

# **Statistical Data**

In the statistical data reported in the previous table, it is noted that the increase in the number of schools during the period from 2001/2001 upto 2002/2003 amounted to 11 school in the elementary stage.

In the same time the increase in the number of schools in the intermediate stage during the same period is one school. The increase in the secondary school amounted to four schools.

In regard of the number of students during this period, the increase amount 8983 students in the elementary stage, 3032 students in the elementary stage. Regarding the secondary stage, the increase amounted 4415.

In regard of the density of the classroom, it is noted the decrease in this density in the elementary stage from 29.7 to 3.27. in the intermediate stage from 31 to 30.3. For the secondary stage the students density increased from 28.7 to 28.5.

In regard of the average student/teacher, this average differs according to the nature of the stage itself, as the number of the teacher in each stage of studying subject which are being taught in the elementary school from 12 in 2000/2001 to 11.1 in 2002/2003.

Also it is decreased in the intermediate stage from 10.7 to 9.9 during the same period. Also in regard of the secondary stage where it decreased from 8.1 to 7.7.

## **5- The Development of the Scholastic Curriculums:**

Out of the factors related to the quality and development is the quality of curriculums in the level, content, procedure, method and to the extent of reflecting the national personality or the cultural dependency, to the extent of connection with the environment and enrichment of the learner personality, development his ability to define and solve his problems, the sensitivity against the related problems, of the social effects guiding him, the understanding and the betterment of appreciation and the ability to preserve the basic skills, the supremacy in the field of specialization throughout the continued learning all the life.

Upon the beginning of the information revolution and advancement of technology, especially the appearance of the information networks, the available of the information in the hands of every body increases from the interest in development the curriculums.

The knowledge is advancing very fast in all fields of study. In the science the specialization fields increased as a result of the researches, their results and applications. In the languages there are thousand of books, writers and explanations for every thing new and old. In the social sciences there are several hard questions resulting from the difficulty in searching in the cultural fields. It is impossible to teach all the cultures at a defined quantity, it could not possible to ignore any of these culture. There are subject where the necessities of contemporary life necessity imposes its inclusion in the curriculums such as the physical education, population education, technology and information education, sexual education, ....etc.

**Along with the concentration on the basics of our traditions and culture including that historical, artistic and scientific richness, the curriculums should be:**

- It should be branded with the modernity and comply with the contemporary scientific soul.
- Come out from what the revolution of information and information technology made of easiness in knowledge communication, locally, Arabic and international levels.
- Depending on enriching the student the auto learning skills which avails the way to reach the information and getting it, deviate from the concentration of the quantity of knowledge and dictation.
- Depending on the using of technology, the communication means, the information networks, circuits of learning and the teaching channels along with giving a pivotal role for students in the discussion, introducing the questions, searching, self learning and the change in the role of teacher.
- Provision of such teaching experiences clarifying the relation between these different scholastic subjects so as the student can witness the importance of each studying subject from its relation and integrity with the other subject from a life prospective.

The Ministry of Education of the State of Kuwait plays its role in the direction of society and realization of its developmental aspiration throughout the raising of the generations to go hand by hand with the age and to think again in the different scholastic curriculums for finding the work plans to develop them to the best.

For the realization of this matter, several development committees were installed. They cared to study all the actual situation facts in the site and the requirements of development for example:

- Team works were installed to prepare the national document for building the curriculums for all levels of general education. Each team carries on the definition of the targets of each field of different levels, putting the standards, concepts, define the content, putting down the evaluation standards of teaching and learning process, the occupation development and editing the books of the subject.
- Development the philosophy and vision so as the concentration will be on the classroom/non-classroom activities and to minimize from the quantity of the scholastic content.
- Modernize the scholastic subject, adding new subject such as: the skills of life, the constitution, the human rights, family and consumer sciences, etc.
- Entry of the electronic education and provision of the educational programmes.

## **6- The Strategies of the General Education in the State of Kuwait during the period 2005 – 2025:**

Setting out from the stabled belief in the role of education and its importance, the endeavours in the State of Kuwait are continuing to develop the education to the best, the concentrations is focusing on the general education as it is the basic base of the educational system. The ministry of Education cared to utilize from the specialized educators experience in the introduction of their educational intellectual store which serves the education and introduces a change for the best in the general

education. Accordingly it came out with a future strategy to develop the general education from the year 2005 to the year 2025.

