibilities toward students and teachers, it focuses on providing useful books for every member of the community. It is through reading that nations are able to raise educated generations and to exercise creative and logical thinking and learning.

As a result of the Ministry's awareness of the poor reading habits among young people, it has presented a number of programs and projects which encourage members of the community, especially students, to practice reading more often.

The Ministry has helped to develop reading in the community through establishing school libraries in addition to eighty public libraries throughout the Kingdom.

A One-Week Project Entitled "Reading For All" has been approved. Its objectives are:

- Providing a useful book for every member of the community.
- Enforcing the connection between members of the community and public and school libraries, in addition to providing other sources of knowledge.
- Raising the awareness throughout the society, including children, young people and women, of the importance of reading and searching for information.
- Developing and enlarging the libraries which are available to the community.
- Training children and young people in the systematic use of books and libraries and other available sources of information.
- Providing opportunities for children and young people to exercise creative behavior by encouraging creativity and offering sources of new sciences and modern information.
- Helping children and young people to develop at an early age logical thinking habits and to discuss their readings in a conscious way, without passively accepting the material given to them.

Methods of Implementation of the Activities and Competitions Included In This Project:

1. Offering rewards for the ten best research projects in the field of reading.
2. The precis program.
3. The five best public school libraries.
4. A competition offered through local papers for the best home library.
5. Organizing book exhibitions in cooperation with publishing companies.
6. Panel discussions and lectures offered by intellectuals, university professors and men of letters.
7. Organizing workshops related to reading skills.
8. Making use of the school's radio station.
9. Advertising the project in public meeting places.
10. The Departments of Education has been assigned the responsibility of training

librarians in the field of information services.

11. Offering a program entitled "The Reader and the Story" to students of the elementary stage.
12. The project of "The Cultural Tent" which includes a number of various activities.
13. Offering a cultural competition sponsored by one of the local newspapers.

The Project To Establish Children's Collections In the Public Libraries:

In order to promote the habit of reading and the use of libraries and to help students and children develop skills of searching for information, public libraries have assigned children rooms which are provided with the proper sources of information and furniture in addition to other games and learning devices. Public libraries also offer cultural activities especially designed for children.

The Cultural Children Exhibition:

The Ministry of Education organizes the Cultural Children Exhibition once every two years. This program was started in 1421 Hijra and aims at developing information-seeking skills in children and the use of the up-to-date technology and thinking which contribute to the development of proper habits of seeking information.

The Project Of Orientation and Training For Students After the Secondary Education Stage:

Through the teachers' colleges, the Ministry organizes programs of orientation and training for students after the secondary education stage. These programs aim at training qualified school lab technicians, librarians and others which will prepare graduates of the secondary education to enter the employment market in specializations which are required for the development of the country. The deanship of training programs and social services undertakes a needs analysis for the local community in the fields of training programs and attempts to meet the needs of the community by offering condensed programs and courses and by organizing programs in addition to the educational curricula.

The School Comprehensive Evaluation Program:

In order to make an assessment of the success of its teaching and educational programs and plans, the Ministry of Education considers it important to conduct a process of evaluation of all its activities. Through this process the Ministry attempts to recognize all positive aspects of its activities and to augment these aspects, and to avoid the negative aspects by being aware of their causes. This, in turn, helps better use of efforts, abilities and financial resources in a way that will help achieve the goals drawn for these educational and teaching programs and plans.

To achieve this end, the Ministry employs the continuing and comprehensive evaluation method for all its activities that are included in the educational system, especially within the school. This evaluation effort is designed according to recognized criteria and methods.

The Importance of the Comprehensive Evaluation Program:

The school Comprehensive Evaluation Program is important as a methodological tool using systematic activities to evaluate all factors and components in the school (the administrator, the teacher, the student, the school environment, etc.). This evaluation

program is a continuing periodic activity which forms one of the successful and important methods that will ensure success to all parties concerned with education and its programs.

Goals of the Comprehensive Evaluation Program:

The main goal of the school Comprehensive Evaluation Program is to recognize the extent to which the school contributes to raising the level of achievement for students, and developing the students' patterns of behavior and skills as designed by the educational policy of the Kingdom of Saudi Arabia.

1. Recognizing the extent of achievement of the goals of the educational policy in the Kingdom of Saudi Arabia by ensuring that the school performs its responsibilities.
2. Recognizing the weakness and points of strength in school performances in an attempt to improve the quality of teaching and educational performance.
3. Reviewing and developing current school educational plans based on the results of the comprehensive school evaluation program.
4. Providing sufficient information about the school and its personnel to parents and to the Ministry and its educational departments. This will help all concerned to raise the level of school performance.
5. Encouraging school personnel to continue personal efforts to improve the school performance and correct any mistakes in that performance.
6. Helping the school maintain proper interaction with members of the community.
7. Improving the process of self-evaluation and establishing foundations for future evaluation programs.

The Project of Diagnostic Tests In the Public Education System:

The importance of diagnostic tests lies in the fact that they are of great assistance to the teacher in discovering points of weaknesses in the students who can not keep up with their classmates, especially in acquiring certain skills in their study plan, consequently causing delays in the teacher's program in the subject. By using these tests, the teacher has a better chance to identify his/her students' problems and deal with them, then put them on equal footing with their classmates. These tests also enable the teacher to choose the proper teaching method based on the diagnosis of the problems that some students have. He/She can also identify common errors by students and consequently take these errors into consideration in the teaching and evaluation processes. The General Administration of Evaluation and Measurement has prepared a number of diagnostic tests which include the Arabic language for Grades 1, 2 and 3, and mathematics for Grades 1, 2 and 3.

Goals:

1. Identifying learning difficulties faced by students in Arabic and mathematics.
2. Preparing suitable remedial programs.
3. Preparing suitable teaching methods.
4. Providing diagnostic tests for Arabic and mathematics.
5. Training teachers to use aids and additional methods to diagnose their students' problems.

Project of First Grade Preparedness Test:

Between six and nine percent of preschoolers and pupils of first grade face social, psychological and educational difficulties due to the lack of basic skills. Not all beginning

pupils are prepared to face the social and educational requirements of school life. As a result, the Ministry of Education has deemed it necessary to establish measurement procedures which help diagnose problems faced by these pupils before enrolling in the academic educational system. Diagnosing these problems later becomes more difficult. The general administration of evaluation and measurement at the Ministry has developed a test which measures school preparedness in pupils of first grade. This test consists of three parts:

1. The Test Application Manual: This manual contains a personal data form, the purpose of the test and instructions for its application, and general instructions for grading the test. The manual also contains the method of administration of the test and instructions regarding each of its parts.
2. The Pupil's Book: This book contains the personal data form in addition to the 38 parts of the test.
3. Instructions Manual: This manual contains the goals of the test, parts of the tests, the method of deciding the pupil's level, uses of the manual, procedures of the comprehensive evaluation, results of the test, applications of the tests, and applications of the evaluation and instruction program.

Goals:

1. Identifying the general level of pupils in Grade 1.
2. Diagnosing the social, psychological and educational problems faced by students in the kindergarten stage and in Grade 1.
3. Admission of pupils to Grade 1.
4. Prediction of pupils' abilities and preparedness.
5. Limiting the drop-out rate.

The Project of the Pupil's Behavior Observation Card:

This Pupil's Behavior Observation Card is one of the most important educational forms that helps strengthen the bond between the home and the school in an effort to establish the proper home and school environment. The card describes pupil's behavior inside the school in an effort to contribute to raising the pupils in safe and healthy ways and to care for them scientifically, socially and psychologically in order to enable them to face modern changes. The Pupil's Behavior Observation Card contains three groups of 58 behavior patterns. The teacher grades these patterns twice a year by writing "yes", "no" or "sometimes" beside each behavior pattern. The card is signed by the class teacher and the parent, and at the end of the last page a brief report is written to describe the level of behavior and its grade. On this page, the teacher's observations and parent's comments are also included, in addition to the behavior patterns which the parent wishes to discuss with the teacher and the positive patterns which should be strengthened by the school.

Goals:

1. Contributing to the moral education stemming from the teachings of the Quran and the Prophet's Tradition.
2. Making the teacher aware of the characteristics of students' growth and their problems.
3. Building an educational data bank regarding the phenomena of growth for each pupil.
4. Strengthening the bond between the home and the school in order to create cooperation in solving pupils' problems.
5. Providing a healthy educational school environment to help the pupil's normal growth.

6. Offering psychological and educational services to pupils at an early stage.

The Project of Vocational Tendencies and Preparedness:

The educational field lacks the proper educational criteria which help direct students during the secondary stage to the specializations which are compatible with their tendencies and academic and vocational preparedness. The Ministry of Education, through the General Administration of Evaluation and Measurement, has made good strides in setting up the proper tools and methods for this purpose. As a result, a new Vocational Preparedness and Tendencies Test has been prepared which consist of two parts:

1. Preparedness Measurement: This tool consists of five secondary tests. These are: The Vocabulary Test which measures pronunciation preparedness, the Mathematics Test which measures numbers preparedness, the Test of Area Connections, Words Test which measures the factor of general recognition, and, finally, the Test of General Preparedness.
2. The Tendencies Test: This test consists of 14 secondary tests, each one of which represents one of the following vocational groups: Religious, military, scientific, agriculture, hunting, security, administrative, sales, human services, artistic, leadership, industrial, and athletic.

Goals:

1. Helping to advise and direct students towards academic studies which are suited to their tendencies, wishes and preparedness.
2. Reducing random and improper choices of specializations during the secondary stage education.
3. Reducing economical and educational waste resulting from students' choices of specializations which are not suited to their tendencies and preparedness, resulting in failure or dropping out.
4. Providing the necessary tools to study students' preparedness and tendencies during the secondary stage.
5. Conducting educational studies to evaluate students' tendencies and preparedness.

The Project of Testing the Basic Qualifications of Personnel Working in Education (Teachers, Supervisors and School Principals):

The Ministry of Education directs a great deal of attention to the teacher because the teacher is the principle factor in the educational process. The teacher's high vocational and academic levels are positively reflected in the students. Consequently, the Ministry has prepared a Teacher's Basic Qualifications Test which will be applied to those who work in the teaching field in the Ministry and to those who want to join the teaching profession, especially graduates of teachers' institutes.

Goals:

1. Defining the qualifications which are required in teachers.
2. Setting up a systematic objective tool to measure the extent of these qualifications in teachers.
3. Conducting scientific studies regarding teachers' levels in the Kingdom.

The results of these tests will be used in the following fields:

1. Testing new teachers.
2. Defining on-the-job training needs for teachers.
3. Making the proper decisions regarding present teachers who do not have the basic qualifications for teaching.
4. Testing school principals and educational advisors and evaluating their performance.

The National Tests Project To Measure the Level of Studying Achievements:

The Systematic Achievement Tests are considered the basis of a comprehensive group of educational evaluation and measurement tools which are required by the educational system in the Kingdom. The goals and objectives of this project are based on the foundations and principals of the educational policy in the Kingdom and on the contents and goals of the study curricula.

This project is one of a series of regulated achievement tests which are being prepared for the secondary, intermediate and elementary stages. Work on this project started in 1420 Hijra, with financing provided by King Abdul Aziz City for Sciences and Technology.

Subjects covered by these tests are: Islamic Education, Arabic, Mathematics and the Sciences. The Ministry has prepared a list of qualifications (knowledge and skills) that are basic for pupils at the end of the elementary stage in Islamic Education, Arabic, Mathematics and the Sciences. The lists of qualifications are based on an analysis of the contents of these subjects in classes of the elementary stage. These qualifications are not limited to the curriculum of Grade 6, but rather represent the knowledge and basic skills that are expected of pupils whether they are in Grade 6 or preceding grades. Based on this analysis, a table of specifications has been produced in addition to three tests models.

Goals:

1. Evaluating the general study achievement for pupils of Grade 6 in the Kingdom of Saudi Arabic.
2. Evaluating the teaching performance in the various educational districts.
3. Defining the changes in study achievements between one year and another.
4. Defining the changes in study achievements between one educational district and another.
5. Comparing study achievements in government schools and private schools.

Participation in International Tests:

The third international study of the fields of mathematics and the sciences is one of the projects undertaken by the international association for the evaluation of educational achievements (IEA), which includes in its membership the international studies center at the Boston College Lynch Institute for Education. This association is an independent international collaborative body which includes the national centers for research and governmental agencies in many countries.

The first international study in the field of mathematics was made in 1964 A.D., and that in the field of the sciences during the period of 1980-1982 A.D. Plans were made to reapply these studies in the year 2003 A.D. under the title "Achievement Tendencies in the International Study of the Sciences and Mathematics" (TIMSS), whereby countries were given an opportunity to participate in this study in any of Grades 4 or 2 intermediate or in

both. The random sample for each grade is 150 schools. Random choices of one section of each one of these schools were made, whereby the total number of individuals in the sample for each grade in one country is 3,500 students.

Goals:

1. Evaluating and measuring the actual student achievement in the Kingdom of Saudi Arabia of the goals of mathematics and the sciences by applying international achievement tests that enjoy a higher degree of subjectivity, comprehensiveness, constancy and credibility in comparison to achievement tests and other evaluation methods prepared or used by teachers.
2. Comparing the actual achievement of students in the Kingdom of Saudi Arabia in mathematics and the sciences with the actual achievement of their peers in the countries participating in this study.
3. Using feedback of the results of the evaluation in improving, reforming and developing the conditions under which these subjects are taught, in addition to the advisory, supervision, training, administrative, evaluating and educational practices. The study also helps in dealing with the material and manpower factors which are connected with the teaching and educational process. The intention is to raise the level of achievement for students in the Kingdom in the curricula of mathematics and the sciences in their totality as described in the documents relating to these curricula.

The Project of Producing Twenty Million Education Resources:

This project aims at:

- Developing teaching resources which are suitable to the needs of various subjects and educational stages.
- Providing educational resources in sufficient quantities for the needs of all schools.
- Increasing the effectiveness of teaching resources by employing information and communication technologies in developing these resources and distributing them.
- Having the educational administrations and districts play an effective role in developing these teaching resources and distributing them.

Recent achievements in this field are:

- Preparing twenty-seven thousand teaching posters (100 x 70 cm.), including 57 teaching subjects.
- Finalizing the processes of designing and producing 120 teaching posters (100 x 70 cm.) in Arabic and computers.
- Transferring 375 teaching files into the digital formula and producing 42 copies of these films and distributing them to educational administrations and districts.
- Copying, in coordination with the Ministry of Mass Media and Culture, all teaching films available at Saudi television have been copied.

The Use of Communication and Information Technology in Teaching Sciences and Mathematics in Secondary Education:

- Keeping up with new developments in the Information Technology field on the level of the Arab World.
- Using communication technology in distant training and teaching.

- Providing teaching sites for Arab students on the internet.
- Developing the qualifications of teams of supervisors and teachers in the fields of building teaching technical scenarios and designing internet teaching sites for the purposes of using these resources in teaching on the internet.
- Providing students with the skills of using computers in the process of learning.
- Providing students with the skills of research and exploration through the use of learning resources centers.

Converting School Libraries Into Learning Resources Centers:

This project aims at:

- Providing a learning environment suitable for the learner to make use of a variety of different kinds of learning resources, and with the opportunity for cooperative and self-learning. It is also meant to strengthen the skills of research and exploration. This method enables the teacher to use effective methods in designing lesson materials, develop these materials, put them into action and evaluate them.

This project is being applied currently, having past through three stages:

- The experimental stage: This stage aimed at launching the project, introducing it to teachers and choosing the methods that are suitable for its applications.
- The preparatory state: This stage is aimed at the application of the project in a limited number of schools throughout school districts and including seventy centers. One of the goals of this stage was training and preparing supervisors of learning resource centers, preparing the field for this project and educating the public about it.
- The stage of general application of the project: During this stage, the following achievements have been made:
  *The establishment of 1250 centers.
  *Printing and distribution of 12,000 educational leaflets, two booklets and one folder in the field of learning resources center.
  *The preparation and distribution of 7,338 computer-teaching encyclopedia programs.
  *The preparation and distribution of 1,240 teaching video programs.
  *The preparation and distribution of 2,000 teaching packages for the learning and recitation of the Quran.

The Project of Teaching Programs Production:

This project aims at:

- The production of computerized interactive teaching programs (interactive disks and internet programs).
- The production of television teaching projects on video tape (digital films and animation).

The benefits expected from teaching programs:

- Presenting the scientific concepts in the form of a colored movie film.
- Associating pictures with sound.

- Presenting scientific experiments in colored, clear form.
- The continuing comprehensive evaluation of students.
- Enabling the teacher to present in the classroom materials that otherwise would not have been possible, such as a complete factory with all its components and the materials used in it.

Recent achievements in this field are:

- A manual has been issued containing a detailed plan for the production of teaching programs for male and female students for the year 1424-1425 Hijra.
- The production of an interactive computer disk which contains science subjects for the first semester of the first intermediate grade. Twenty thousand copies of this disk have been produced and distributed to the various educational districts and governorates.
- The production of an interactive computer disk for mathematics for Grade 1 with a total number of 60,000 copies.
- The production of a movie film for the science subjects for Grade 6.
- The production of a three-dimensional video for Islamic studies for Grade 1.
- The production of the first of a series of booklets called "Iqra'" ("Read").

The Design and Inauguration of the Educational Technical Centers Site www.mov.gov.sa/ect. This site contains electronic publications of the various education programs that have been produced.

The Educational Research Support Program:

This program aims at:

- Supporting the execution of research and studies that contribute to the development of the educational teaching process.
- Making use of the results of research in making educational policy decisions.
- Facilitating the exchange of information and ideas among specialized educational centers.

A good number of educational research projects have been supported in this program, including the following:

- Inclusion of scientific subjects in public education curricula.
- Living pattern of students and teachers in the Ministry of Education.
- Training packages used for the development of thinking skills.
- The effect of using manual skills in the teaching of mathematics.
- Smoking tendencies among male and female students and participation in preventive programs: A practical study conducted among male and female students in the public education system in the Kingdom of Saudi Arabia.
- A school dictionary: A dictionary designed for pre-university students in cooperation with the King Abdul Aziz City for the Sciences and Technology.
- Evaluation of the experience of boy students in the application of the subject of national education.
- International study of mathematics and the sciences.
- Post-illiteracy strategy in the Kingdom of Saudi Arabia.
- Preparation of a program for art education in the secondary education stage.

- The educational press.
- Evaluation of the curricula and specializations of teachers' colleges.
- The occupational and technical situation in pilot schools, and the establishment of a technical strategy.
- The project of supporting creativity in school programs.
- The project for the preparation of plans and general goals of the curricula of the Ministry of Education's illiteracy eradication centers.
- Students' advisement between theory and the application and how to become a professional advisor.
- Methods of caring for kindergartens and the benefits of their inclusion in the educational scheme in the Kingdom of Saudi Arabia.
- The project of developing and applying teachers' tests.
- The project of developing educational teaching criteria for the teaching process in the Ministry of Education.
- The ten-year plan of the Ministry of Education in the Kingdom of Saudi Arabia: 1425-1435 Hijra.
- Establishing compatibility between the labor market and school curricula in the secondary stage.

The Experiment of the Reduced Study Plan in Small Schools (40 or fewer students):

This project aims at:

- Raising the level of teaching proficiency in small schools.
- Eliminating the negative aspects of combined classes and providing every student with a better learning opportunity.
- Devising solutions for many administrative and educational problems in these schools.

This experiment has been applied in ten school districts at the rate of three experimental schools and three leading schools in every district.

It is hoped that this project will contribute to the improvement of the education process in small schools.

A Study of Failures and Drop-Outs In the Elementary and Intermediary Stages: The Extent and the Reasons:

This study aims at:

- The rate of failure in the elementary and intermediary stages in general, and in individual subjects in particular.
- Identifying the rate of drop-outs in the elementary and intermediary stages.
- Identifying the reason for failure and drop-outs in the elementary and intermediate stages.
- Offering suggestions and recommendations to reduce these rates (where applicable).

This study was initiated in 1416 Hijra by following two actual groups of beginning Saudi students; one of these groups was Grade 1 in the elementary stage and the other one

was Grade 1 in the intermediate stage. The sample included about 24,000 students, which is about 10% of the student body.

These two groups of students are to be studied for a period of eight years for the elementary stage group and five years for the intermediate group. So far three reports have been made in this study revealing the plan of work and the most important findings at this stage.

The third periodic report for the year 1423-1424 Hijra includes the following:

First, schools:

The new schools which have been established are 1,596 elementary schools and 633 intermediate schools.

Secondly, students:

1. The elementary stage:
   The ratio of students of the original sample is distributed as follows: (0.1% in Grade 1, 1.1% in Grade 2, 5.7% in Grade 3, 15.4% in Grade 4, and 70.1% in Grade 5)
2. The intermediate stage:
   The only students left in the intermediate stage of the original sample is 3.7%.

Thirdly, failure:

The highest rate of failure was in Grade 5 elementary (2.6%).

Fourth, drop-outs:

The number of drop-outs was 218 students in the elementary stage amounting to 1.6%, and 1,128 students in the intermediate stage amounting to 10.8%.

The Program of Developing Thinking Skills:

The Concept:

Thinking is one of the most complicated of the mental activities practiced by man on a continuous basis and in an instinctive manner when faced with a problem. However, this practice is different in different individuals depending on their mental activities and the skills which have been instinctively learned.

Nevertheless, teaching of thinking skills, as one of the life skills that can be taught, makes this activity very important because it expands an individual's thinking capabilities, making him or her more effective in facing problems and better able to produce in a creative manner.

One of these bases, the Program of Developing Thinking Skills, was initiated in 1423 Hijra and was placed in the Department of the Deputy Minister for Educational Development with the aim of providing this project with the support necessary for the best achievement of its objectives. This program includes all educational classes and personnel in the school districts in the Kingdom of Saudi Arabia and aims at strengthening thinking skills among teachers, male and female, school principals, supervisors and students. The program also emphasizes the inclusion of the project within the comprehensive Project for the Development of Curricula in order to include it in the evaluation project of the educational process. One of the aims of this project is to supercede the traditional methods of teaching

which emphasize information only as the focus of the educational process and which neglect mental activities to a great extent.

This program aims at:

- Helping students acquire thinking skills that will make them able to face problems and find creative solutions.
- Inclusion of thinking skills within the school curricula of all subjects.
- Developing thinking skills for those who work in the educational field, especially teachers, educational supervisors and school principals.

Achievement of the goals of this project requires participation in all aspects of the teaching process, including:

- The curricula.
- The teacher.
- Educational supervision.
- The school principal.
- Providing an environment which encourages creative thinking.

The Program Activities:

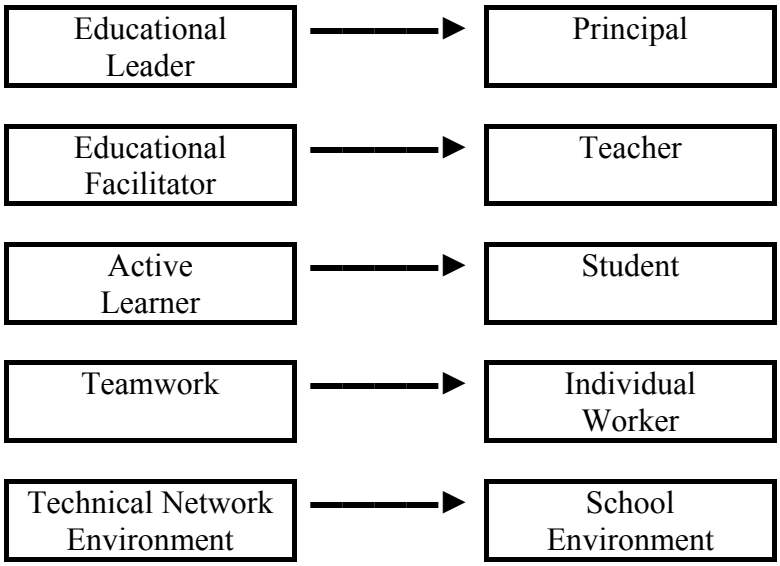
- Continuing training for the development of thinking skills throughout the departments of the Ministry of Education.
- Supervising courses of development of thinking skills in school districts.
- Issuing a journal about thinking skills.

The Pilot Schools Program:

The Goals of This Program Are:

- Developing the educational administration by granting the school principal, his assistants and the school board a higher level of authority in order to perform the responsibilities of educational leadership.
- Developing the teaching and learning processes in a way that will support the teacher and facilitate his efforts to employ effective methods such as self-education, collaborative education and the use of modern technology to fulfill the goals and activities of this program.
- Providing the education and teaching environment suitable to support interactive learning.
- Developing cooperation and communication between the school and the society in order to support the material and intellectual school abilities and open the school to the community.
- Providing field-trained personnel who will assist in training their peers in other pilot schools with the purpose of spreading the training program throughout the education system.

The Qualitative Progress Towards the Pilot School



The Project of Development of Teaching Strategies:

This is a project aimed at developing teachers' practices, including teaching methods and teaching situations inside and outside the classroom. The aim is to achieve a high level of education results by using the latest theories of teaching and learning and to develop teaching strategies which encourage students to explore fields of knowledge and to practice other activities including actual direct experimentations. It includes encouraging students to perform open-ended activities that allow free thinking in various directions and stimulate questions, research, and individual or collaborative work. With these practices, students communicate, learn and successfully produce and use information resources, including modern as well as traditional sources. According to the logic of this project, teaching strategies are divided into three kinds, based on the educational scale used in the Kingdom of Saudi Arabia. These are:

1. The strategy of teaching the communication skills culture: This method is used throughout the elementary stage and focuses attention on building students' abilities to communicate and to test the extent of these abilities in various situations. The purpose of developing these abilities is to acquire knowledge and to use this knowledge in different situations. These strategies also focus at this stage on basic language skills in addition to the proper use of technical resources to acquire knowledge.
2. The strategy of teaching thinking and knowledge building: This strategy is used throughout the intermediate stage and focuses on training students in critical thinking. This strategy also directs its attention to teaching students various methods of exploring fields of knowledge and to identifying the importance of the knowledge structure of the human race.
3. The strategy of teaching resources and exploration: This strategy is used throughout the secondary stage. It focus on placing students within actual problem situations and allowing them to practice the skills of self-learning in an effort to search and make conclusions.

In the context of this project and its teaching strategies, the teacher and learner acquire renewed communicative and interactive roles that can be summarized as follows:

1. The learner takes part in designing the learning process and its environment.
2. The learner works independently or collaboratively whereby he/she interacts and communicates by supporting and receiving support from others.
3. The learner practices exploring and solving problems whereby he/she offers intelligent solution to these problems that face the learner or the community.
4. The learner practices logical, profound thinking which appears in his/her learning method and the quality of what is learned.
5. The learner searches for sources of knowledge and interacts with these sources effectively.
6. The learner initiates intelligent questions and critically discusses the way he/she learns and the quality of what is learned.
7. The learner produces information, presents it, and develops this information through a process of intelligent, varied thinking.

The Leading Classes Project:

This project aims at achieving the following goals:

1. Developing the educational and academic skills and abilities possessed by teachers of the Leading Classes and their supervisors.
2. Preparing qualified teachers capable of teaching Leading Classes.
3. Developing the curricula of these classes in a way that is compatible with modern developments and the needs of the students and the community.

Indications from the field reveal a great deal of progress in the improvement of the processes of teaching and learning in these classes, especially since the initial work in this project came at the same time as the initial application of the student evaluation card which emphasizes continued evaluation and defines the skills, subjects and knowledge in every subject and in every grade.

Strengthening Skills and Encouraging Scientific Thinking Among Young People:

This project aims at achieving the following goals:

- Helping students acquire the skills of scientific thinking in solving mathematical problems.
- Teaching of the subject of computers in the elementary and intermediate stages.
- Developing thinking skills through classes of Islamic education to all students in all stages.
- Developing the project of electronic documentation.
- Introducing students to different cultures of other countries.
- Organizing a competition among schools of the public system regarding the best lesson in physical education.
- Preparing educational games for the subject of sciences in elementary education.
- Effectively participating in the technical and scientific development of the competitions in mathematics and physics for the Arab-Gulf countries.
- Preparing computer disks which contain application lessons in the field of art education. These disks have been placed on the internet.

The Elimination of Illiteracy:

In the context of the Comprehensive Development Plan, it is clear that elimination of illiteracy is very important for the purpose of achieving the goals of the development plans. The Ministry of Education has continued the implementation of its plans to eliminate the residual illiteracy in the Kingdom of Saudi Arabia. Additionally, the Ministry has initiated some support projects such as:

- The project of open secondary school centers which is an experimental center project allowing graduates of the intermediate stage to continue their secondary stage education.
- The project of Ministry Without Illiteracy: This project aims at eliminating illiteracy among some workers at the Ministry of Education, such as laborers, janitors, etc., who perform jobs such as carrying and receiving official papers.
- The project of Al-Medina Al-Munawara Without Illiteracy: This is one of the important projects undertaken by the Ministry of Education in the context of its continuing comprehensive plan to eliminate illiteracy in the Kingdom. This project aims at achieving the following objectives:

    1. Presenting the model of a city without illiteracy as an example of a community that does not suffer from illiteracy.
    2. Helping illiterate persons working in government or private sector departments to improve their performance.
    3. Contributing to the reduction of the rate of illiteracy in the Kingdom of Saudi Arabia.

Additionally, some projects are being implemented in governmental and military departments that aim at achieving the following:

1. Eliminating illiteracy among all personnel of both sectors to enable them to effectively perform their duties.
2. Increasing their productive capabilities in a way that ensures the maximum benefit of their work.
3. Presenting a model that will be followed as an example in an educated society.
4. Contributing to the reduction of the rate of illiteracy in the Kingdom of Saudi Arabia in preparation for celebrating the education of the last illiterate person in the near future.

The Teacher Training Program:

The number of training programs which have been implemented in the educational field has reached 13,427 programs, with the participation of 339,524 trainees up to 1424 Hijra. A number of interactive electronic sites have been designed on the internet.

The Project of Enrolling Students with Special Educational Needs In the Schools of the Public Educational System:

The General Secretariat of Special Education has drawn out an educational strategy which consists of ten topics, the first of which focuses on the effective role of regular schools in the field of educating and teaching children with special needs. The second topic focuses on expanding the role of special education institutes.

In order to achieve the goals of this strategy, the General Secretariat of Special Education at the Ministry has prepared a number of ambitious projects headed by the project of expanding the enrollment of children with special education needs in the schools of the public education system. The goals of this project are to provide educational and teaching programs for students with special needs in proximity to their parents' residences. Additionally, it provides these students with the normal educational environment in which their normal peers work, rather than isolate them in separate localities.

The Method of Application:

Enrollment of children with special needs in regular schools in the Kingdom of Saudi Arabia is implemented in two ways:

Partial enrollment: This is implemented through setting up programs of special classes as part of regular schools.

Total enrollment: This is implemented by using modern educational methods such as Resource Room programs, traveling teacher programs, consulting teacher programs and programs of follow-up at the sector of special education.

Categories Targeted by the Integration Program:

The integration targets two categories: Students in one of these categories are presently enrolled in regular schools making use of their educational program while in need of special education programs. These are: The gifted and advanced category, the learning difficulties category, the physically handicapped category, poor vision category, the emotionally and behaviorally disturbed category and the communicatively disturbed category.

The second category targeted by integration: This group of students studies in special education institutes or in special classes as part of regular schools, but they are in need of complete integration with their peers in regular schools. Examples of these students are: blind students and students with poor hearing.

Benefits of the Integration Program:

Modern research and studies have listed the most important benefits of integration, which can be summarized in the following:

1. Educational integration allows children with special educational needs to live in their homes with their families throughout their studying careers. This, in turn, enables them to be functioning members in their families and in their social environment, and it allows families and communities to shoulder their responsibilities towards these children.
2. Educational integration helps limit the centralization process in providing educational programs, which in turn enables local communities to play a role in the education of their children who have special educational needs. This process also allows local establishments to benefit from the experience of educating these children.
3. Educational integration forms a flexible teaching method enabling one to increase and develop the educational programs which are offered to pupils with special educational needs.
4. The integration environment helps form a better social acceptance of handicapped children, especially among their normal peers. Additionally, offering them teaching

programs in regular classes enables them to imitate and follow the behavior of normal children, which in turn increases social interaction and communication with them.

5. The interaction between handicapped children and normal children at an early age contributes to improving the attitudes of normal children towards their handicapped peers. It also contributes to the improvement of attitudes of handicapped children towards their normal peers.
6. Educational integration helps create a teaching environment which encourages academic competition among children with special educational needs.
7. Educational integration helps create a realistic environment in which children with special educational needs are exposed to different experiences and influences which help them form realistic and correct concepts of the world in which they live.
8. Educational integration helps deepen the understanding among educators of the individual differences between students. It also reveals to specialists and non-specialists alike that the similarities between normal and handicapped children are greater than the differences.

The Results of Integration:

The number of Special Education programs and institutes has increased from 66 programs and institutes for boys and girls in the year 1415-1416 Hijra to 1,560 programs and institutes for boys and girls in the year 1424-1425 Hijra. Moreover, the number of students in these programs and institutes has risen during the same period from 7,725 students to 34,597 students.

As for the qualitative development of the program, the achievements are as follows:

1. The increase mentioned above in the number of programs and institutes was more for the benefit of new programs than for institutes. While the number of institutes in the school year 1415-1416 Hijra was 54 institutes for boys and girls and the number of programs in that year was 12 programs for boys, the number of institutes in the school year 1424-1425 Hijra increased only to 66 institutes for boys and girls and the number of programs became 1,494 programs for boys and girls. The small increase in the number of institutes was due to the transformation in some institutes from a one-stage institute to a more than one-stage institute or due to the opening of new institutes for girls.

   Consequently, the number of students receiving Special Education services in regular schools far surpasses the number of students in Special Education programs and institutes. Thus, the number of students with special educational needs who integrated into regular schools in the school year 1423-1414 Hijra were 80% of the total number of students receiving Special Education, while the rate of girl students with special educational needs integrating into regular schools reached 64% of the total number of Special Needs girls.
2. Special Education services consequently is no longer concentrated in large cities: It has spread to cities with smaller populations, even to villages and the countryside in this vast Kingdom.
3. Special Education is no longer limited to categories traditionally considered handicapped, which are the blind, the deaf and the mentally retarded. It has rather been expanded to include many other categories such as the gifted, those with poor eyesight, those with poor hearing, those with learning difficulties, the physically handicapped and those with multiple handicaps. Efforts are being made to establish

new programs to cover all categories that are included in the modern concept of Special Education.

4. The patterns of offering Special Education services in the Kingdom have increased. Today we have boarding institutes, day institutes, special classes integrated in regular schools, resource room programs, traveling teacher programs, consultant teacher programs and follow-up programs in Special Education. This has resulted in better services for the needs of Special Education children of all categories.
5. In spite of the increased demand for services of Special Education as a result of a better social awareness, and although larger numbers of the new categories have been accepted in boarding schools, there is an obvious indication that the number of pupils making use of Special Education is decreasing.
6. Results of achievement tests have shown that blind students integrated in regular schools have performed better than their peers in these schools. Examples of this tendency may be seen in the Arafat Secondary School in Jeddah, Al Ansari Secondary School in Bureida and Tarek Bin Ziad Elementary School in Jazan.

C. Aspects of Quantitative Growth in Public Education

Kindergarten

Period: 1420-1421 - 1423-1424 Hijra

School Year	Numbers of Kindergartens	Numbers of Classes	Numbers of Children	Numbers of Female Teachers	Numbers of Female Administrators
1420-1421 Hijra	991	5158	94148	8940	923
1421-1422 Hijra	1028	5243	93509	9427	935
1422-1423 Hijra	1074	5212	92826	9642	995
1423-1424 Hijra	1000	--	--	--	--

The Elementary Stage (Public and Private)

Period: 1420-1421 - 1423-1424 Hijra

School Year	Numbers of Schools		Numbers of Classes		Numbers of Students		Numbers of Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
1420-1421 Hijra	6,209	6,206	58,541	54,825	1,189,346	1,095,962	89,800	770
1421-1422 Hijra	6,267	6,318	59,739	53,545	1,200,598	1,107,862	93,025	176
1422-1423 Hijra	6,363	6,452	60,302	56,248	1,201,401	1,114,765	96,048	693
1423-1424 Hijra	6,386	6,194	61,460	55,754	1,219,569	1,122,645	96,375	806

The Intermediary Stage (Public and Private)

Period: 1420-1421 - 1423-1424 Hijra

School Year	Numbers of Schools		Numbers of Classes		Numbers of Students		Numbers of Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
1420-1421 Hijra	3,115	2,716	21,213	17,730	540,007	491,311	43,121	43,565
1421-1422 Hijra	3,229	2,814	22,125	18,103	549,831	49,281	46,685	44,907
1422-1423 Hijra	3,631	2,986	23,859	18,721	606,069	509,298	48,842	47,801
1423-1424 Hijra	3,666	3,069	24,136	19,009	589,174	504,772	49,079	4,852

The Secondary Stage (Public and Private)

Period: 1420-1421 - 1423-1424 Hijra

School Year	Numbers of Schools		Numbers of Classes		Numbers of Students		Numbers of Teachers	
	Male	Female	Male	Female	Male	Female	Male	Female
1420-1421 Hijra	1,510	1,571	12,340	12,816	345,940	365,559	24,761	30,516
1421-1422 Hijra	1,595	1,650	13,310	13,462	362,699	387,001	28,170	32,079
1422-1423 Hijra	1,711	1,790	14,069	14,242	391,858	408,931	30,597	?4,717
1423-1424 Hijra	1,980	1,869	15,876	14,681	442,201	413,324	32,572	?5,820

Illiteracy Elimination Centers

Period: 1420-1421 - 1423-1424 Hijra

School Year	Numbers of Centers		Numbers of Classes		Numbers of Learners		Numbers of Administrators	
	Male	Female	Male	Female	Male	Female	Male	Female
1420-1421 Hijra	1,107	2,204	2,152	7,836	33,536	74,281	8,970	332
1421-1422 Hijra	1,101	2,361	2,173	8,027	32,465	73,299	10,079	366
1422-1423 Hijra	1,152	2,435	2,177	7,038	31,100	61,553	9,780	401
1423-1424 Hijra	--	--	--	--	--	--	--	--

Special Education

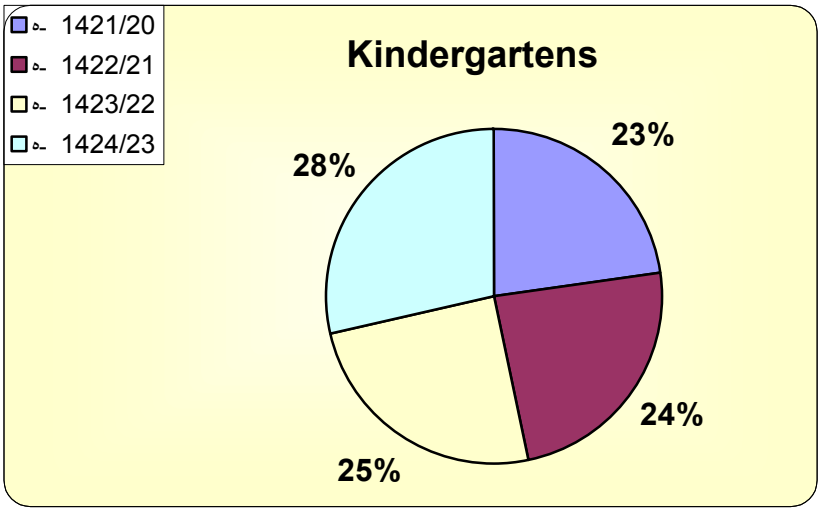
Period: 1420-1421 - 1423-1424 Hijra

School Year	Numbers of Institutes		Numbers of Classes		Numbers of Students		Numbers of Teachers		Numbers of Administrators	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1420-1421 Hijra	180	24	1,073	468	7,344	3,706	2,093	1,009	186	261
1421-1422 Hijra	321	24	1,412	418	9,862	3,467	2,774	1,044	179	229
1422-1423 Hijra	371	28	1,637	414	11,062	3,420	3,182	1,135	199	219
1423-1424 Hijra	--	--	--	--	--	--	--	--	--	--