This strategy came out comprehensive of general vision, message, the extreme limit, and target coming out from the situation of the Kuwaiti society and the requirement of development. It discussed several major cases representing the conscience of the society and revolves around its basic requirements. It is divided to three major sections:

- 1- The cases concerned about the age.
- 2- Cases concerned about the status of the State of Kuwait in particular.
- 3- Cases concerned about the educational system itself.

#### **1- Cases concerned about the Age:**

These cases are summarized in the intellectual and technical interaction with the changes and new things in the intellect and technology in the age of globalization while preserving the cultural identity and the basic statues of the Kuwaiti Moslem Arabic Society.

#### **2- cases concerned about the status of the State of Kuwait in particular**

- Confirming the dialogue, human rights and respect of opponent opinion.
- Confirming the nearness and social integrity between the individuals of the Kuwaiti Society.
- Amend the vision of the society towards the manual work.

### **3- Cases concerned about the educational system itself:**

- Implement an educational system realizing the objective of the State and its principles. It develops the abilities of the individuals and facilitates for them the required interaction in the age we live in.
- Consideration of the educational system for the people of special needs whether who are suffering from educational problem or from the intellects.

For polarizing more the educational visions and inlets about the general education strategy in the State of Kuwait, the national conference for the development of general education in the state of Kuwait was held under the emblem “towards a distinguished education and better teaching” in April 2002. The conference discussed several papers which were the streams confirming the importance of the matters under discussion in the strategy. After this a strategic document was concluded comprising the basic ingredients of vision, message, extreme ends and targets in addition to the reference pattern from which it came out. Also the document came to confirm the job the strategy as a general pattern of the social contract about the march of the educational system in compliance with the society needs. It defines the trend of the changing movement in the general teaching system. In the meeting of the cabinet of ministers No. 28/2003, the document was approved for the period from 2005 – 2025. It is the first strategy approved for the general teaching in the State of Kuwait.

The publication of this strategy by a decision of the cabinet of ministers makes it compulsory for the Ministry of Education and other executive concerns in the State and other governmental concern which are after the provision of the required support.

It is natural that the approval is followed by adopting the plans, programmes, projects, legalizations, executive budget and the formation of specialized work team interpreting the contents of general education development strategy to a tangible fact towards the defined targets and change is effected and the educational reformation begins in a sound scientific picture.

## **Item 1-2**

### **The Public Authority of Applied Education and Training**

By the end of 1982, the decree by law No.63/82 was issued for the construction of the Public Authority of Applied Education and Training. The article 2 of the law defined the aim from the installation of the authority for the provision and developing the national manpower to guarantee the facing of the shortage in the technical manpower and complying with the needs of development in the country.

For the realization of this target, the authority is practicing several types of activities throughout its following systems:

#### **Sector of Applied Education:**

This sector aims to the occupational preparation of the students who are graduated from the general secondary schools to the level of technicians except the basic education college which is carrying on the preparation of the teachers of both elementary and intermediate stages to get the bachelor degree. In addition to this there is the concern about the scientific applied researches and the submission of the consulting services to the work and production sectors in the society beside the expansion of education and training fields, the work for woman. This sector comprises the following colleges:

- 1- Technological studies college
- 2- Commercial studies college
- 3- Health science college
- 4- Basic education college

### **The Training Sector:**

This sector participates in the development of the national manpower by providing the knowledge and basic skills which are defined by the labour market through out:

- a- The basic organized training to prepare new cadres to enter the market place for the first time through the training institutions and special courses and the parallel education school for the preparation of the specialized, their assistants and craftsmen.
- b- Organize the training programme during the service of the personnel in the State
- c- Organize the community service and continued training service
- d- Occupational development of the personnel in the authority.

### **This sector comprises the following institutions and centres:**

- The aerospace and communications institute
- The electricity and water Training institute
- The industrial training institute
- The nursing institute
- The constructional training institute
- The parallel education institute
- The secretariat and office management institute
- Tourism and beautification skills institute
- Occupational training institute

## **The General policies**

### **Of the Public Authority of Applied Education and Training**

**The general policies of the authority is comprising several fields, the most important are:**

**The Acceptance: The acceptance policy in the Authority is based on the following principles:**

- 1- Respond to the needs of both the public and private sector in the applied education and training.
- 2- To concern about the specialization which help in re balancing to the development operation and market place.
- 3- Open the applied education and training channels and the realization of the flexibility which avails for the learning the liberty of movement between the different specialization.
- 4- Adopting selective standards of acceptance of students to comply with its embracing capacity.
- 5- The distinguishing in the encouragement means and increments between the students and trainees according to the scarcity of the specialization and the need.
- 6- The distinguishing in the policy of guided support for the non governmental applied education and training establishments according to the degree of compliance with the policy of acceptance adopted by the authority.