Classes Attached To Public Education Schools

Period: 1420-1421 - 1423-1424 Hijra

School Year	Numbers of Institutes		Numbers of Classes		Numbers of Students		Numbers of Teachers		Numbers of Administrators	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1420-1421 Hijra		--		--		--		--		--
1421-1422 Hijra		18		63		522		100		2
1422-1423 Hijra		33		125		886		227		10
1423-1424 Hijra	--	--	--	--	--	--	--	--	--	--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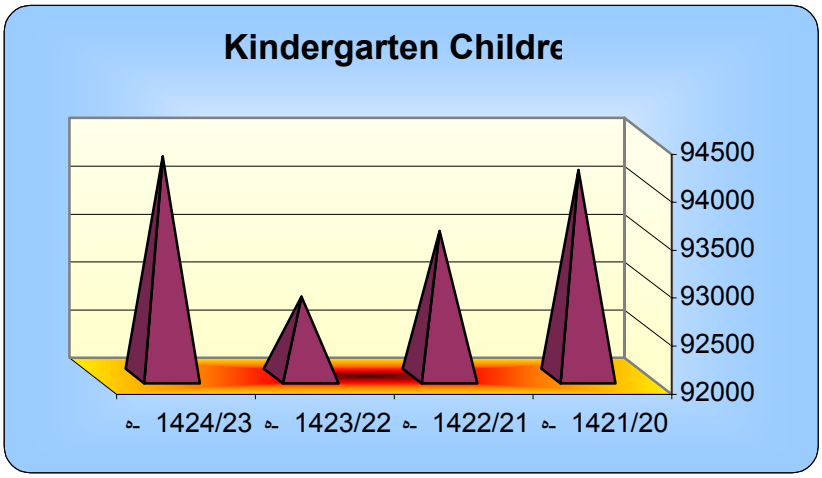
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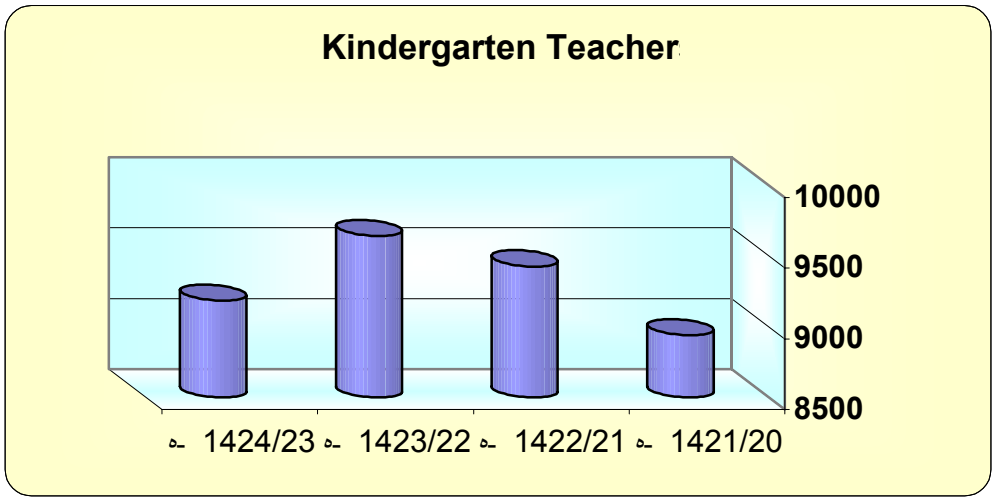
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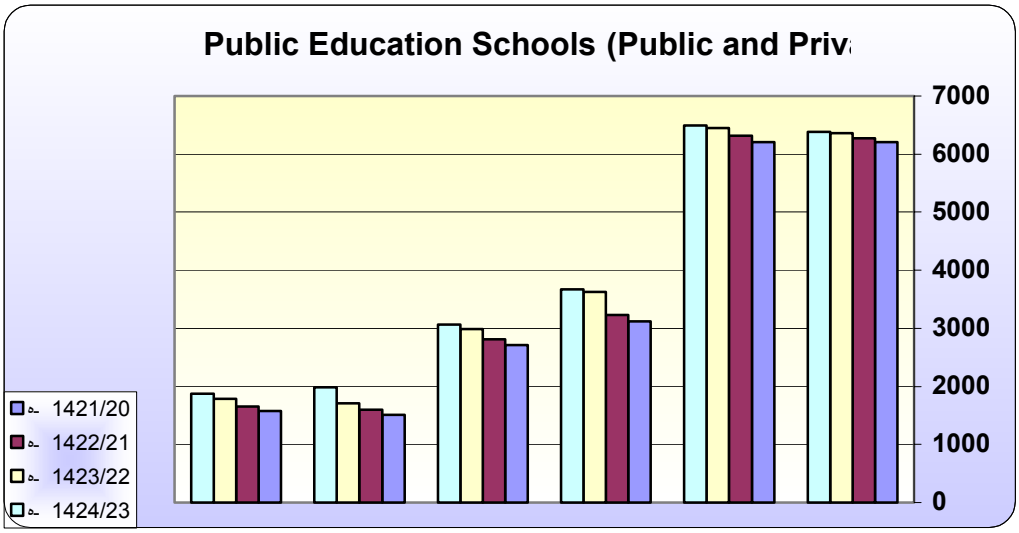

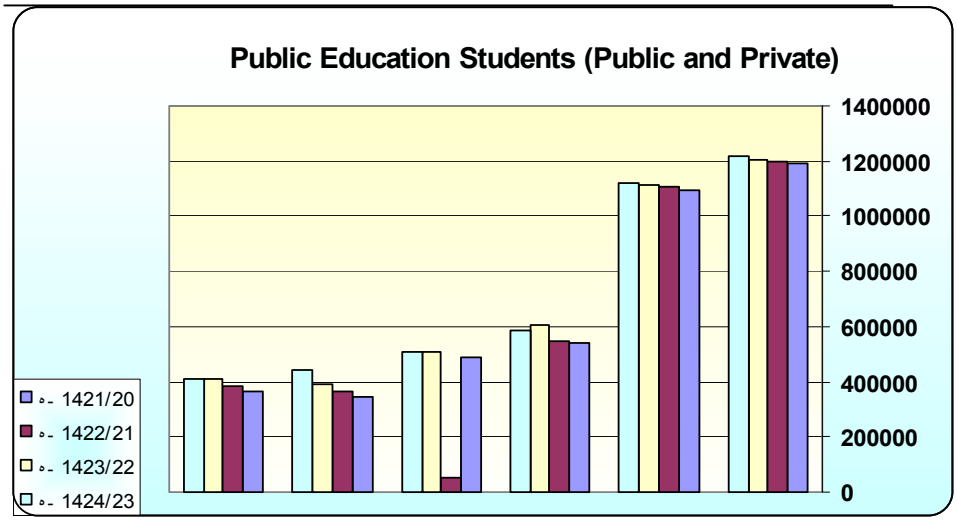

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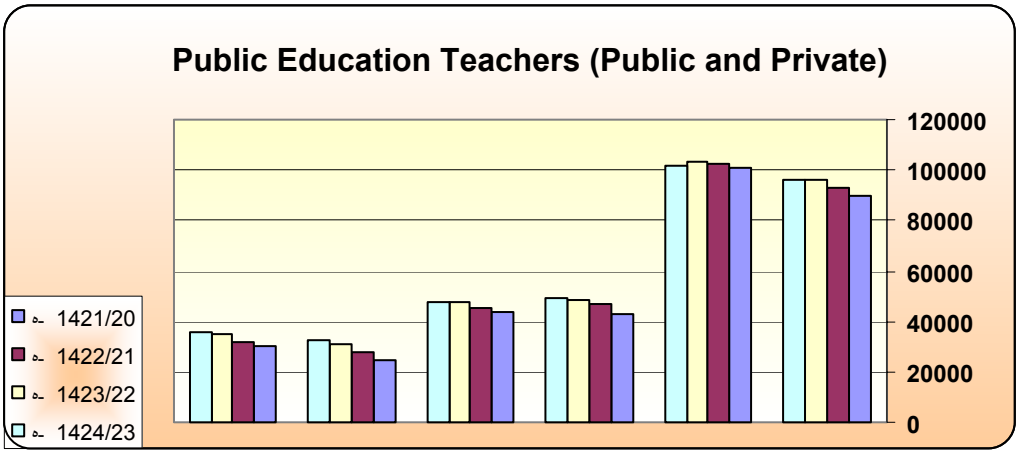

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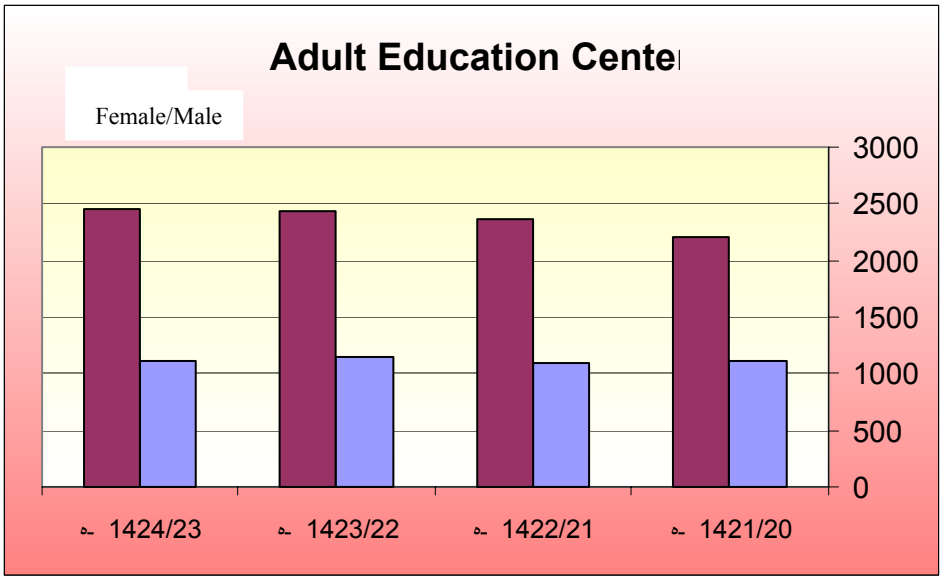
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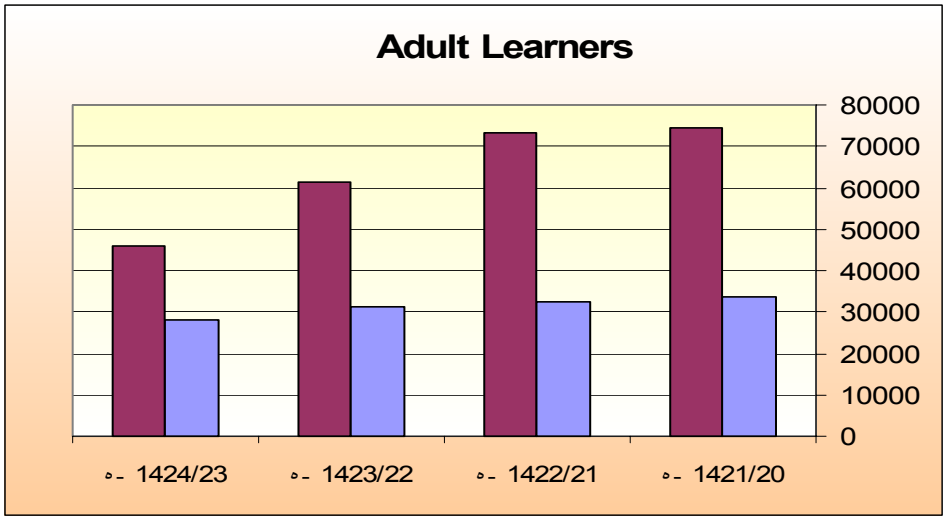
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Chapter Two: The Ministry of Higher Education

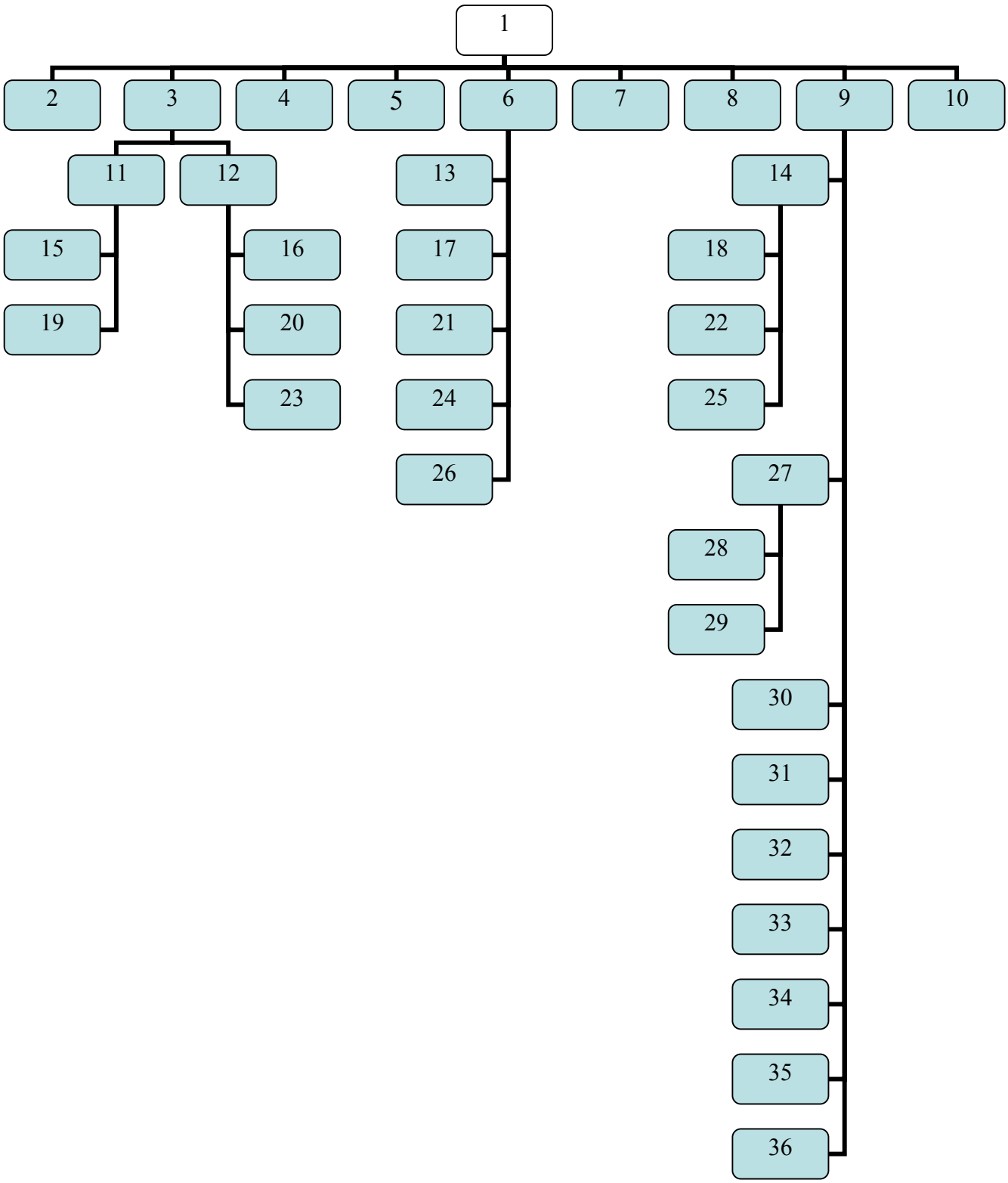
A. Organizational Framework of the Ministry of Higher Education

Articles 19 and 30 of the Basic Law of the Government issued by the royal decree no. A/90 dated 27/8/1412 Hijra indicate that the state sponsors the arts, sciences and culture and is concerned with encouraging scientific research and maintaining the Arab-Islamic tradition. The state also contributes to the development of human and Islamic-Arabic civilizations, sponsors public education and directs programs for the elimination of illiteracy. Furthermore, the document entitled "The Education Policy in the Kingdom of Saudi Arabia" which was adopted in the Cabinet's decree no. 779 dated 16-17/9/1389 Hijra defines the goals of education and plans for all stages of education from nursery school through higher education. The state has regulated higher education in the bylaws of the Council of Higher Education and Universities issued by the royal decree no. M/8 dated 4/6/1414 Hijra (1994 A.D.).

The Organizational Chart of the Ministry of Higher Education:

List for chart on following page:

1. Minister of Higher Education
2. 11 Universities
3. Deputy Ministry for Cultural Relations
4. National Center for Evaluation and Measurement
5. Higher Education Fund
6. General Administration for Administrative and Financial Affairs
7. Legal Department
8. General Secretariat of the Council of Higher Education
9. Deputy Ministry for Educational Affairs
10. Cultural Attaches, Numbering 24
11. General Administration of Scholarships Affairs
12. General Administration of Cultural Affairs
13. Personnel Department
14. General Administration of Studies and Information
15. Scholarship Affairs Department
16. Administration of Cultural Agreements and Relations
17. Financial Affairs Department
18. Center for Information and Library
19. Department of Scholarships
20. Department of Cultural Affairs
21. Department of Operations and Maintenance
22. Computers and Information Center
23. Department of Exhibitions
24. Purchasing Unit
25. Department of Studies
26. Warehouses
27. General Administration of University Education
28. Department of University Relations
29. Department of Conferences and Seminars
30. General Administration of Private Education
31. Department of Certificate Accreditation
32. Public Relations Department
33. Planning Department
34. Administrative Development Unit
35. Follow-Up Unit
36. Center for Research and Strategic Studies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B. Administrative and Organizational Structure

The Ministry of Higher Education was established by the royal decree no. 1/236 dated 8/10/1395 Hijra (1975 A.D.). The Ministry of Higher Education is in charge of implementing the policies of the Kingdom in the field of Higher Education. The Ministry of Higher Education includes two sections: the Deputy Ministry for Educational Affairs and the Deputy Ministry for Cultural Relations.

According to the bylaws of the Council of Higher Education at the universities issued by the royal decree no. M/8 dated 4/6/1414 Hijra (1994 A.D.), the Custodian of the Holy Mosques Prime Minister chairs the Council of Higher Education and the Minister of Higher Education acts as the Deputy Chairman of this Council. The Minister of Higher Education also presides over the University Councils of all universities and government universities which are attached to the Ministry. These universities are Um Al-Qura University in Mecca, The Islamic University in Medina, Imam Mohammad Bin Saud Islamic University in Riyadh, King Saud University in Riyadh, King Fahd University for Petroleum and Minerals in Zahran, King Faisal University in Al-Ihsa', King Khaled University in Abha, the University of Al-Qasim and the University of Tiba in Al-Medina, and the University of Al-Ta'if, in addition to all universities which will be established in the future unless the decree establishing them indicates otherwise.

Supervision of Higher Education:

Owing to the varying number of institutes of Higher Education and the variety of programs based on their goals and objectives, and to the variety of parties using of these institutes, some colleges of higher education--before the establishment of the Ministry of Higher Education--had been and continue to be part of other governmental departments. These governmental departments which supervise institutes of higher education are:

- The Ministry of Higher Education: It supervises the universities and public higher education.
- The Ministry of Education: It supervises teachers' colleges as well as women's colleges.
- The General Establishment of Technical Education and Vocational Training: It supervises technical colleges, communications colleges and post-secondary education technical institutes.
- The Ministry of Civil Service: It supervises the Institute of Public Administration.
- The Ministry of Health: It supervises health institutes and colleges which prepare ancillary health personnel.
- The Royal Commission for Jubail and Yanbu: It supervises the two industrial colleges in Al-Jubail and Yanbu.

In spite of the variety of government departments supervising institutes of higher education, which has led to some differences in the administrative patterns of these institutes, most of these departments implement to a considerable degree the academic administrative system followed by the universities and defined by the bylaws of the Council of Higher Education and Universities. These departments also implement the bylaws that are issued by the Council of Higher Education which apply to their activities.

C. Ministry of Higher Education Departments:

The Ministry of Higher Education, which was established in 1395 Hijra (1975 A.D.), supervises the universities of the Kingdom which are: King Saud University, the Islamic University, King Abdul-Aziz University, Imam Mohammad Bin Saud Islamic University, King Fahd University for Petroleum and Minerals, King Faisal University, Um Al-Qura University, King Khaled University, the University of Al-Qasim, the University of Tiba in Medina, and the University of Ta'if. The Ministry of Higher Education is also expected to supervise the proposed Women's University in Riyadh which will be established shortly.

1. **King Saud University**: King Saud University was established in 1377 Hijra (1975 A.D.), and includes 20 colleges and institutes. These are: the Colleges of Arts, Sciences, Administrative Sciences, Pharmacy, Engineering, Agriculture, Education, Medicine, Dentistry, Applied Medical Sciences, Informatics and Computer Science, Planning and Architecture, Languages and Translation, and Applied Studies. In addition, the university includes the Institute of Arabic for Non-native Speakers and the College of Social Services in Riyadh. All of these academic units are situated in the city of Riyadh.

   According to statistics of the school year 1423-1424 Hijra (2003 A.D.), the number of students enrolled in the undergraduate level was 46,479 students of which 17,447 are female students. Additionally, there were 4,166 students enrolled in the pre-college program of which 1,327 were female students. The number of students enrolled in graduate studies at the university was 3,525 of whom 1,066 students were female. The number of the administrative and technical staff at the university (including personnel of the university hospitals) is 3,338 persons of which 674 are female employees.

2. **The Islamic University**: This university was established in 1382 Hijra (1961 A.D.) in Medina and it includes the following six colleges: Islamic Jurisprudence, Fundamentals of Religion and the Call To Islam, The Koran and Islamic Studies, Arabic, The Prophet's Tradition and Islamic Studies, and the Institute of Arabic for Non-native Speakers.

   According to the enrollment statistics of the school year 1423-1414 Hijra (2003 A.D.), the number of students at this university enrolled in the undergraduate stage was 4,375 students representing about 104 nationalities coming from various Islamic countries. The number of graduate students at this university is 489, and the number of faculty is 484 members, in addition to an administrative and technical staff numbering 496 employees.

3. **King Abdul-Aziz University**: This university was established in 1487 Hijra (1967 A.D.) as a private university. In 1391 Hijra (1971 A.D.) the Cabinet issued a decree making this university a public educational institute for higher education. King Abdul-Aziz University includes 21 colleges as follows: Economics and Administration, Arts and Human Sciences, the Sciences, Engineering, Medicine and Medical Sciences, Earth Sciences, Meteorology, Environmental Science, Oceanography, Dentistry, and Pharmacy. In addition, the university has a deanship for Social Services and Continuing Education. All of these colleges are situated in the city of Jeddah, except for the College of Medicine which is in Jazan and the College of Sociology in Tabook.

   According to student enrollment statistics for the school year 1423-1424 Hijra (2003 A.D.), the number of students enrolled in the undergraduate stage was 46,729, of whom 19,655 students were female. Additionally, about 1,346 students were enrolled in the pre-college program of whom 646 were female students. About 1,343 students were enrolled in higher education programs, of whom 660 were female. The teaching staff at the

university numbered 2,458 members of whom 844 were women. The number of technical and administrative staff was 1,500 employees of whom 318 were women.

4. **Imam Mohammed Bin Saud Islamic University**: This university was established in 1394 Hijra (1974 A.D.). Yet, the core colleges of the university were the College of Islamic Jurisprudence which was established in 1473 Hijra (1953 A.D.) and the Arabic Language College which was established in 1374 Hijra (1954 A.D.). The university includes 15 colleges and institutes emphasizing mostly the teaching of jurisprudence, languages, sociology, economics, and administration. These colleges are: Islamic Jurisprudence, Arabic, Media and the Call To Islam, Fundamentals of Religion, Social Sciences, Computer Science, Languages and Translation, the Higher Institute of Justice, the Institute of Arabic for Non-native Speakers, and the deanship of Social Services and Continuing Education. All the these academic units are situated in the city of Riyah. Additionally, there are branches of the College of Islamic Jurisprudence and Studies in Al-Ihsa' and the Community College in Al-Kharj.

   The total number of students enrolled in the undergraduate stage, according to statistics of school year 1423-1424 Hijra (2003 A.D.) was about 32,065 students, of whom 6,540 were female students. Additionally, there were about 4,242 students enrolled in the pre-university program. The total number of students in the graduate program was 1,446 of whom 340 were female students. The number of faculty members at this university during that school year was 1,484 of whom 152 were women. The administrative and technical staff at the university numbered 1,699 employees of whom 177 were women. Imam Mohammad Bin Saud Islamic University also supervises the College of Islamic Jurisprudence and Arabic in Ras Al-Khaima, and five institutes of Islamic studies and Arabic in the following countries: Indonesia, Mauritania, Djibouti, Japan and the United States of America, in addition to 61 institutes throughout the Kingdom which prepare secondary school graduates to enter the university.

5. **King Fahd University for Petroleum and Minerals**: This university was established in 1395 Hijra (1970 A.D.), although the original College of Petroleum and Minerals had been established in 1383 Hijra (1963 A.D.). The university includes 10 colleges: Engineering Sciences, Applied Engineering, Sciences, Industrial Management, Environmental Designs, Computer Sciences and Engineering, and a Diplomat program. Additionally, the university maintains Community Colleges in Ha'el, Hafr Al-Baten, and Dammam.

   The total number of students in the undergraduate program in the school year 1423-1424 Hijra (2003 A.D.) was 7,436, in addition to about 2,257 students enrolled in the pre-university program. The number of students enrolled in the Graduate program was 570. The university faculty numbers 964 members, in addition to 1223 administrative staff, of which 12 are female.

6. **King Faisal University**: This university was established in 1395 Hijra (1975 A.D.). It includes 11 colleges: Agricultural Sciences and Nutrition, Veterinary, Education, Administrative Sciences and Planning, Medicine and Sciences. All of these colleges are situated in Al-Ihsa'. King Faisal University branch in Dammam includes the Colleges of Architecture and Planning, Medicine, Applied Medical Sciences, Dentistry, and Applied Studies and Social Services. The total number of students enrolled in the undergraduate program in 1423-1424 Hijra (2003 A.D.) was 11,511 students of whom 5,667 were female students. The number of students in the pre-university program was 2,346 of whom 1,711 were female students.

King Faisal University has a faculty numbering 338 members of whom 213 are women. The university also has administrative and technical personnel numbering 886 employees of whom 169 are women.

7. **Um Al-Qura University**: This university was established in 1401 Hijra (1981 A.D.), but it was first known as the College of Islamic Jurisprudence in Mecca which was established in 1369 Hijra (1849 A.D.). Um Al-Qura University has 13 colleges and academic units which are: Islamic Jurisprudence and Islamic Studies, Education, the Fundamentals of Religion and the Call To Islam, the Arabic Language and Literature, Applied Sciences, Social Sciences, Engineering and Islamic Architecture, Medicine, the Institute of Arabic for Non-native Speakers, and the Community College and Continuing Education. All of these academic units are situated on the university campus in Mecca except for the Community College which is in Al-Baha.

   According to the statistics of the school year 1423-1414 Hijra (2003 A.D.), the number of students enrolled in the undergraduate program was 25,849 students of whom 11,973 were female students. In addition to this, there were 932 students enrolled in the pre-university program of whom 189 were female students. The number of students enrolled in the graduate program was 2,100 of whom 716 were female students. The university faculty numbered 1,254 members of whom 262 were women. The university administrative and technical staff numbered 702 employees of whom 103 were women.

8. **King Khaled University**: This fairly new university was established in 1419 Hijra (1998 A.D.). The nucleus colleges of this university had been part of the two branches of King Saud University and Imam Mohammad Bin Saud Islamic University in Abha. The University has a number of colleges and academic units, as follows: The College of Islamic Jurisprudence and Fundamentals of Religion, Arabic, Social and Administrative Sciences, Medicine, Education, Engineering, Computer Sciences, Sciences and Languages and Literature. In addition, the university has colleges in other parts of the Kingdom, which are the Community Colleges in Jazan and Najran, and the deanship of Community College and Continuing Education.

   The number of students enrolled in the undergraduate program in the year 1423-1424 Hijra (2003 A.D.) was 10,045 students of whom 202 were female students. Additionally, there were 1,098 students enrolled in the pre-university program of whom 104 were female students. The number of faculty at this university was 663 and the administrative staff numbered 319 employees.

9. **Al-Qasim University**: This university was established in 1424 Hijra by joining the branches of King Saud University and Imam Mohammad Bin Saud Islamic University in Al-Qasim into one university. This university consists of seven colleges which are Islamic Jurisprudence and the Fundamentals of Religion, Arabic and Social Sciences, Agriculture and Veterinary Medicine, Economics and Administration, Sciences, Medicine and Engineering. The University is also considering establishing other colleges. The number of students in this university is 12,000 students, male and female, and faculty in the university number 561.

10. **Tiba University**: This university was established in 1424 Hijra by joining the branches of Imam Mohammad Bin Saud Islamic University and King Abdul-Aziz University. The university consists of six colleges which are: The Call To Islam, Education, Sciences, Administrative and Financial Sciences, and Medicine. The number of students enrolled in

this university when it was established was 6,432 students of whom 33% were female students.

11. **Ta'if University**: Approval of the establishment of this university came in 1424 Hijra. Prior to that, it was a branch of Um Al-Qura University in the Ta'if Governorate. The university has the College of Education, the College of Sciences and the College of Medicine. The number of students enrolled in this university is 6,364 of whom 38% are female students. The number of faculty is 171 members.

12. **The Women's University In Riyad**: The announcement of the establishment of this university was made at the inauguration ceremony of some of the buildings of university colleges supervised by the Ministry of Education in the year 1425 Hijra. At this stage, this university consists of six colleges.

The Ministry of Higher Education has been given through the decree issued by the Cabinet in 1418 Hijra (1997 A.D.) the authority to supervise the establishment of four community colleges (mentioned above). The study program at these colleges began in 1419-1420 Hijra (1998-1999 A.D.). These colleges are distributed as follows: In Jazan area as part of King Khaled University; in Tabook area as part of King Abdul-Aziz University; in the Ha'el area as part of King Fahd University for Petroleum and Minerals; in Hafr Al-Batin as part of King Fahd University for Petroleum and Minerals. Six other community colleges have been opened where study was started in the second semester of 1423-1424 Hijra (2003 A.D.). They are distributed as follows: In the city of Baha as part of Um Al-Qura University; in the city of Al-Kharj as part of Imam Mohammad Bin Saud Islamic University; in the city of Riyadh as part of King Saud University; in Jeddah as part of King Abdul-Aziz University; in Dammam as part of King Fahd University for Petroleum and Minerals; and in the city of Najran as part of King Khaled University. These colleges offer a number of preparatory programs qualifying students to enter an intermediate pre-bachelor's diploma. Additionally, community colleges have been established in Mecca as part of Um Al-Qura University, in Bisha as part of King Khaled University, and in Majma'a Al-Qryat and Aflaj as part of King Saud University. Other colleges were established in Bisha as part of King Khaled University, in Medina as part of Tiba University and in Shaqra as part of Imam Mohammad Bin Saud Islamic University, and a community college in Khamis Msheit as part of King Khaled University.

It should be mentioned that the curricula of these colleges are designed to fill the needs of the Saudi labor market, especially of graduates in the fields of applied medical sciences, computers, administrative and financial sciences, and engineering.

D. Financing Higher Education:

Many countries provide opportunities of higher education to their people owing to the importance of providing students with university education in order to raise the cultural, social and economical levels thereby enabling their people to keep up with the march of civilizations in this world.

The Kingdom of Saudi Arabia, through the efforts of the Ministry of Higher Education, makes all efforts to provide higher education to all graduates of secondary education who wish to continue their education, in accordance with their abilities and qualifications. However, the increasing numbers of students, in addition to the social demand for higher education, has prompted many countries to search for proper sources of finance for higher education programs. The Ministry of Higher Education has, in its turn, undertaken a study of

available alternative financial sources, and has cooperated with other establishments concerned with higher education, and subsequently has approved a number of sources of finance, some of which have already been implemented.

1. Government Financing:

Article 233 of the document entitled "Educational Policy in the Kingdom of Saudi Arabia" states that education is free of charge in all its stages and kinds: The state does not impose fees for schooling in return for education. The annual increases of appropriations for education reflect the emphasis on comprehensive development processes and the place of education in these processes.

The state provides higher education (post-secondary education) to all citizens at no cost. This is done by the universities and colleges which are part of the Ministry's Department of Women's Education, the Ministry of Education, the Ministry of Health, military and security colleges, and colleges and institutes that are supervised by the General Establishment for Technical Education and Vocational Training, in addition to other governmental agencies. Moreover, the state offers monthly rewards and aid to some students, male and female, and provides them with meals and subsidized school books. Female students enrolled in colleges are also provided with means of transportation free of charge.

Budgetary allocations for the education sector have risen during the last few years to the amount of 42,870 million Saudi riyals in the school year 1420-1421 Hijra, which represents 27% of the state's total budget. Governmental appropriations for higher education (universities) in the state budget are the principle financial source for the universities. These appropriations, in the school year 1421-1422 Hijra (2001 A.D.), amounted to 7,567 million Saudi riyals, representing 13% of the education budget and 3.4% of the general state budget. In the fiscal year 1424-1425 Hijra, the appropriations for university budgets were 8,655 million riyals. Budgets for government universities are appropriated independently and every university has its own five-year plan and its independent annual budget determined by the Cabinet's decision regarding the general state budget. The individual budgets of every university during the same year was as follows (in million riyals): Um Al-Qura University, 743; the Islamic University, 277; Imam Mohammad Bin Saud Islamic University, 1255; King Khaled University, 356; King Saud University, 2,257; King Abdul-Aziz University, 1,433; King Fahd University for Petroleum and Minerals, 547; and King Faisal University, 700. It is noticeable from these figures that the total appropriations for individual universities vary from one to the other, which reflects the number of students, faculty, scientific centers, university hospitals and any other units and parts of each university. The financial bylaws of universities allow for acceptance of gifts, donations and trusts granted by individuals and agencies provided they do not conflict with the goals of the university. Universities may also undertake paid consultative studies by way of signing contracts with public as well as private parties, whereby 25% of the amount of the contract goes to the university.

2. Private Financing:

The laws and regulations of private higher education allow for investment by welfare agencies and private establishments. Study has begun in Prince Sultan Private University and ten other private colleges. Additionally, five private universities and forty-six private colleges have been granted license and study is expected to begin in these institutions within the next four years.

Private colleges and universities have enrolled 6,500 male and female students with the cost of 244 million riyals, which is considered a contribution by the private sector to higher education in the field of undergraduate studies. The Ministry of Higher Education is making considerable efforts to provide more opportunities for the private sector and businessmen to establish new colleges. In that regard, the Ministry has issued a special manual which contains the rules and regulations and quality control for granting licenses to private colleges that will be on a par with government universities.

Non-governmental financing comes also from the contributions of welfare agencies to the establishment of nonprofit private colleges and universities.

3. The Average Cost of Student Education:

Spending on higher education for the individual student varies according to the pattern and kind of the university studies. It also varies depending on the university, college or level of the student.

4. The Economic Rationing in Higher Education:

Due to the high cost of graduates of some universities resulting from the rate of failure and drop-out, the Ministry has undertaken detailed studies of this phenomenon and has made plans to reduce its cost. A decree has been issued to ration awards which are given to students and which cause the exaggerated extension of these students' university studies. Students included in this economic rationing policy are those with academic warnings and those who do not enroll in summer sessions. The savings made through this policy are transferred to the higher education budgetary allocations of the individual university to be used in raising the amounts allocated to scientific research and to the purchase of laboratory equipment and other facilities. This policy is intended to encourage students to be serious in their university studies and to complete these studies on time.

Other indications of efforts made by the Ministry and by universities to raise the quality of higher education and cover costs of human resources and equipment and facilities are the following programs:

- Diploma programs offered by centers of social services and continuing education and practical colleges.
- The parallel education program.
- Considering alternative programs and systems which contribute to this policy of economic rationing.

E. Quality, Excellence and Academic Accreditation:

The efforts of the Ministry of Higher Education in the field of quality and excellence supervision can be summed up in eight principal programs described in the following table. A considerable part of these programs has been implemented, and work is continuing to further develop them and improve their performance. These efforts are based on the actual observation of the performance of academic institutions, their effectiveness and the difficulties which they face, thereby augmenting the positive contribution made by these institutions to higher education in the Kingdom. Prominent among the programs which improve the quality of education and the method of admissions to various specializations is

the establishment of the National Center for Evaluation and Measurement which gives unified criteria examinations to graduates of general secondary education with the aim of providing higher education institutes with an additional criteria for the evaluation of the academic level and scientific skills of students. Moreover, the National Commission for Academic Evaluation and Accreditation has begun assuming its responsibilities aiming at achieving a number of goals, including providing the necessary data regarding the academic level and proper practices in the higher education institutes. These institutes are encouraged to adhere to criteria of excellence in all their educational and administrative processes. It is also directed to provide the suitable infrastructure that helps them perform the services expected. In addition to this, the study scholarship system for the undergraduate and graduate levels provides continuing opportunities to interact with experiments in other countries in developing their capabilities and curriculum. The agreements signed by the Ministry and the universities also contribute to the increase in academic cooperation and the exchange of expertise.

Programs of Higher Education and Methods of Implementation

Program	Implementation Method
Reorganizing Rewards	**Establishing Higher Education Fund**
Admissions Objective Tests	**Establishing the National Center for Higher Education Evaluation**
Quality Control in Higher Education	**Establishing the National Commission for Academic Evaluation**
Private Sector Role	**Establishing the Higher Education Private Administration**
Support of Applied and Contractual Research	**Establishing Five Applied Research Centers**
Reorganizing University Housing	**Private Sector Administration**
International Contacts	**Visits to the United States, Canada, Britain, France, Germany, Switzerland, Spain, Italy, Belgium, Russia, South Africa, Australia, New Zealand and Japan. Signing 100 agreements.**
Scholarships Program	**Bachelors' Degree in Medicine in Canada, New Zealand, Australia, and Arab Gulf University**

F. Admissions and Equality in Higher Education:

The state makes all effort to distribute institutes of higher education throughout the Kingdom, especially in large cities and governorates. Services of universities of higher education supervised by the government are equally distributed over the 13 administrative regions in the Kingdom. Admission in the institutes of higher education is based on scientific and academic conditions which are announced in advance and approved by the university councils or other agencies supervising colleges of higher education. Conditions of admission are usually based on the results of the secondary school certificate and exams offered by the National Center for Evaluation and Measurement. Admissions criteria are also based in some cases on achievement tests offered by some colleges such as health colleges.