## **The Development of the applied education and Training programmes:**

**The policy of development of the applied education and training programmes are government by the following considerations:**

- 1- To confirm on the right of each learner and trainee to obtain the good qualification in the public and private interests of the applied education and training.
- 2- Control the different development operations according to the specifications and requirements as detailed in the national system of the vocational qualifications in Kuwait
- 3- To concern about the development of the curriculums and education and training programme by introducing such fields to encourage the graduates to direct themselves towards such productive and service like new activities for the Kuwait youth and the national economy.
- 4- The fast response to the internal/external changes on both the national and international levels.

## **The Interaction with the Society:**

**It comprises the following:**

- 1- Develop the nationalism soul at the side of the learners, link the nationalism concept with the graduates participation in the treating of manpower and development problems in the country.
- 2- To concern about cooperation and community participation with all public/private areas who are concerned about the applied education and training including the training programmes during service and community service programmes.

- 3- Effectuate the media activities as a tool to realize the communication between the authority and community of all its establishment.
- 4- Endeavouring to approve the legalizations and adopting the regulating procedure for the community participation in the carrying on some burdens of applied education.
- 5- Direct the applied scientific research operations in response to the needs of community of different economical, productive and service sector.
- 6- Organize the conferences and the local seminar and invest their results in the development projects and spread the awareness about the applied education and training cases.

### **The Effectuation of the Private Sector Role:**

**In the effectuation of the private sector role in the applied education and training, the authority is considering the following:**

- 1- The balancing in the distribution of roles between the public and private establishments working in the field of applied education and training so as to stop the violating reiteration phenomena and the competition causing the waste.
- 2- The balancing in the distribution of the administrative efforts between the supervision requirements on each of the public and private establishments working in the field of applied education and training.
- 3- Enhancement of the concern about providing the technical support to the private applied education establishments.

## **The Establishmentary Development:**

**The authority is endeavouring to develop itself as an effective establishmentary entity in the society through:**

- 1- Realize the equilibrium between the central planning and the non central execution.
- 2- Enhance the establishmentary structures supporting the applied education and training that comply with the local and international changes.
- 3- Concentrate on the using of information technology and communications.
- 4- To abide with the planning as a basic method in work.
- 5- To concern about the development of performance in the different tools of the authority, its colleges and institutions.
- 6- Continuing the building of economizing the expenditure system, control the systems of estimating and executing the budgets, complete a cost accounts system.
- 7- Depending on the scientific research in the establishmentary development operations.
- 8- Cooperation with the universities, colleges and peer technological centres on both the local and international levels for the purpose of exchanging the specialized experts.

## **The quantitative development of the number of acceptance and graduates in the Authority**

### **1- The applied education Sector**

#### **1-1 The number of students in the applied education colleges:**

##### **1/1a The Accepted numbers:**

The number of the accepted students in the applied education colleges during the year 2000/2001 amounted 5070 students (males/females), out of which 3455 students (males/females) during the first semester. The following table clarifies the distribution of the accepted students in the applied education colleges according to the college, gender, nationality and scholastic semester.

#### **Number of accepted students in the applied education college during 2000/2001**

<b>College</b>		<b>1<sup>st</sup> semester</b>			<b>2<sup>nd</sup> semester</b>			<b>Total</b>		
		<b>Kt</b>	<b>Non kt</b>	<b>Total</b>	<b>Kt</b>	<b>Non kt</b>	<b>Total</b>	<b>Kt</b>	<b>Non kt</b>	<b>Total</b>
Basic Education	Boys	118	10	128	-	-	-	118	10	128
	Girls	302	8	310	159	6	165	461	14	475
	Total	420	18	438	159	6	165	579	24	603
Commercial Studies	Boys	592	53	645	364	34	398	956	87	1043
	Girls	1178	109	1287	414	92	506	1592	201	1793
	Total	1770	162	1932	778	126	904	2548	288	2836
Health Sciences	Boys	31	16	47	-	-	-	31	16	47
	Girls	165	50	215	67	27	94	232	77	309
	Total	196	66	262	67	27	94	263	93	356
Technological Studies	Boys	564	62	626	297	30	327	861	92	953
	Girls	187	10	197	104	21	125	291	31	322
	Total	751	72	823	401	51	452	1152	123	1275
Total	Boys	1305	141	1446	661	64	725	1966	205	2171
	Girls	1832	177	2009	744	146	890	2576	323	2899
	Total	3137	318	3455	1405	210	1615	4542	528	5070