The number of female students in higher education has exceeded 52% in this system. Although most of these female students study in specializations in education and human sciences, many are enrolled in specializations such as medicine, pharmacy, medical sciences, economics and accounting, administrative sciences, and computers, in addition to some students specializing in colleges of agriculture and colleges of basic sciences.

G. Tendencies and Main Challenges Confronting Educational Development:

Higher education in the Kingdom is faced by new tendencies and challenges. Of these tendencies and challenges, one can mention the increase in demand for education, the variety of distant education methods and continuing life education, in addition to the rise of new specializations, electronic learning methods, and the need for thorough criteria and data that will guarantee the excellence of education. Moreover, the need has become obvious for the evaluation of higher education activities and for the proper accreditation of its institutes. The increase in the number of higher education institutes within the Kingdom and abroad, and the need for students and parents to receive proper information and advice regarding these institutes, have made it important to have proper criteria for accreditation. Other challenges which have appeared recently include the higher cost of education, the competition presented by foreign higher education institutes, the need to orient higher education programs to the requirements of economic globalization and the need to distribute higher education geographically and over larger sections of the society. Another factor which has come into play is the increasing rate of failure and drop-out.

In its efforts to deal with these new tendencies and challenges, the Ministry has resorted to methods such as increasing the opportunities for higher education, increasing the kinds and institutes of higher education, offering more opportunities for larger sections of the population and more students that entered the system, control over admissions requirements, quality in excellence guarantees, taking into consideration the recommendations of the National Commission for Academic Accreditation and Evaluation as well as the results of examinations given by the National Center for Evaluation and Measurement. The Ministry also established the higher education fund to support the research and educational activities of universities and has made considerable efforts to provide the proper information about foreign universities for students wishing to enroll in them and setting conditions for the accreditation of their degrees. The Ministry also participates in regional meetings on the level of the Gulf region and the Arab World as well as on the international level in an effort to establish the proper bases for the accreditation of university certificates and other degrees of post-secondary education, including manuals, framework, criteria, and acceptable conditions for evaluation and academic accreditation.

Education in general, and higher education in particular, remain one of the priorities in the state's efforts for development and for dealing with modern tendencies and challenges in its planning and quality control. The Ministry works in coordination with the Council of Higher Education and with the approval of the Cabinet to establish a long-term plan for post-secondary education in the Kingdom covering the period from 1425-1450 Hijra.

H. Indications of Quantitative Growth in the Institutes Supervised by the Ministry of Higher Education

Statistical Summary of Student Enrollment in Universities: 1423-24 Hijra

University	Gender	Graduates Last Year				Students				Students New				Colleges
		Total	Graduates	Bachelor	B. Bachelor	Total	Graduates	Bachelor	B. Bachelor	Total	Graduates	Bachelor	B. Bachelor	
Um Al-Qura University	Male	2090	599	1226	265	16002	1384	13875	743	5952	492	4904	556	13
	Female	1108	102	654	352	12879	716	11974	189	4328	266	3920	142	
	Total	3198	701	1880	617	28881	2100	25849	932	10280	758	8824	698	
The Islamic University	Male	1191	80	813	298	5546	498	4357	691	1557	159	1213	185	6
	Female	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	1191	80	813	298	5546	498	4357	691	1557	159	1213	185	
Imam Muhammad Bin Saud Islamic University	Male	3388	277	2972	139	30287	1106	25525	3656	11379	355	7593	3431	15
	Female	1109	33	1076	0	7467	340	6540	587	2639	102	1950	587	
	Total	4497	310	4048	139	37754	1446	32065	4243	14018	457	9543	4018	
King Saud University	Male	5282	267	4611	404	34330	2459	29032	2839	10442	891	7866	1685	20
	Female	3458	207	3164	87	19840	1066	17447	1327	5238	280	4183	775	
	Total	8740	474	7775	491	54170	3525	46479	4166	15680	1171	12049	2460	
King Abdul-Aziz University	Male	4130	62	4044	24	28457	683	27074	700	10564	260	9809	495	21
	Female	2778	42	2736	0	20961	660	19655	646	6011	221	5472	318	
	Total	6908	104	6780	24	49418	1343	46729	1346	16575	481	15281	813	
King Fahd University of Petroleum & Minerals	Male	1242	77	1083	82	10281	570	7436	2275	3185	111	1872	1202	10
	Female	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	1242	77	1083	82	10281	570	7436	2275	3185	111	1872	1202	
King Faisal University	Male	992	66	926	0	6705	226	5844	635	2088	83	1761	244	11
	Female	897	11	886	0	7490	112	5667	1711	1657	36	1123	498	
	Total	1889	77	1812	0	14195	338	11511	2346	3745	119	2884	742	
King Khalid University	Male	2205	0	1914	291	10857	20	9843	994	3707	20	3288	399	12
	Female	191	0	46	145	306	0	202	104	194	0	170	24	
	Total	2396	0	1960	436	11163	20	10045	1098	3901	20	3458	423	
Universities Total	Male	20520	1428	17589	1503	142465	6946	122986	12533	48874	2371	38306	8197	108
	Female	9541	395	8562	584	68943	2894	61485	4564	20067	905	16818	2344	
	Total	30061	1823	26151	2087	211408	9840	184471	17097	68941	3276	55124	10541	

Statistical Summary of Student Enrollment According to Organizations: 1423-1424 Hijra

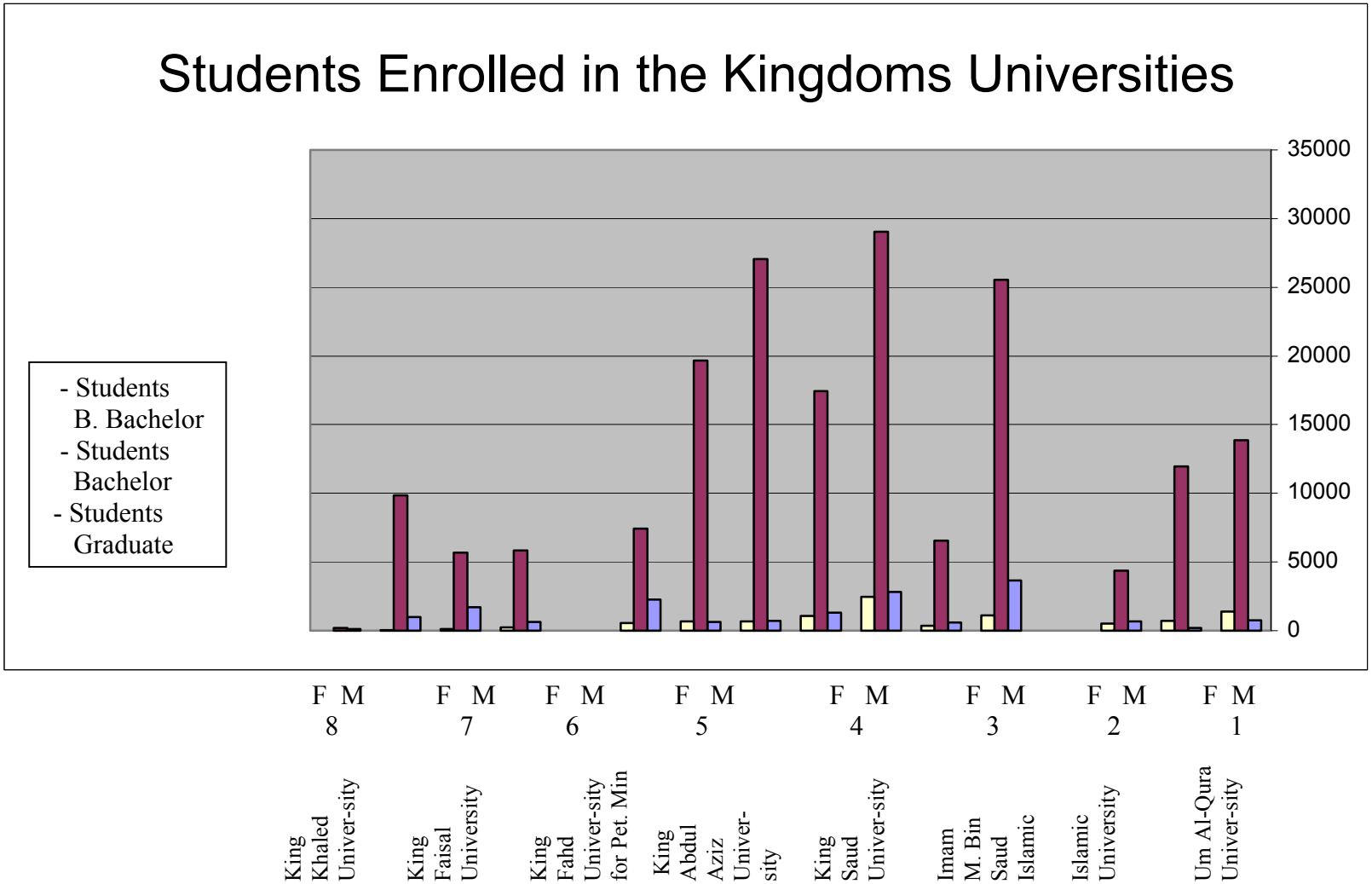
Organization	Gender	Graduates Last Year				Students				New Students				Col-leges
		Total	Grad.Ed.	Bachelors	Pre-Univ.	Total	Grad.Ed.	Bachelors	Pre-Univ.	Total	Grad.Ed.	Bachelors	Pre-Univ.	
Ministry of Education (Teachers' Colleges)	Male	4932	0	4871	61	29989	0	29438	551	9005	0	8791	214	18
	Female	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	4932	0	4871	61	29989	0	29438	551	9005	0	8791	214	
Ministry of Education (Girls' Colleges)	Male	0	0	0	0	0	0	0	0	0	0	0	0	97
	Female	30684	130	27718	2836	232884	830	229001	3053	108619	176	105461	2982	
	Total	30684	130	27718	2836	232884	830	229001	3053	108619	176	105461	2982	
Ministry of Health	Male	1025	0	0	1025	4711	0	0	4711	2045	0	0	2045	38
	Female	540	0	0	540	2682	0	0	2682	1183	0	0	1183	
	Total	1565	0	0	1565	7393	0	0	7393	3228	0	0	3228	
General Organization for Technical Education and Vocational Training	Male	0	0	0	0	0	0	0	0	0	0	0	0	1
	Female	0	0	0	0	190	0	190	0	150	0	150	0	
	Total	0	0	0	0	190	0	190	0	150	0	150	0	
National Guard	Male	4802	0	165	4637	33876	0	777	33099	16545	0	467	16078	20
	Female	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	4802	0	165	4637	33876	0	777	33099	16545	0	467	16078	
Royal Community for Jubail and Yanbu	Male	454	0	0	454	3856	0	0	3856	2191	0	0	2191	2
	Female	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	454	0	0	454	3856	0	0	3856	2191	0	0	2191	
I. P. A.	Male	953	153	0	800	3714	273	0	3441	1679	130	0	1549	1
	Female	154	0	0	154	470	0	0	470	194	0	0	194	
	Total	1107	153	0	954	4184	273	0	3911	1873	130	0	1743	
Private Higher Education	Male	2	0	0	2	745	0	745	0	198	0	198	0	6
	Female	0	0	0	0	819	0	797	22	358	0	340	18	
	Total	2	0	0	2	1564	0	1542	22	556	0	538	18	
Other Organizations Total	Male	12168	153	5036	6979	76891	273	30960	45658	31663	130	9456	22077	183
	Female	31378	130	27718	3530	237045	830	229988	6227	110504	176	105951	4377	
	Total	43546	283	32754	10509	313936	1103	260948	51885	142167	306	115407	26454	
Grand Total	Male	32688	1581	22625	8482	219356	7219	153946	58191	80537	2501	47762	30274	291
	Female	40919	525	36280	4114	305988	3724	291473	10791	130571	1081	122769	6721	
	Total	73607	2106	58905	12596	525344	10943	445419	68982	211108	3582	170531	36995	

Statistical Summary of Community Colleges: 1423-1424 Hijra

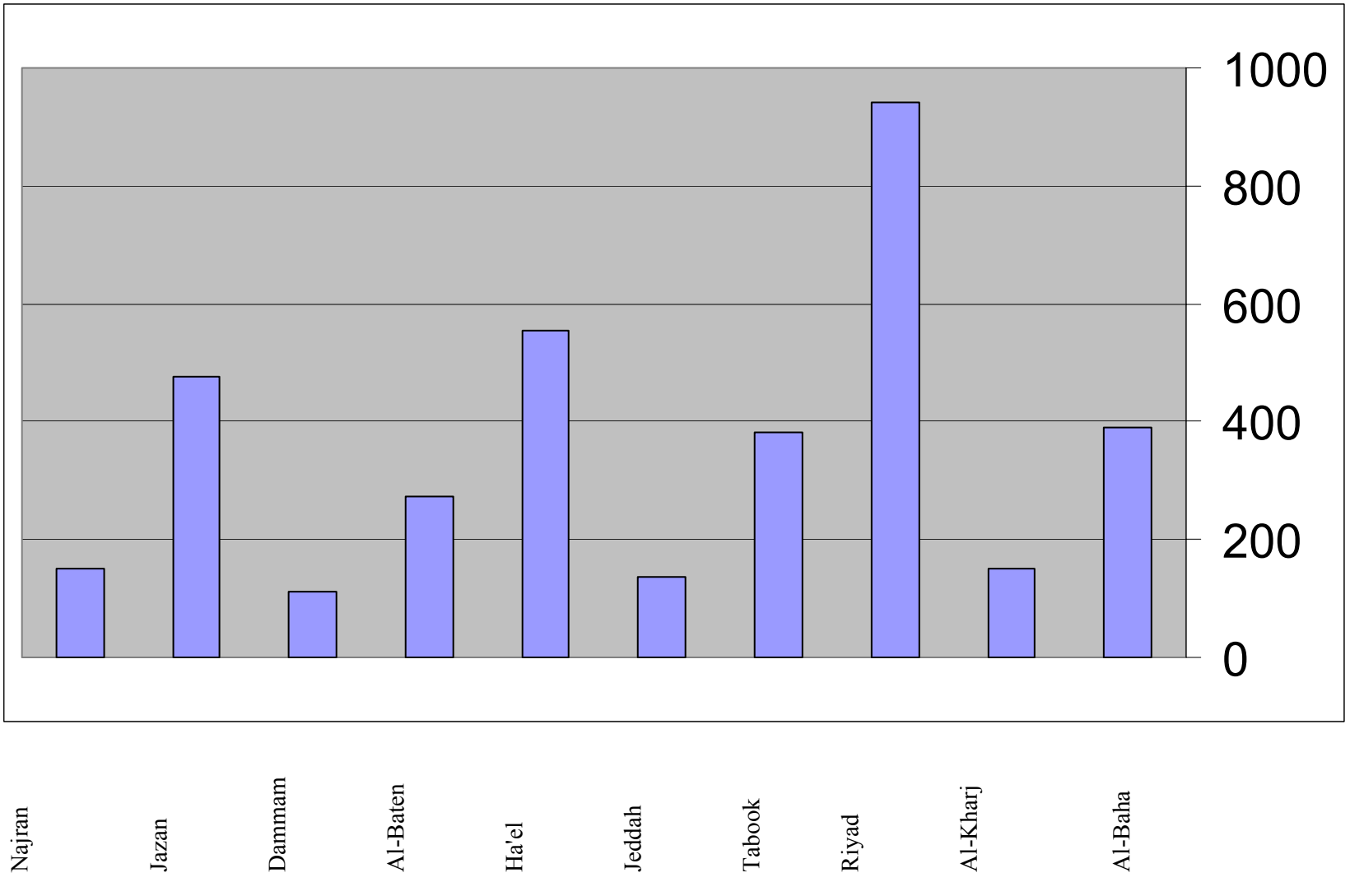
University	Community College	Gender	Administration and Technical Staff	Teaching Staff	Graduates Last Year	Students	New Students
Um Al-Qura University	Community College in Baha	Male	1	0	0	390	390
		Female	0	0	0	0	0
		Total	1	0	0	390	390
Imam Muhammad Bin Saud Islamic University	Community College in Al-Harj	Male	2	0	0	150	150
		Female	0	0	0	0	0
		Total	2	0	0	150	150
King Saud University	Community College in Riyad	Male	1	3	0	942	934
		Female	0	0	0	0	0
		Total	1	3	0	942	934
King Abdul-Aziz University	Community College in Tabook	Male	13	21	0	381	207
		Female	3	7	0	584	256
		Total	16	28	0	965	463
	Community College in Jeddah	Male	0	0	0	137	137
		Female	0	0	0	0	0
		Total	0	0	0	137	137
King Fahd University of Petroleum and Minerals	Community College in Ha'el	Male	40	59	82	553	216
		Female	0	0	0	0	0
		Total	40	59	82	553	216
	Community College in Hafe Al-Baten	Male	22	36	0	272	228
		Female	0	0	0	0	0
		Total	22	36	0	272	228
	Community College in Dammam	Male	6	0	0	111	111
		Female	0	0	0	0	0
		Total	6	0	0	111	111
King Khalid University	Community College in Najran	Male	13	31	130	477	181
		Female	0	0	0	0	0
		Total	13	31	130	477	181
	Community College in Jazan	Male	1	5	0	151	151
		Female	0	0	0	0	0
		Total	1	5	0	151	151
Total		Male	77	119	212	3292	2477
		Female	3	7	0	584	256
		Total	80	126	212	3876	2733

Statistical Summary of Centers of Social Services: 1423-1424 Hijra

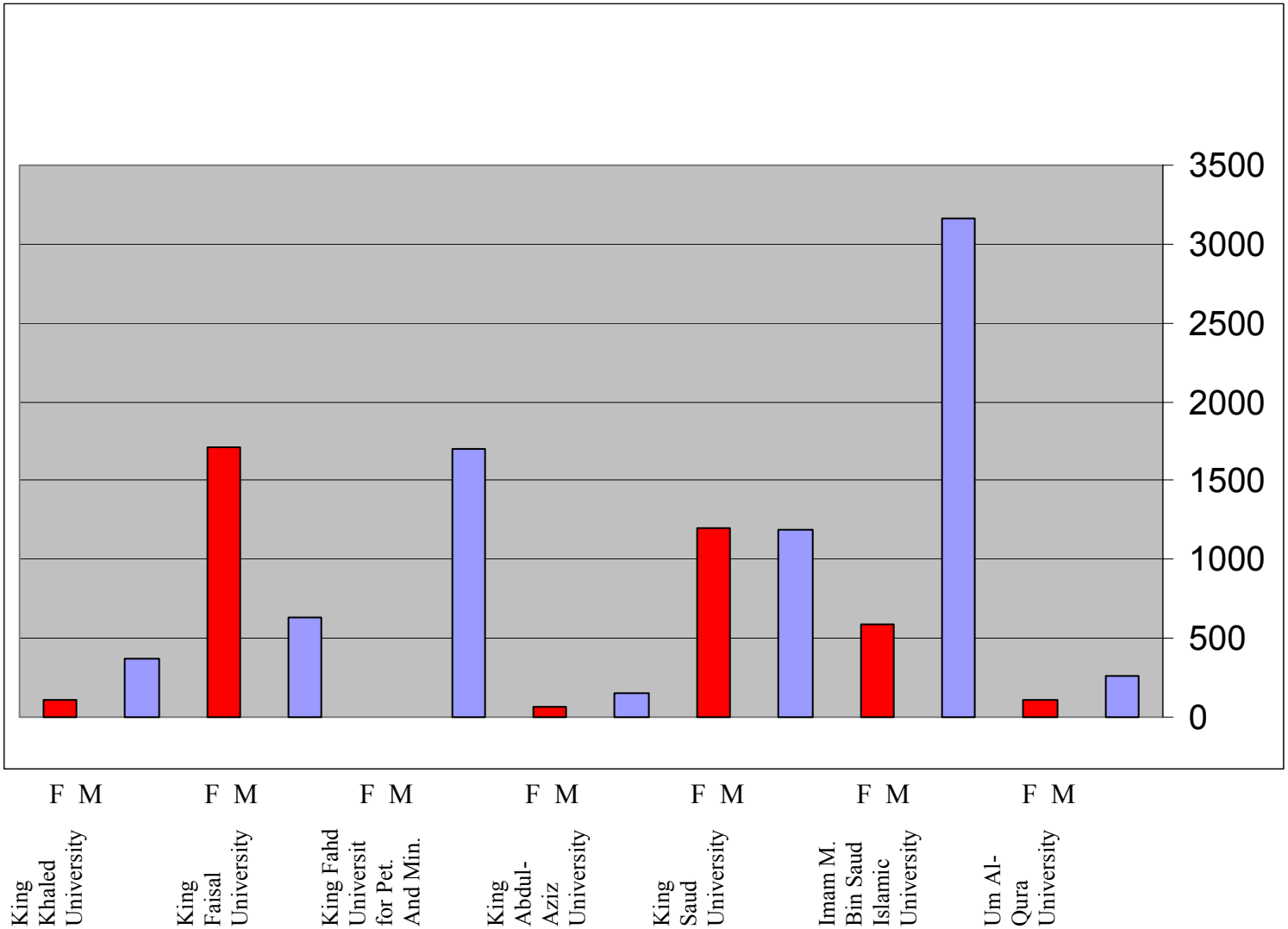
University	Community Service Center	Gender	Administrative and Teaching Staff	Teaching Staff	Graduates Last Year	Students	New Students
Um Al-Qura University	Community Service & Continuing	Male	6	0	222	261	97
		Female	3	0	337	113	113
		Total	9	0	559	374	210
Imam Mhuammad Bin Saud Islamic University	Community Service & Continuing	Male	13	10	16	3163	3107
		Female	0	0	0	587	587
		Total	13	10	16	3750	3694
King Saud University	Community Service & Applied	Male	13	0	286	1189	297
		Female	12	1	30	1196	721
		Total	25	1	316	2385	1018
King Abdul-Aziz University	Community Service & Continuing	Male	1	0	0	151	151
		Female	0	0	0	62	62
		Total	1	0	0	213	213
King Fahd University of Petroleum and Minerals	Diploma Program	Male	26	4	0	1696	863
		Female	0	122	0	0	0
		Total	26	126	0	1696	863
King Faisal University	Community Service & Applied	Male	35	10	0	635	244
		Female	64	13	0	1711	498
		Total	99	23	0	2346	742
King Khalid University	Community Service & Continuing	Male	2	1	161	366	67
		Female	0	0	145	104	24
		Total	2	1	306	470	91
Total		Male	96	25	685	7461	4826
		Female	79	136	512	3773	2005
		Total	175	161	1197	11234	6831


Students Enrolled in the Kingdoms Universities
- Students B. Bachelor
- Students Bachelor
- Students Graduate
35000
30000
25000
20000
15000
10000
5000
0
F M
8
King Khaled Univer-sity
F M
7
King Faisal University
F M
6
King Fahd Univer-sity for Pet. Min
F M
5
King Abdul Aziz Univer-sity
F M
4
King Saud Univer-sity
F M
3
Imam M. Bin Saud Islamic
F M
2
Islamic University
F M
1
Um Al-Qura Univer-sity

Student Enrollment in Community Colleges in the Kingdom's Cities



Student Enrollment in University Social Services Centers



Chapter Three: The General Establishment of Technical Education and Vocational Training

A. Organizational Framework and Administrative Structures:

The establishment of this agency aimed at providing a basis for the preparation and qualification of technical and vocational manpower able to deal with the continuing developments of the times.

The bylaws of this establishment indicates that it will undertake the implementation of programs related to technical education in the various fields of industry, agriculture and commerce. It is also in charge of various levels and forms of vocational training such as adult vocational training and on-the-job training in all fields. This establishment is also responsible for undertaking vocational studies and research aimed at the development and improvement of the productive capabilities of the national labor force.

The General Establishment of Technical Education and Vocational Training has set for itself a number of goals summarized in the following:

1. Training individuals to undertake the required activities in the fields of industry, commerce, agriculture and other services which contribute to the development of the economy.
2. Providing individuals with Islamic culture and general education, both of which contribute to the building of a higher level of morality and rational thinking, in addition to the ability to adapt to different environments.
3. Providing a scientific basis for technical manpower to enable it to interact with the fast developments in technology and technical sciences.
4. Providing opportunities for all who wish to learn a certain vocation or continue training to the highest degree possible.
5. Developing the skills of technicians and updating their technical information continuously.
6. Emphasizing the value of manual labor and vocations and their role in the success of the community.
7. Contributing to the limiting of domestic immigration to larger cities by distributing centers of vocational training throughout the Kingdom.
8. Placing a great deal of emphasis on research and studies which deal with technical manpower problems in light of the needs of the labor market.

B. Training and Educational Projects and Reforms:

The establishment aims at achieving a number of goals through major projects such as:

First, the major training programs.
Secondly, the private training programs.
Thirdly, the developmental programs.

First, the Major Programs:

The achievement of its goals through expanding its developmental programs in the field of education and training. It conducts a good number of educational and training programs which deal with training operations of the labor force in the Kingdom. These operations emphasize the

practical application side on three levels: vocational training, technical education, and higher technical education (technical colleges and diploma programs). Specializations on these levels are connected technically, which helps to a large extent in making use of the available facilities on these levels.

Levels of Technical Education and Vocational Training:

Training Units:

- Technical colleges and private diploma programs:

Based on the needs of the developmental sectors in the Kingdom, the field of technical education has become the basic source for the training and qualification of Saudi young people to work in the various technical fields. This ensures the participation of Saudi manpower in the development of the country. This need for technical education has resulted in the establishment of many technical colleges distributed among most areas in the Kingdom, whereby they supply the labor market with the necessary technical and vocational specializations.

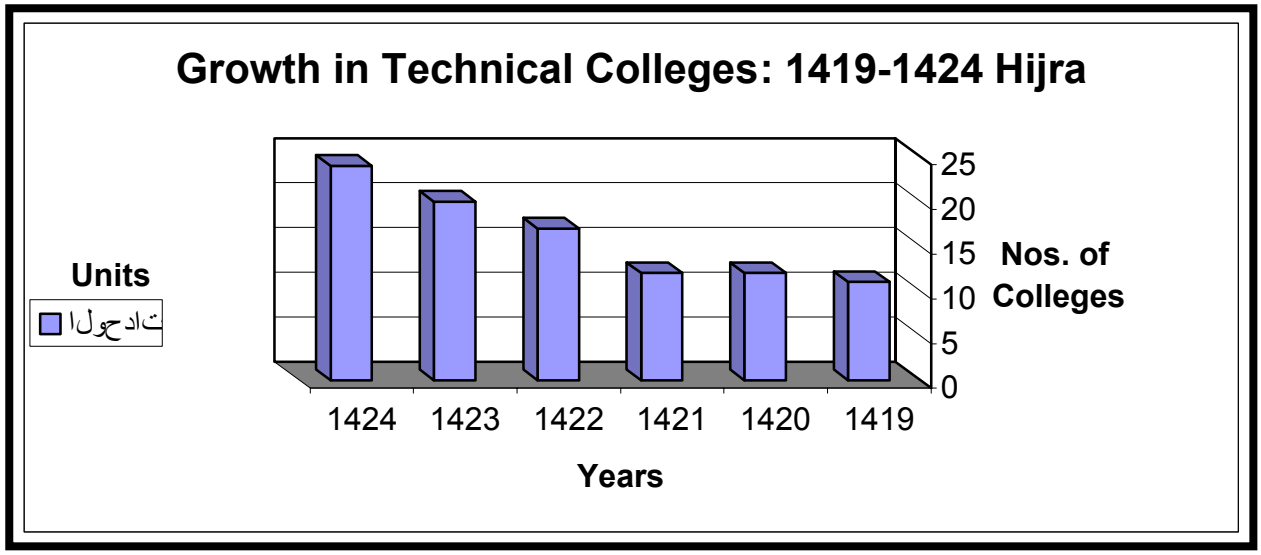
The main goal of the establishment of technical colleges is the graduation of assistant engineers with a diploma degree, and the undergraduate program in technical engineering in the technical college in Riyadh is adding another program of technical education which aims at qualifying practical trainers who work in the establishment's training units. The bachelor's program in the technical college in Riyadh was inaugurated in 1413 Hijra with curricula that combine theoretical studies and practical application which are the basic requirements for a technical engineer who is capable of undertaking practical training in the establishment's units. This bachelor's program includes the following specializations: electricity technology, motor and vehicle technology, production technology, chemistry laboratory technology, chemistry production technology, and electronics technology. This program accepts students who fulfill the admissions conditions throughout the country.

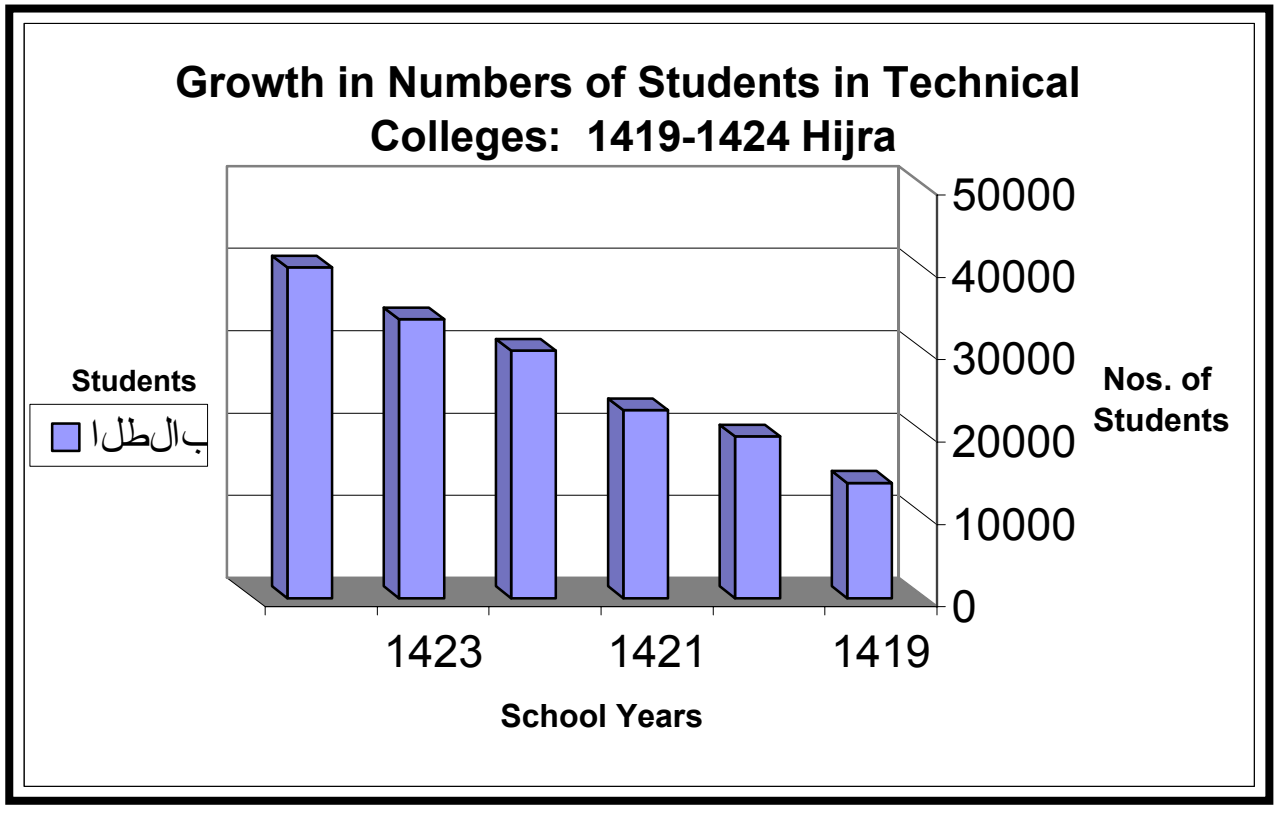
These colleges operate on the two-semester system, each semester consisting of 15 weeks. Sixty-four to seventy-five units are required from students to obtain their diploma, in addition to a cooperative training semester. For a bachelor's degree, students need seventy-five units in addition to twelve units in the English language. Students are required to receive a minimum of 70% to pass. The program of study in these colleges emphasizes the application and practical aspects whereby about 50% of the specialization courses are courses of practical skills.

The diploma program in technical colleges includes a number of specializations. They are: electricity technology, mechanics technology, chemistry technology, administration technology, computer technology, electronics technology, tourism and hotel technology, communications technology, environment technology, and agricultural technology. The number of technical colleges in the Kingdom is 24 distributed throughout the Kingdom.

Private training institutes offer a number of diploma programs that take one to two years and that are especially designed for graduates of the secondary education stage. Some of these programs are designed for graduates of the

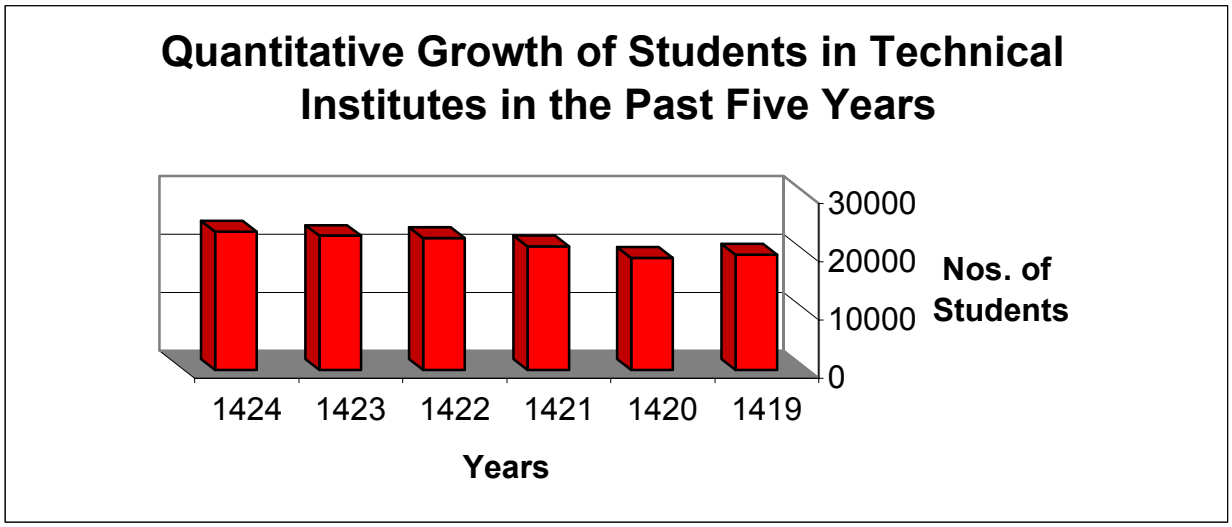
intermediate stage, and include a number of specializations such as computer science, technical health, administration technology, and other specializations in technology.

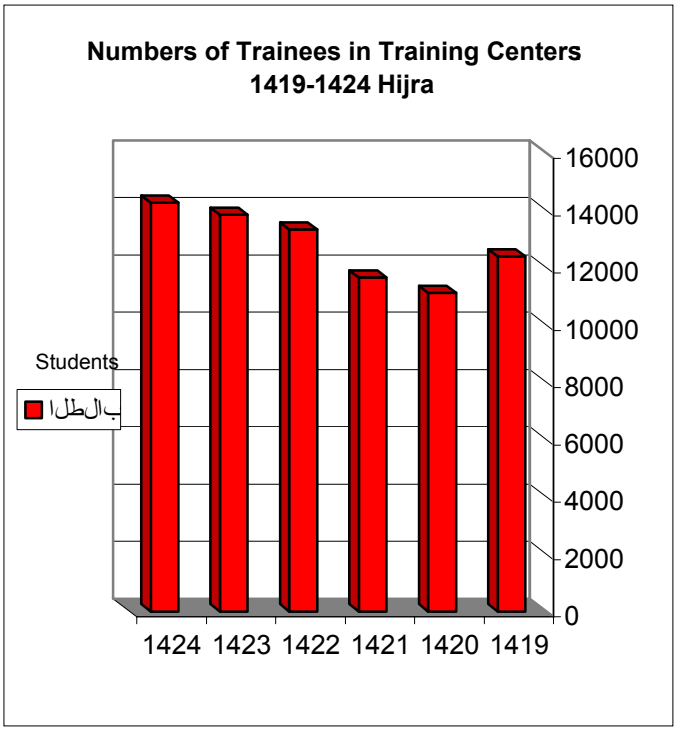

Growth in Technical Colleges: 1419-1424 Hijra
Units
الوحدات
25
20
15
10
5
0
Nos. of Colleges
1424
1423
1422
1421
1420
1419
Years

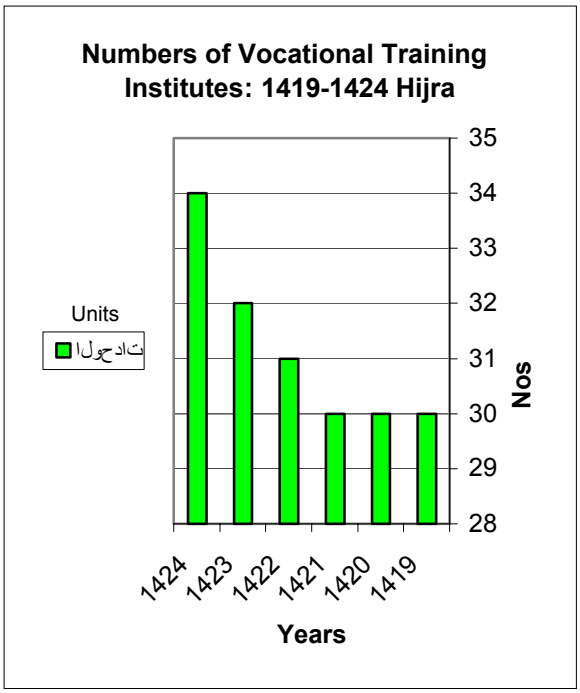

Growth in Numbers of Students in Technical Colleges: 1419-1424 Hijra
Students
الطلاب
50000
40000
30000
20000
10000
0
Nos. of Students
1423
1421
1419
School Years

Secondary Institutes of Fine Arts:

Four kinds of Fine Arts education are included here in the fields of commerce, industry, architecture, and agriculture. The aim of Fine Arts education is to prepare the national manpower necessary to practice in the fields of finance, commerce, industry and agriculture and in the building and construction sectors. Fine Arts institutes accept students with the intermediate education degree, and the study program consists of three years after which graduates are granted a diploma of Fine Arts Secondary Institutes. Training in these institutes takes place in the morning in about 25 different specializations. There are in the Kingdom 34 governmental Fine Arts secondary institutes and 46 private Fine Arts secondary institutes.







Vocational Training Centers:

This program includes morning and evening vocational programs. It is intended to prepare, train and qualify a national labor force which will complement the national trained working power that is practically and scientifically qualified with the aim of filling the needs of both the governmental and private sectors. This kind of training provides the trainees with the required skills in any one of the vocations that suit their tendencies and abilities. There are in the Kingdom 34 vocational training centers.

The Establishment has also contributed from the beginning to the process of allowing the private sector to invest in vocational training needed by the society and in accordance with changing market demands. This has led to investments by the private sector in the field of training, contributing in turn to the increase in the numbers of training centers in the private sector which are supervised by the Establishment to become 319 private training centers.