Upon comparing the total accepted students during the year 2000/2001 with the total of accepted students during the last year 1999/2000, it is noted the existence of decrease in the total accepted students in this year by 2.14% as the number of accepted students in the colleges of applied education had decreased from 5181 to 5070 in 2000/2001

It is noted also that the accepted students in the commercial studies college this year as forming about 56% of the total accepted students in the applied education colleges.

Regarding the year 2002/2003, the number of accepted students in the applied education colleges numbered 5247 students (males/females) during the first semester. The following table specifies the distribution of the accepted students in the colleges of the applied education according to the college, gender, nationality and semester.

**Number of accepted students in the colleges of applied education in  
2002/2003**

College		1 <sup>st</sup> semester			2 <sup>nd</sup> semester			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total
Basic Education	Boys	306	24	330	152	26	178	458	50	508
	Girls	574	56	630	280	66	346	854	122	976
	Total	880	80	960	432	92	524	1312	172	1484
Commercial Studies	Boys	888	65	953	438	41	479	1362	106	1432
	Girls	1743	126	1869	627	115	742	2370	241	2611
	Total	2631	191	2822	1065	156	1221	3696	347	4043
Health Sciences	Boys	61	51	112	23	18	41	84	69	153
	Girls	183	91	274	88	31	119	271	122	393
	Total	244	142	386	111	49	160	355	191	546
Technological Studies	Boys	673	74	747	365	39	404	1038	113	1151
	Girls	277	55	332	161	22	183	438	77	515
	Total	950	129	1079	526	61	587	1476	190	1666
Total	Boys	1928	214	2142	678	124	1102	2906	338	3244
	Girls	2777	328	3105	1156	234	1390	3933	562	4495
	Total	4705	542	5247	2134	358	2492	6839	900	7739

Upon comparing the total accepted students during the year 2001/2002 with the total of accepted students during the last year 2000/2001, it is noted the existence of increase in the total accepted students in this year by 1.5% as the number of accepted students in the colleges of applied education had increased from 7625 to 7739 in 2002/2003

It is noted also that the accepted students in the commercial studies college this year as forming about 56% of the total accepted students in the applied education colleges.

**1/1/B – The accepted students \* :**

The number of registered students in the colleges of applied education amounted 15742 students (males/females) during the scholastic year 2000/2001. The following table specifies the distribution of the students registered in the sector according to the college, gender, nationality and semester.

**Number of accepted students in the colleges of applied education in  
2000/2001**

College		1 <sup>st</sup> semester			2 <sup>nd</sup> semester			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total
Basic Education	Boys	1424	244	1668	1271	199	1470	1424	244	1668
	Girls	3922	408	4330	3587	354	3941	3922	408	4330
	Total	5346	652	5998	4858	553	5411	5346	652	5998
Commercial Studies	Boys	1649	183	1832	1394	161	1555	1649	183	1832
	Girls	3679	368	4047	3248	360	3608	3679	368	4047
	Total	5328	551	5879	4642	521	5163	5328	551	5879
Health Sciences	Boys	124	73	197	69	51	120	124	73	197
	Girls	461	150	611	402	130	532	461	150	611
	Total	585	223	808	471	181	652	585	223	808
Technological Studies	Boys	1984	247	2231	1706	217	1923	1984	247	2231
	Girls	738	82	820	681	88	769	738	88	826
	Total	2722	329	3051	2387	305	2692	2722	329	3051
Total	Boys	5181	747	5928	4440	628	5068	5181	747	5928
	Girls	8800	1008	9808	7918	932	8850	8800	1014	9814
	Total	13981	1755	15736	12358	1560	13918	13981	1761	15742

- It is noted a decrease in the total students registered in the applied education colleges this year when compared with the last year by an average of 8.7% when the number of registered students decreased from 17243 during the last year to 15742 students this year.
  
- Each of the basic education college and the commercial studies college are comprising the highest average of registered people between all the applied education colleges when the percentage of registered people in the college amounted 38.1% and 37.3% consequently from the total registered students in the colleges of applied education.
  