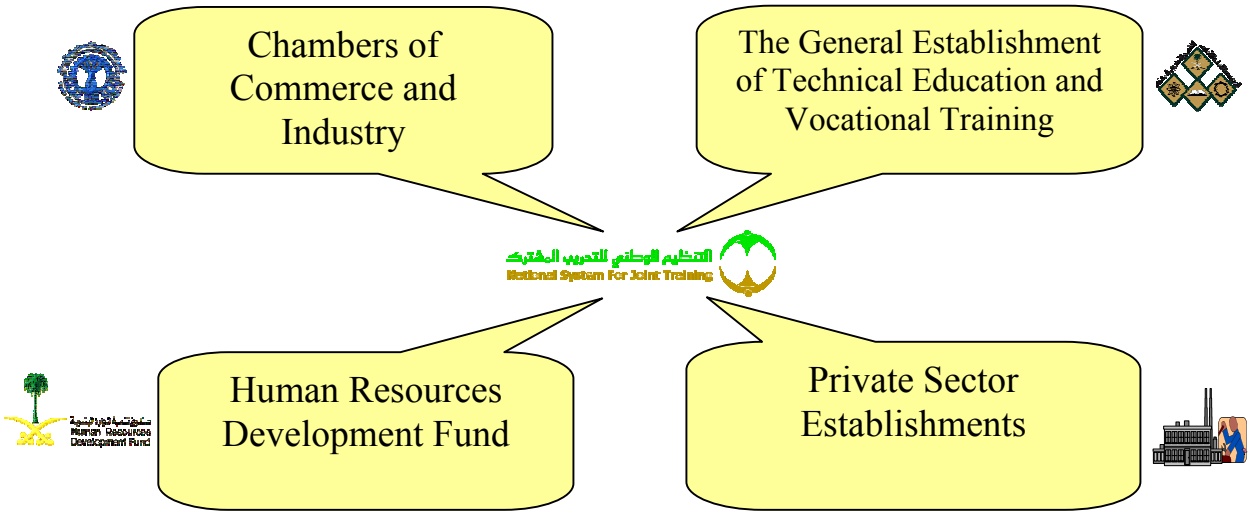
The National Organization of Joint Training:

From the beginning, the Establishment of Technical Education and Vocational Training has designed its curricula and programs to answer the needs of the labor market in the Kingdom by supplying qualified capable graduates. The increase in the importance of vocational and technical education during the last twenty years has been the result of the dependence of production and labor in the Kingdom on the expatriate labor force. Moreover, the expansion in the business sector establishments has offered possible practical training environments which should be utilized for training the increasing numbers of young people who can no longer be admitted to the available training and educational units. In light of these developments, the need has arisen for the establishment of new methods of training supervised by the Establishment, and has made necessary the participation of industrial and commercial sectors, the fund for the development of human resources, and the private sector establishments and companies. This new program has been a unique model for on-the-job training in cooperation with the private sector and in accordance with well-planned strategies that aim at training for jobs. It has also encouraged the private sector to invest in the development of the national labor force with the aim of supplying this sector with trained and qualified national labor. This, in turn, has required of the private sector effective participation in implementing the program which depends on national manpower.

This program targets graduates of the secondary education stage and drop-outs of the public education system and higher education, in addition to university graduates whose specializations do not fit the needs of the local labor market. The program is currently implemented in seven regions, which are Riyadh, Mecca, Medina, Qasim, Ha'el, 'Asir, and Tabook, and the number of persons employed in this organizational program is 2,805 trainees in about 1,174 private establishments and companies.

The training program consists of two parts. A theoretical training part takes about 25% of the program, and is implemented in the training units of the General Establishment of Technical Education and Vocational Training. This theoretical part includes the basic skills and information of the vocation, in addition to the vocational behavior connected to it, the English language and computers. The second part, which is the practical training part, takes up 75% of the training program period and is implemented on the sites of the private sector companies and establishments. This part also follows a definite training program period

which answers the needs of the labor market in terms of the practical skills required for each vocation.



The Methodology of Qualifying Young Persons for the Labor Market in the Joint Training Program:

The period of the training for this program varies from one vocation to another. The program offers a number of advantages to private sector establishments which are:

- Counting the number of participating trainees in this program within the rate of Saudization in the establishment.
- Utilizing the qualifications of younger people in return for reduced pay whereby this program allows the private sector establishment to benefit from the Fund for the Development of Manpower which pays a part of the trainee's reward during the training period. The fund also guarantees to subsidize employment of the trainee by paying part of his/her salary that can reach 50% of the salary during the first year of employment, gradually reduced during the second year in compliance with the fund's regulations.
- Training within an establishment encourages the trainee's feeling of responsibility and belonging to his/her job, thus prompting the trainee to double his/her effort quantitatively and qualitatively.
- The trainee becomes a productive worker during the larger part of the training period.
- This program allows private establishments to secure their needs of Saudi young people who are highly trained, practically and theoretically, and who possess advanced skills.

Admission and Registration in the National Organization Program of Joint Training:

The process of training and performance evaluation is undertaken by supervisors appointed by the General Establishment of Technical Education and Vocational Training in coordination with the Chamber of Commerce and Industry. The process of evaluating the training achievement is undertaken by teams of specialized persons in that particular vocation as assigned to them by the Fund for the Development of Manpower. After completing the training program, the graduate is granted a certificate of training in a particular vocation, accredited by the General Establishment of Technical Education and Vocational Training and the Chamber of Commerce and Industry. The project also offers advantages to the trainee that can be summarized in the following:

- Financial reward during the training program.
- Securing a job at the end of the program.
- Emphasis on the practical aspect in the site where the trainee works, which provides the trainee with the required practical skills in the vocation.
- Counting the training period within the trainee's practical experience.
- Registration of the trainee in the social security system from the time he enters the program.
- Distribution of trainees on various vocations.
- Distribution of trainees according to their specializations over the area where training takes place.
- Distribution of participant companies and establishments in the area where training takes place.

Military Vocational Training:

The Military Vocational Training program is the outcome of a detailed study which took about two years to finalize and received approval for implementation in 24/9/1424 Hijra. The study was jointly undertaken by the military sector in the National Guard establishment, the Ministry of Defense and the Air Force, the Ministry of the Interior, and the General Establishment of Technical Education and Vocational Training. This program aims at providing an immediate training environment by the General Establishment of Technical Educational and Vocational Training jointly with the military sectors, in order to provide young people seeking jobs with work at the present time and in the foreseeable future, in addition to providing these young people with the necessary vocational and behavioral skills in various vocations needed by the military sector and the labor market.

This program aims at utilizing the time of young people in an activity which will benefit them and their country. It also aims at supplying the military sectors with trained technical manpower. Among this program's goals are: expanding the fields of training with the use of flexible new methods and emphasizing the practical application of training which adds to the experience of the trainee and develops his/her talents. It also answers the national needs for young trained technical experience, attempts to implant self-confidence in various sectors of the society, and encourages the development of methods of training and education which will lead to the improvement of their effectiveness.

The main reasons for resorting to vocational military training are the ever-increasing numbers of young people, which in turn increases the responsibilities of training and employing them; the inability of both governmental and private sectors of training to take in many of the young people and qualify them for the labor market; the incompatibility of the training received in the public education system with the needs of the labor market; and the low response of the labor sector to the demands of Saudization of jobs on the pretext that

young men lack the productive work behavior requiring a serious responsible disciplined attitude. These requirements can be fulfilled through military training which enriches the characters of young people and develops in them the proper behavior and discipline and a sense of responsibility. The program utilizes the facilities available in establishments of the military sectors.

The period of training in this program is one year which consists of three training semesters, each with 15 weeks. Annually, 10,000 trainees are admitted to this program. The first semester is taken up with military training, after which trainees are tested to identify the vocations suitable to each of them. The period of technical training which is based on national vocational criteria takes up the second and third semesters, in which the trainee receives also an average of two hours of basic military training. Graduates of this program are granted a certificate in technical training in their specializations. Trainees are also given a monthly financial reward averaging about 700 Saudi riyals.

Parties Participating in this Program of Military Vocational Training:

The specializations chosen for this program and the number of trainees have been decided according to the data base of the Ministry of Labor, the ratio of non-Saudi workers in the labor market, and the actual needs in the military sectors for technical specializations. At the end of the program, a percentage of graduates is employed in the military sectors based on the openings in their fields. A percentage of graduates of the program, those who have the secondary school education certificate, is given the opportunity to enroll in technical colleges in their particular specializations. The remainder of the graduates of this program go into the private sector labor market.

Implementation of this training program was begun in 1425 Hijra. The number of trainees was distributed among the various military sectors with 3,000 trainees going to the National Guard, 5,000 to the Ministry of Defense and Air Force, and 2,000 to the Ministry of the Interior.

Vocational Training in Corrective Facilities:

In its effort to strengthen cooperation and interaction with all parties connected with the needs of the services of technical education and vocational training, the General Establishment has cooperated with many sectors of the community, including the correctional facilities in the fields of vocational and technical training since 1405 Hijra. It has done so through the vocational training centers supervised by the establishment and located in many regions of the Kingdom. Programs in this field include the following:

- Drawing out the plans for the implementation of training programs.
- Providing corrective facilities with the necessary training curricula.
- Supervision and following up of the training programs in these facilities.
- Evaluation of these programs.
- Qualification of trainers.
- Granting certificates to graduates.

Detainees in these corrective facilities are trained in the following specializations: electricity, plumbing, computers, sewing, hairdressing, carpentry, founding, painting, audio and visual electronics, car mechanics, air conditioning and welding. Additional vocations are introduced when needed. The period of these sessions is four months and they are given more than once each year.

In implementation of the decision of His Highness the Minister of Interior, no. 552/Q dated 16/4/1424 Hijra which states that the General Establishment, in coordination with the administrations of jails in the Kingdom's regions and governorates, implements vocational training programs in correctional facilities. For this purpose, an administrations of vocational training have been established in correctional facilities within the present Establishment framework. The future duties of the new administration are:

- Improving the training environment and increasing the capacity by appropriating 20 million riyals in the Establishment's present fiscal year budget, for the establishment and equipment of five technical training centers in Riyad, Jeddah, Dammam, Mecca and Jazan. This represents the first stage of a program of establishing other centers according to the appropriation of the necessary funds.
- Studying the needs of trainers in these training programs and improving their training performance, in addition to the appointment of new trainers.
- Training detainees according to the most modern educational and scientific criteria.
- Developing and updating training programs in accordance with national vocational criteria and in accordance with the needs of the local labor market.
- Granting graduates certificates similar to those granted to graduates of vocational training centers.

Social Services and Continuing Training:

The Center for Social Services and Continuing Training fulfils a number of objectives, most important of which is the relation and interaction between the community and the various training and educational facilities of the Establishment. This Center also undertakes research, studies, consultations and services of education, continuing training and on-the-job training. The Center, as well, considers the educational and training needs of the society in drawing up its practical policy which answers these needs and increases technical awareness in the society, and helps provide citizens with the ability to keep up with the development

with technical sciences by offering programs suitable to all sections of society, taking into consideration the ages, cultural levels, and economical levels of these sectors. The Center does this by offering lectures, scientific meetings and training sessions, and makes them available to the public. In accordance with these goals, and as a result of the interaction and support of the beneficiaries of these activities, the number and volume of the Center's activities have increased considerably over the past few years. In the field of training programs, the number of sessions offered in 1423-1414 Hijra was 502 sessions, with an increase of 40% of the number offered in the previous year which was 359 sessions. The number of trainees in the year 1423-1424 Hijra was 11,284 trainees, with an increase of 72.3% over what it was in the previous year when the number of trainees was 6,550.

The Distribution of Programs of Social Services and Continuing Training Over the Training Establishment Units and the Quantitative Growth the These Programs

Units	Number of Sessions	Number of Trainees
Technical Colleges	224	6,205
Technical Secondary Institutes	159	2,727
Vocational Training Centers	119	2,352
Total	502	11,284

In comparison to the other training semesters, the summer training semester is the largest in terms of numbers of sessions and numbers of trainees. This is due to the availability of financial aid by the private sector to students of summer programs. The number of programs offered during the first summer training was 110, which is 22% of all implemented programs. During the second summer training program the number of sessions offered was 109, which represents 22% of the total number of programs. The present summer semester offers 283 sessions representing 56% of the number of programs offered.

On-the-Job Training:

On-the-job training is one of the programs which contribute to the development and improvement of the technical labor force in both the governmental and private sectors. This program provides the participants with the required skills for the jobs assigned to them. The main objectives of on-the-job training undertaken by the General Establishment of Technical Education and Vocational Training are:

- Preparing a Saudi work force specialized in on-the-job training with the purpose of preparing and developing training programs in industrial establishments in order to raise the level of skills and abilities of Saudis working in these establishments.
- Continuing and expanding the support of such establishments for the purpose of training its national labor force, and offering financial and technical incentives.
- Drawing out and developing vocational tests in addition to measuring and identifying the technical levels of the performance of the technical labor force.
- Contributing to the development of qualified nationals in both the public and private sectors, and contributing to the Saudization of positions.

- Coordination and cooperation among training and educational facilities and industrial facilities in the field of the development of a national labor force.
- Contributing to the organization of vocational apprenticeship programs in the industrial establishment and supervising their implementation.

The General Administration of On-the-Job Training is in charge of directing, following up and supervising the current programs in establishments, factories and companies, and oversees the best methods to set up and implement training programs for national manpower. This administration also evaluates these programs and helps overcome the difficulties which prevent the employment of nationals in the place of foreign workers. It does that by ensuring the stability and development of these programs through continuous follow-up and field visits made by on-the-job training experts who are assigned to companies, establishments and factories to ensure the proper implementation of training programs.

Joint Training:

The Joint Training Program, which is implemented now in secondary commercial institutes has been designed to allocate one semester for joint training of students in a variety of establishments in their specializations. This program was initiated in the training year 1419-1420 Hijra as a result of an extensive study made on one thousand Saudi companies. The study indicated the great importance of urging students to enroll in the field of commercial sciences and to receive training and practical application before graduating.

As a result of the success of this program in commercial secondary institutes, it has been decided to implement it in the new training plans of all other technical secondary institutes and technical colleges by allocating one semester to joint training. In the vocational training centers, one training period (eight weeks) is allocated to this program.

This Joint Training Program aims to achieve the following goals:

- Providing the trainee with a chance to be in a real work environment similar to that which he/she expects to work in following graduation. This way, the trainee gets to know through this program the available opportunities for work as well as being introduced to and learning how to deal with the difficulties and problems that will be faced in a working site.
- The trainee also practically enters a real work situation whereby he completes his vocational, technical and behavioral preparation.
- The program provides the trainee with a chance to work on the equipment and machines available in the work site which are similar to equipment he will be using when he is employed.
- The program gives the trainee a chance to choose the place and kind of job that is suitable to his wishes.
- The program connects graduates of technical education and vocational training with the requirements of the labor market during the training period. This ensures the availability of employment for these graduates.
- Consequently, Joint Training Bureaus have been established in the training units in order to coordinate the Joint Training Program with the work sectors. The purpose of the coordination is connecting what trainees learn with the actual working situations in these sectors. Thus, the Joint Training Program has become a fundamental part of the requirements of the trainees' practical on-the-job preparation.

Development of Small Business:

As part of the Establishment's plan to prepare the national workforce for the labor market and encourage qualified trained graduates to establish their own businesses, it implements the following programs:

- Giving incentives to graduates and young Saudis to establish their own businesses and contribute to national economy.
- Providing opportunities for new small businesses.
- Assisting in developing and improving small businesses.
- Helping in substituting national for expatriate workers.
- Setting up training programs on the establishment of small businesses.
- Offering technical and administrative consultations to small businesses and undertaking field research on market investment.

The Center was established during the present year, and its goals, activities and responsibilities have been defined. Its organizational structure has also been approved and a manual for its operations has been drawn out.

Work has begun on a plan for the Center's program and training sessions and setting up an information unit for small business opportunities. Studies are also underway to find out the numbers and specializations of students, their graduation dates and their preparedness to establish small businesses.

In the field of training the Center's personnel, a program has been set up to train them on researching the investment opportunities in the Kingdom of Saudi Arabia, with the aim of encouraging business owners in Jeddah. The Center also took part in the Second Conference of Small and Medium Businesses held by the Chamber of Commerce and Industry in the Eastern Region.

The Vocational Test:

The Seventh Development Plan states that "the lack of job criteria and an accredited vocational test that defines the requirements of every vocation has made it necessary to conduct field studies in this Plan to determine the required skills of vocations and to set up a comprehensive system of vocations." Recommendations were advanced, including the implementation of the national system of vocational requirements. The importance of this general system of vocational requirements is in determining criteria for the accreditation of vocational qualifications certificates which will be granted based on the achievements of certain skills for a certain level of work based on the National Vocational Criteria. To do that, it becomes important to set up a system of vocational tests based on the National Vocational Criteria and designed to test all specialists and determine the level of their qualifications for every vocation. Application of this system will be done gradually and with the active participation of the private sector.

Vocational Test Levels

Level	Title	Requirements
Level 5	Specialist	University Degree of Specialization Requirement
Level 4	Advanced Technician	Secondary Education Degree and Training or Experience
Level 3	Technician	Intermediate Degree and Training or Experience
Level 2	Skilled	Vocational Training or Required Skill
Level 1	Unskilled	Reading and Writing

Levels of the General Framework and the Tracks Of National Qualifications:

In this context, the Establishment has prepared the comparative manual for the experiences of various countries in this field. A study was conducted on the Modern International Vocational Qualifications Systems which are based on flexible training programs. Another study was conducted on qualifications systems in seven countries: Britain, Australia, South Africa, New Zealand, Malaysia, Jordan and Korea. Based on these studies, the manual contains the general framework of the proposed Saudi Levels and Qualifications System. It was also based on the results of the requirements of the Saudi labor market.

The Governor of the Establishment called for a meeting which was attended by many businessmen and specialists in order to introduce this project in the month of Shaban 1424 Hijra in Riyadh. A presentation of the proposed General Framework of Saudi Qualifications was made in the second Gulf meeting for national work force which was held in Kuwait on December 10, 2003. Another effort was made in coordination with the Chamber of Commerce and Industry in the Eastern Region for the participation in the fifth meeting of the Development of Human Resources held in 1424 Hijra. The project was presented and discussed with eighteen persons representing the military sector and with some members of the Chamber of Commerce and Industry in Riyadh.

Private Training Programs:

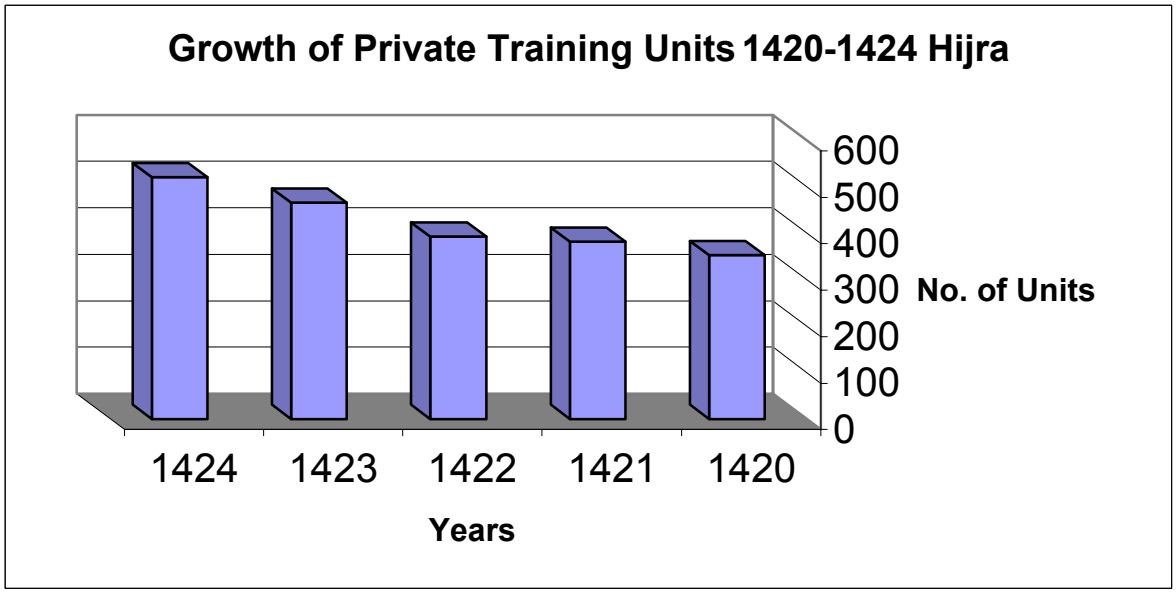
The Establishment supervises the training activities offered by various private sector establishments, and supports investment in these activities in order to provide the local market with national trained personnel. The Establishment's responsibilities also include granting licenses to and evaluating training programs of the private sectors' training systems. It also helps in the development of the systems, procedures and methods of setting up positive environments for training operations and for the training of efficient workers.