- *The registered student during the year are those who are registered during the first or second semester, which is higher.*

In regard of the year 2002/2003, the number of the registered students in the applied education colleges was 16046 students during the scholastic year 2002/2003. The following table specifies the distribution of the registered students (males/females) in the sector according to the college, gender, nationality and scholastic semester.

**No. of Students registered in the applied education colleges in  
2002/2003**

College		1 <sup>st</sup> semester situation in 10/6/2003			2 <sup>nd</sup> semester situation in 10/6/2003			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total
Basic Education	Boys	1069	133	1202	1007	140	1147	1069	140	1209
	Girls	3301	291	3592	3177	305	3482	3301	305	3606
	Total	4370	424	4794	4184	445	4629	4370	445	4815
Commercial Studies	Boys	1954	190	2144	1658	182	1840	1954	190	2144
	Girls	4532	429	4961	4072	441	4513	4532	441	4973
	Total	6486	619	7105	5730	623	6353	6486	631	7117
Health Sciences	Boys	111	123	234	96	127	223	111	127	238
	Girls	510	243	753	442	218	660	510	243	753
	Total	621	366	987	538	345	883	621	370	991
Technological Studies	Boys	1964	212	2176	1731	202	1933	1964	212	2176
	Girls	829	113	942	761	102	863	829	113	942
	Total	2793	325	3118	2492	304	2796	2793	325	3118
Nursing	Boys	0	0	0	0	0	0	0	0	0
	Girls	0	0	0	5	0	5	5	0	5
	Total	0	0	0	5	0	5	5	0	5
Total	Boys	5098	658	5756	4492	651	5143	5098	669	5767
	Girls	9172	1076	10248	8457	1066	9523	9177	1102	10279
	Total	14270	1734	16004	12949	1717	14666	14275	1771	16046

- It is noted the increase in the total number of registered students in the applied education colleges this year when compared with the last year by an average of 5.7% as the total increased from 15174 students during the last year to 16046 students this year.
  
- Each of the commercial studies college and the basic education college record the higher rate of registered students between all the applied education colleges when the percentage of registered students in the college recorded 44.4% , 30% consequently from the total registered students in the applied education colleges.

*\* The registered students during the year are those who are registered during either the first semester or second semester which is the higher.*

## 1/2/C - The Graduates:

The number of the graduates from the applied education sector amounted 3063 students during the scholastic year 2000/2001. The following table specifies the distribution of the graduates on the applied education colleges according to each college, gender, nationality and semester.

### No. of graduates from the applied education colleges during the year 2000/2001

College		1 <sup>st</sup> semester situation in 10/6/2003			2 <sup>nd</sup> semester situation in 10/6/2003			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total
Basic Education	Boys	103	21	124	151	29	180	254	50	304
	Girls	364	40	404	433	34	467	797	74	871
	Total	467	61	528	584	63	647	1051	124	1175
Commercial Studies	Boys	174	25	199	114	15	129	288	40	328
	Girls	432	38	470	263	26	289	695	64	759
	Total	606	63	669	377	41	418	983	104	1087
Health Sciences	Boys	25	10	35	6	8	14	31	18	49
	Girls	54	26	50	12	10	22	66	36	102
	Total	79	36	115	18	18	36	97	54	151
Technological Studies	Boys	214	35	249	209	40	249	423	75	498
	Girls	60	11	71	69	12	81	129	23	152
	Total	274	46	320	278	52	330	552	98	650
Total	Boys	516	91	607	480	92	572	996	183	1179
	Girls	910	115	1025	777	82	859	1687	197	1884
	Total	1426	206	1632	1257	174	1431	2684	380	3063

- It is noted also the decrease in the number of graduates from the applied education colleges this year by 17.8% when the total number of graduated decreased by 3726 graduates during the year 1999/2000 to 3062 graduates during the year 2000/2001.
- The graduates of the basic education college and the commercial studies college represent a percentage of 384% and 35.5% from the total graduate of the applied education colleges.

1/2 In regard of 2002/2003, the number of graduates from the applied education sector amounted 4315 graduates during the year 2002/2003. The following table specifies the distribution of the graduates on the colleges of applied education according to the college, gender, nationality and semester.