The Private Training Establishments Include the Following:

- Technical Training Institutes: These institutes offer diploma programs especially designed for graduates of secondary education, with some programs for graduates of the intermediate stage. The programs include a number of specializations, such as computers, health care, administration and various technical specializations.
- Secondary Technical Institutes: These institutes offer the same programs which are offered by governmental technical institutes, and there are 42 commercial institutes, 3 technical supervisors' institutes, and 1 industrial institute.
- Developmental Training Centers: They offer development training sessions designed for present workers to develop their skills and abilities. These sessions include specializations such as administration, accounting, the law, mass media, technical specializations, computers and self-development.

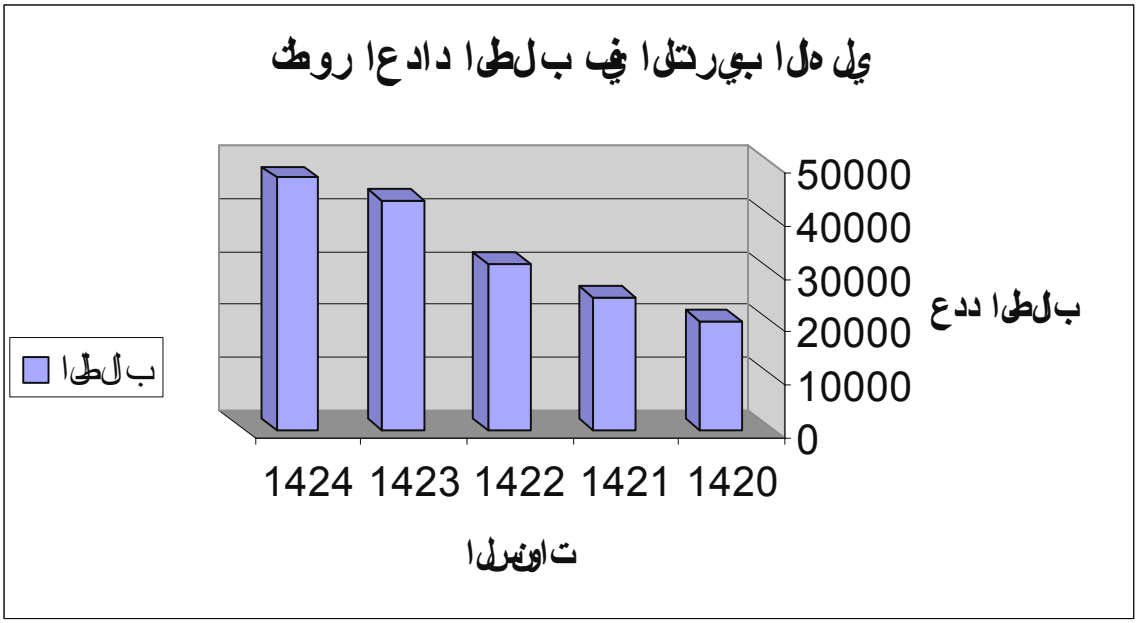
Distribution of Private Training Establishments By Type of Activity

Number	Certificate	Evaluation	Period	Activity	The Private Establishment
117	Diploma	A Comprehensive Test By the Establishment	One/two Years	Diploma	Technical Training Institutes
52	Diploma	The Saudi Commission for Health Specializations	Two Years	Diploma	Health Training Institutes
46	Similar to Government Institutes			Technical Secondary School Certificate	Secondary Technical Institutes
192	Passing	A Practical Test	One-six Months	Qualification Sessions	Technical Training Centers
127	Attendance	By the Center	Less than one month	Developmental Sessions	



Growth of Numbers of Students in Private Training

Blocks represent numbers of students. Numbers represent years.



Development Programs:

National Vocational Skills Criteria:

Continuing development is an important element in the educational process which guarantees its keeping up with the new developments and requirements in the field of vocational training and technical education. The development and updating of methodology and programs of training, therefore, is of special importance in this kind of education.

For this reason, the General Establishment of Vocational Training and Technical Education has undertaken a review and evaluation of its programs in light of the accumulated experiments and experience. This has been done in cooperation with technical training and educational establishments in developed countries and through studying the tendencies of the local market and businessmen in the private sector. This continuous effort has enabled the Establishment to enrich the training and education process in its units. In addition, the Establishment, after twenty years of the Technical Education Program, is conducting a re-evaluation of its programs and methods taking into consideration the basic changes which have taken place in this kind of training.

The Training Gap Between the Training Program and the Actual Needs of the Labor Market:

The Establishment, through its own efforts and financial support by the British Airways and Space Company (BAE Systems), has, during the last two years, been working on setting up the National Vocational Skills Criteria for all vocations which are included in its activities, whereby the criteria for 140 vocations have been defined.

The specialized committees number over 30 with specialists from the Establishment and from the labor market. These committees are directly connected to the General Committee and each one is specialized in one major vocation in the labor market, such as electricity, electronics, computers and mechanics.

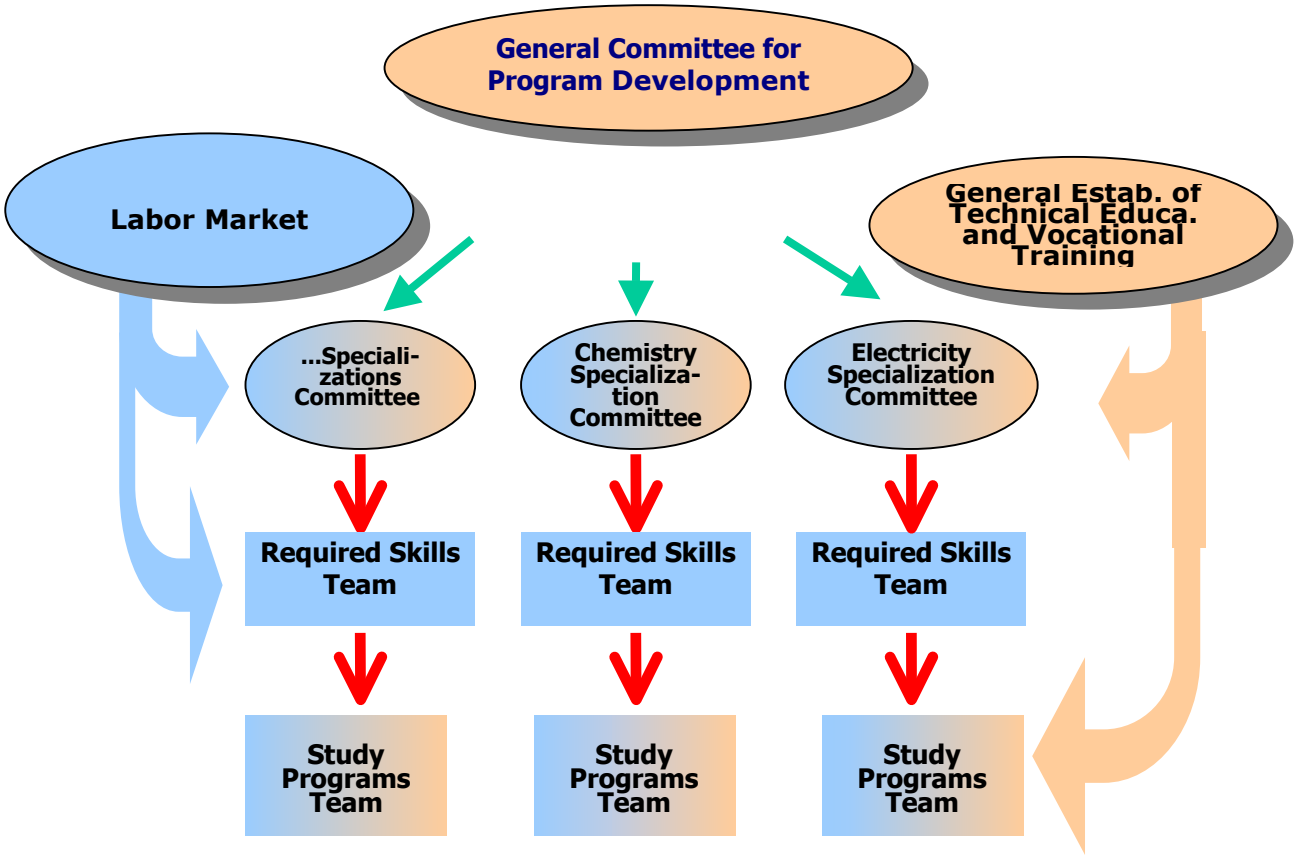
The specialized committees' goals include defining specializations and levels of major vocations, setting up the theoretical and practical study plans for these specializations and implementing the Establishment's policies and suggestions relayed to them by the General Committee.

Every specialized committee includes in its membership a specialist for every vocation from the technical colleges (chair), a methodology specialist (coordinator), three specialized members from the Establishment (technical colleges, technical secondary institutes, vocational training centers) and at least four specialists from the labor market.

The first step taken in this regard was the job analysis workshop and the development of vocational training and technical education programs. The workshop team consists of six to twelve members practicing the vocation in the labor market in addition to five years of experience in this field. The workshop is conducted in a systematic manner whereby the coordinator sets up the duties, information and skills required for each vocation.

The job analysis workshop team aims at defining work procedures followed by every vocation in the field and concludes by defining the responsibilities and duties of the vocation. The team also defines the equipment necessary for the training, the general knowledge, future tendencies in the vocation and the behavioral requirements of the practitioner. Each workshop

lasts for at least three consecutive days. Based on the criteria and measurements which are defined for the vocation, specialist designers decide on the procedures of training programs in order to provide trainees with the practical experience, necessary knowledge and the behavioral requirements of the vocation. During this stage also, the ancillary training activities and the practical and theoretical aspects of the specialization are defined.



In this program training packages have been prepared for every group of responsibilities. Subsequently, new training plans for technical colleges, technical institutes and vocational training centers have been initiated based on the vocational criteria of the labor market. This program has resulted in savings estimated at 450,000,000 riyals annually at the rate of 25% for technical colleges, 8% for secondary technical institutes and 40% for vocational training centers. The savings have been invested in increasing the numbers of persons admitted to the Establishment's units at the rate of about eleven thousand trainees annually, which translates into an increase of 23% in new trainees.

The vocational criteria have also been employed in defining the vocational criteria and specifications for equipment, workshop and laboratories in all the training units of the Establishment, as well as in implementing training programs and plans of trainers.

The International Cooperation Program:

The Establishment places great emphasis on coordination and cooperation with similar establishments in the technical and vocational fields regionally and internationally. This is conducted by the Administration of International Cooperation which aims at acquiring the latest developments in the field of vocational training and technical education.

Cooperation With the Canadian Side:

Cooperation has continued with the Canadian company CTI with the aim of developing the computers program being implemented by the Establishment according to a previously drawn plan.

Cooperation With the American Side:

Implementation of the electronic training and education program for students of technical colleges, in addition to the Computer's Instructors Development Program in cooperation with Element Key Company.

Cooperation With the Japanese Side:

Cooperation is on-going between the Establishment and the Japanese agency for international cooperation (JAIC). During the present year, a number of meetings were held with the agency's representatives aiming at expanding Japanese support for the Training and Development Center to include a program of trainers training in a number of specializations, in addition to electronics. This project will be implemented at the beginning of the next school year 1425 Hijra, and cooperation will continue in the field of technical expertise offered to the Saudi Japanese Higher Institute of Automobiles in Jeddah.

Cooperation With the German Side:

Cooperation has continued in the preparation of training programs in the field of equipment maintenance, and training packages have been prepared. Additionally, the project of equipment management has been completed in the city of Riyadh as a first step towards its implementation in other regions.

Cooperation With the British Side:

Work has been finished in the first stage of the cooperation project with BAI Systems Company whereby the company finances the project of defining the national vocational criteria and preparing the training packages for the Establishment's program. Following the completion of all training packages of the Establishment's program and 250 national vocational criteria in most fields needed by the Saudi labor market, a memorandum of understanding was signed to finance the second stage of the project.

Cooperation With the Australian Side:

Cooperation is on-going with the Australian side in the field of development of the qualifications of the teachers of English during the summer vacation, as well as methods of teaching and English for Specializations Program. The Australian experience will also be made use of in setting up a system of national vocational qualifications.

Cooperation With the Taiwanese Side:

Fifty trainers have taken training courses in Taiwan through a financial gift by the Taiwanese government to improve the level of trainers in the following specializations: automobile mechanics, general mechanics and computers. The course lasts for two months beginning 16/8/1424 Hijra.

Cooperation With the Korean Side:

Cooperation with the Korean Agency for International Cooperation has resulted in the training of fifteen trainers in Korea for the period of fifty days in a program of Teachers' Advanced Vocational Training in the specialization of refrigeration, automobiles and electronics. This program was financed by the Agency. Cooperation has been initiated with the Korean Institute for Training and Technical Research following the meetings of the eleventh session of the Joint Saudi-Korean Committee in Riyadh during the period 29-30/11/1423 Hijra. The Korean side offered five research studies in coordination with the Establishment, and a memorandum of understanding was signed with the Institute during the twelfth session of the committee in Souel.

Cooperation With the Indonesian Side:

Cooperation has been ongoing with the Center for the Development of Vocational Teaching in Indonesia whereby six experts in the field of Management and Programming of Maintenance Operations were sent to Riyadh, Jeddah, Medina, Al-Qasim, I'sa', Dammam and Abha for the purpose of developing maintenance programs in the training units. Additionally, thirty trainers were sent to the Center for the development of vocational education in the city of Mala'q to study in the field of maintenance for six weeks with the purpose of acquiring experience in the management and implementation of maintenance operations in the vocational training and technical teaching units.

Training and Developing Members Of the Training Commission and Administrative Personnel:

The Establishment has made considerable efforts to develop the capabilities of its employees by establishing the Center for Training and Development in cooperation with the Japanese side. This Center aims at raising the level of training and development programs for the Establishment's employees in a way that will help improve their skills and experience. The program also offers these employees the basic advanced skills and knowledge needed in their various administrative, technical and vocational specializations.

The Center has conducted a process of defining the developmental and training needs of the trainers in the Establishment based on the criteria of skills which have been connected to the national skills criteria. In this respect, a computer program has been developed to assist in the process of training trainers and identifying their training needs by drawing out an annual training program. A plan for scholarships in higher education has been drawn out in accordance with the Establishment's needs in the field of scientific education programs. The Center undertakes the distribution of the training and scholarships allocations based on the comprehensive survey of all training needs of the Establishment's trainers. This computer program is currently used for the process of nominating and giving scholarships to the Establishment's employees. Through the plan, the Establishment has been able to send on scholarship large numbers of its employees to study abroad, especially in industrially-advanced countries such as the United States of America, Britain, Germany, France, Canada and Japan. The number of persons sent on scholarship by the Establishment from 1402 Hijra to 1420 Hijra was 641, of whom 286 have received Ph.D, master's and bachelor's degrees in various scientific, technical and engineering specializations. As Saudi universities developed higher studies programs during the past few years, a number of trainers and teachers in the Establishment have been sent on scholarship to these universities to study for Ph.D. and master's degrees in a number of specializations. In addition, a number of Establishment employees have enrolled in the administrative programs of the Institute of Administration. The bachelor's program in the Technical College in Riyadh has played a

considerable role in qualifying a large number of teachers of sciences to work as trainers in the laboratories and workshops of the technical colleges, technical institutes and vocational training centers. Furthermore, the Institute of Trainers' Education (whose name was changed in 1419 Hijra to the Center for Training Teachers and Trainers) has undertaken for many years the preparation of national personnel needed by the vocational training sectors. The Institute has contributed to providing a great number of national trainers in all vocational training programs through sessions which last from two to four semesters and through developmental programs implemented in sessions varying from two days to three months depending on the kind of skills needed.

The number of graduates of the Center for Training Teachers and Trainers is 2,972 trainers from the year 1402 Hijra up to the school year 1419-1420 Hijra, most of whom have joined the Center for Vocational Training. As a result of the financial allocations for training assigned in the Establishment's budgets, especially for scholarships and training, and in the context of the International Cooperation Program with a number of advanced countries, the Establishment has emphasized the enrollment of its employees in training sessions in the Kingdom and abroad. These scholarships are designed for the employees to keep up with the changes in their specializations and to closely observe the latest developments in the fields connected to the responsibilities given to them.

Recently a General Administration for Development has been established, which will undertake the responsibility of identifying the training needs and scholarships necessary for the Establishment's employees and following up on the implementation of the training programs and management development in the Establishment's departments and the educational and training units connected to it. 4573 employees have made use of the program of qualifying and training the Establishment's personnel since the establishment of this administration three years ago. These employees were given scholarships to study abroad or at Saudi universities, technical colleges and centers for the training of teachers and trainers. Furthermore, some of them have enrolled in training programs abroad or in the Kingdom implemented by some Saudi universities, teachers' colleges, the Administration Institute and some training and educational units in the Establishment. Some of them have enrolled in programs implemented by the private sector.

Numbers of External Scholarships by Degrees

Number	Institutes	Qualification		
		Ph.D.	M.A.	Total
1	Technical Colleges	48	100	148
2	Technical Institutes	7	14	21
3	Vocational Training Centers	1	1	2
4	Establishment Departments	2	8	10
Total		58	123	181

Numbers of Domestic Scholarships

Number	Institutes	Qualification				
		Ph.D.	M.A.	Bachelors	Diploma	Total
5	Technical Colleges	24	73	54	--	151
6	Technical Institutes	3	24	58	18	103
7	Vocational Training Centers	1	2	97	21	121
8	Establishment Departments	1	4	12	3	20
Total		29	103	221	42	395

Manpower Training and Development:

Training and development programs are divided into:

- Centralized Programs: These are the training programs implemented within the Center.
- Decentralized Programs: These are training programs implemented within the training units of the Establishment under the direct supervision of the Center.
- Support Training Programs: These are training programs implemented with cooperation with the private sector establishments within the Kingdom or abroad or through the use of training scholarships granted by sister and friendly countries.

Statistics of Enrollment In Completed Training Programs

Numbers	Programs	Locality			Program Beneficiaries	Number of Programs
		In the Kingdom	Abroad	Developmental Center		
1	Centralized Training Programs	21	184	184	--	--
2	Decentralized Training Programs	86	886	--	--	886
3	Support Training Programs	93	1,359	--	269	1,090
	Total	200	2,329	184	269	1,976

Electronic Training:

- Beginning of the implementation of the plan to train over 20,000 students in the International Computer Driver's License degree (ICDL) in addition to training in the System's Engineer License (MCSE) and Cisco Networks License (CCNA).
- The establishment of the Electronic Training Center in the Technical College in Breida, and approval of the Vision and Implementation Plan of Electronic Training.
- Purchasing electronic training program servers for eight technical colleges as a first stage.
- Distribution of training packages to the Establishment's localities.