**The number of graduates from the applied education colleges:**

College		1 <sup>st</sup> semester			2 <sup>nd</sup> semester			Summer semester			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	total
Basic Education	Boys	130	20	150	123	22	145	42	9	51	295	51	346
	Girls	426	52	478	399	25	424	153	11	164	978	88	1066
	Total	556	72	628	522	47	569	195	20	215	1237	139	1412
Commercial Studies	Boys	166	16	182	78	5	83	216	28	244	460	49	509
	Girls	511	54	565	260	22	282	503	49	552	1274	125	1399
	Total	677	70	747	338	27	365	719	77	796	1734	174	1908
Health Sciences	Boys	9	5	14	5	3	8	11	5	16	25	13	38
	Girls	46	25	71	22	10	32	73	19	92	141	54	195
	Total	55	30	85	27	13	40	84	24	108	166	67	233
Technological Studies	Boys	251	20	271	192	20	212	45	8	53	488	48	536
	Girls	97	9	106	94	8	102	18	0	18	209	16	226
	Total	348	29	377	286	28	314	63	8	71	697	65	762
Total	Boys	556	61	617	398	50	448	314	50	364	1268	161	1429
	Girls	1080	140	1220	775	65	840	747	79	826	2602	284	2886
	Total	1636	201	1837	1173	115	1288	1061	129	1190	3870	445	4315

- It is noted from the table a decrease in the number of graduates from the applied education colleges this year by the rate of 5.2% when the total graduates decreased from 4552 during the year 2001/2002 to 4315 graduate during the year 2002/2003.
- The graduates from both the commercial studies college and the basic education college form the percentage of 44.2% and 32.7% of the total graduates from the applied Education colleges respectively.

## 2/a- The numbers of trainees in the training sector

The number of accepted students in the training institutions and the special courses during the year 2000/2001 amounted 7069 trainees (boys/girls) out of which 5506 technicians, 1563 Assistant Technicians. Also the number of registered trainees amounted 11805 out of which 8247 technicians and 3558 assistant technicians. Meanwhile the number of graduates 4017, out of which 2111 technician, 1906 assistant technician. The following tables clarify the numbers of students in the institutions and special courses.

### 2/1: The Technicians and others of same level:

College	Nationality	The accepted			The registered*			Graduates		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Communication & Navigation	Kt	367	771	1138	614	1217	1831	176	279	455
	Non kt	5	6	11	6	7	13	-	4	4
Electricity & Water	Kt	328	-	328	554	-	554	180	-	180
	Non kt	1	-	1	2	-	2	-	-	-
Constructional Training	Kt.	122	-	122	122	-	122	-	-	-
	Non kt	1	-	1	1	-	1	-	-	-
Industrial Training	Kt	649	-	649	888	-	888	170	-	170
	Non kt	5	-	5	5	-	5	-	-	-
Nursing	Kt	76	114	190	107	149	256	15	12	27
	Non kt	12	-	12	31	34	65	3	13	16
Special Courses	Kt	955	2061	3061	1083	3430	4513	351	907	1258
	Non kt	10	23	33	8	16	24	-	1	1
Total	Kt.	2497	2946	5443	3368	4796	8164	892	1198	2090
	Non kt	34	29	63	53	57	110	3	18	21
	Total	2531	2975	5506	3421	4853	8274	895	1216	2111

\* The registered trainees during the year are those registered during the first or second semester which is higher.

## 2/2- The Assistant Technicians and Craftsmen:

College	Nationality	The accepted			The registered*			Graduates		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Communication & Navigation	Kt	74	-	74	220	139	359	90	134	224
	Non kt	-	-	-	-	-	-	-	-	-
Electricity & Water	Kt	32	-	32	32	-	32	21	-	21
	Non kt	-	-	-	-	-	-	-	-	-
Industrial Training	Kt	575	-	575	778	-	778	335	-	335
	Non kt	3	-	3	2	-	2	-	-	-
Parallel Education	Kt	-	-	-	235	-	235	139	-	139
Special Courses	Kt	876	-	876	1035	1114	2149	390	797	1187
	Non kt	3	-	3	3	-	3	-	-	-
Total	Kt.	1557	-	1557	2300	1253	3553	975	931	1906
	Non kt	6	-	6	5	-	5	-	-	-
	Total	1563	-	1563	2305	1253	3558	975	931	1906

*\* The registered trainees during the year are those registered during the first or second semester which is higher.*

In the year 2002/2003 the number of accepted people in the training institutions and the special courses amounted 10084 trainee (male/ Female), 3417 people are girls 33.9% of the total accepted people in the sector. The following table shows the distribution of the accepted trainees according to the institution, gender, nationality and the semester:

### First: The boys

Institution	Description	1 <sup>st</sup> semester			2 <sup>nd</sup> semester			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	total
Communications and Navigation	Specialized Technician	333	0	333	316	0	316	649	0	649
	Asst. Technician	174	0	174	0	0	0	174	0	174
	Total	507	0	174	316	0	316	823	0	823
Electricity & Water Training	Specialized Technician	271	0	271	303	0	303	574	0	574
	Asst. Technician	0	0	0	0	0	0	0	0	0
	Total	271	0	271	303	0	303	574	0	574
Industrial Training	Technician	485	0	485	230	0	230	715	0	715
Constructional Training	Technician	188	0	188	0	0	0	188	0	188
Industrial training	Asst. Technician	341	0	341	320	0	320	661	0	661
Special Training Courses	Specialized Technician	526	16	542	452	0	452	978	16	994
	Asst. Technician	1448	13	1461	925	0	925	2373	13	2386
	Total	1974	29	2003	1377	0	1377	3351	29	3380
Nursing Institute	Technician	59	0	59	0	0	0	59	0	59
Vocational Training Institute Lower Intermediate Courses	Craftsman	267	0	267	0	0	0	267	0	267
Total	Specialized Technician	1130	16	1146	1071	0	1071	2201	16	2217
	Technician	732	0	732	230	0	230	962	0	962
	Asst. Technician	1963	13	1976	1245	0	1245	3208	13	3221
	Craftsman	267	0	267	0	0	0	267	0	267
	Total	4092	29	4121	2546	0	2546	6638	29	6667

## Second - The Girls

Institution	Description	1 <sup>st</sup> semester			2 <sup>nd</sup> semester			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total
Communications and Navigation	Specialized Technician	308	0	308	423	0	423	731	0	731
	Asst. Technician	0	0	0	0	0	0	0	0	0
	Total	308	0	308	423	0	423	731	0	731
Special Training Courses	Specialized Technician	1479	23	1502	1035	0	1035	2514	23	2537
	Asst. Technician	13	0	13	22	0	22	35	0	35
	Total	1492	23	1515	1057	0	1057	2549	23	2572
Nursing Institute	Technician	114	0	114	0	0	0	114	0	114
Total	Specialized Technician	1787	23	1810	1458	0	1458	3245	23	3268
	Technician	114	0	114	0	0	0	114	0	114
	Asst. Technician	13	0	13	22	0	22	35	0	35
	Total	1914	23	1937	1480	0	1480	3394	23	3417

### The total number of accepted trainees during the training year 2002/2003

Gender	Level of training				Total
	Specialized Technician	Technician	Asst. Technician	Craftsman	
Boys	2217	962	3221	267	6667
Girls	3268	114	35	0	3417
<b>Total</b>	<b>5485</b>	<b>1076</b>	<b>3256</b>	<b>267</b>	<b>10084</b>

Regarding the number of registered trainees in the training institutions and special courses during the year 2002/2003 amounted 15248 trainee (males/females) out of which 6356 girls representing 41.7% of the total registered trainees. The following table shows the distribution of those who are registered in the training sector according to the institute, gender, nationality and semester

### **First: The Boys**

Institution	Description	1 <sup>st</sup> semester			2 <sup>nd</sup> semester			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total
Communications and Navigation	Specialized Technician	849	0	849	912	0	912	912	-	912
	Asst. Technician	373	0	373	176	0	176	373	-	373
	Total	1222	0	1222	1088	0	1088	1285	-	1285
Electricity & Water Training	Specialized Technician	666	0	666	781	0	781	781	-	781
	Assistant Technician	46	0	46	0	0	0	46	-	46
	Total	712	0	712	781	0	781	827	-	827
Industrial Training	Technician	795	0	795	896	0	896	896	-	896
	Assistant Technician	242	0	242	59	0	59	242	-	242
	Total	1037	0	1037	955	0	955	1138	-	1138
Constructional Training	Technician	327	0	327	236	0	236	236	-	236
Industrial Training	Assistant Technician	792	0	792	885	0	885	885	-	885
Special Training Courses	Specialized Technician	1375	16	1391	1476	0	1476	1476	16	1492
	Asst. Technician	1950	13	1963	2425	0	2425	2425	13	2438
	Total	3325	29	3354	3901	0	3901	3901	29	3930
Nursing Institute	Technician	120	7	127	101	7	108	120	7	127
Vocational Training	Craftsman	464	0	464	389	0	389	464	-	464
Total	Specialized Technician	2890	16	2906	3169	0	3169	3169	16	3185
	Technician	1242	7	1249	1233	7	1240	1252	7	1259
	Asst. Technician	3403	13	3416	3545	0	3545	3971	13	3984
	Craftsman	464	0	464	389	0	389	464	0	464
	Total	7999	36	8035	8336	7	8343	8856	36	8892

\* The registered students during the year are those who were registered during eight first or second semester, which is higher.

## Second - The Girls

Institution	Description	1 <sup>st</sup> semester			2 <sup>nd</sup> semester			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total
Communications and Navigation	Specialized Technician	1585	0	1585	1839	0	1839	1839	0	1839
	Asst. Technician	0	0	0	0	0	0	0	0	0
	Total	1585	0	1585	1839	0	1839	1839	0	1839
Special Training Courses	Specialized Technician	3674	23	3697	4197	0	4197	4197	23	4220
	Asst. Technician	21	0	21	43	0	43	43	0	43
	Total	3695	23	3718	4240	0	4240	4240	23	4263
Nursing Institute	Technician	253	1	254	215	1	216	253	1	254
Total	Specialized Technician	5259	23	5282	6036	0	6036	60360	23	6059
	Technician	253	1	254	215	1	216	43	1	254
	Asst. Technician	21	0	21	43	0	43	6332	0	43
	Total	5533	24	5557	6294	1	6295		24	6356

### The total number of accepted trainees during the training year 2002/2003

Gender	Level of training				Total
	Specialized Technician	Technician	Asst. Technician	Craftsman	
Boys	3185	1259	3984	464	8892
Girls	6059	254	43	0	6356
<b>Total</b>	<b>9244</b>	<b>1513</b>	<b>4027</b>	<b>464</b>	<b>15248</b>

\* The registered students during the year are those who were registered during eight first or second semester, which is higher.

## 2/3 C – The Graduates

The number of the graduates from the training institutes and special courses during the year 2002/2003 (4002) of which 1811 females with rate of 45.3% of the total graduates from the sector. The following table shows the distribution of the graduates from the training sector according to the institute, gender, nationality and scholastic semester.

### First: The Boys

Institution	Description	1 <sup>st</sup> semester			2 <sup>nd</sup> semester			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total
Communications and Navigation	Specialized Technician	84	0	84	81	0	81	165	0	165
	Asst. Technician	95	0	95	54	0	54	149	0	149
	Total	179	0	179	135	0	135	314	0	314
Electricity & Water Training	Specialized Technician	91	0	91	72	0	72	163	0	163
	Assistant Technician	36	0	36	0	0	0	36	0	36
	Total	127	0	127	72	0	72	199	0	199
Industrial Training	Technician	0	0	0	175	0	175	175	0	175
	Assistant Technician	162	0	162	0	0	0	162	0	162
	Total	162	0	162	175	0	175	337	0	337
Constructional Training	Technician	0	0	0	44	0	44	44	0	44
Industrial Training	Assistant Technician	133	0	133	161	0	161	294	0	294
Special Training Courses	Specialized Technician	145	0	145	144	0	144	289	0	289
	Asst. Technician	193	0	193	475	0	475	668	0	668
	Total	338	0	338	619	0	619	957	0	957
Nursing Institute	Technician	0	0	0	27	7	34	27	7	34
Vocational Training	Craftsman	0	0	0	12	0	12	12	0	12
Total	Specialized Technician	320	0	320	297	0	297	617	0	617
	Technician	0	0	0	246	7	253	246	7	253
	Asst. Technician	619	0	619	690	0	690	1309	0	1309
	Craftsman	0	0	0	12	0	12	12	0	12
	Total	939	0	939	1245	7	1252	2184	7	2191

The statement is prepared on 14/5/2003, the statement is subject to modification

## Second - The Girls

Institution	Description	1 <sup>st</sup> semester			2 <sup>nd</sup> semester			Total		
		Kt	Non kt	Total	Kt	Non kt	Total	Kt	Non kt	Total
Communications and Navigation	Specialized Technician	205	0	205	203	0	203	408	0	408
	Asst. Technician	0	0	0	0	0	0	0	0	0
	Total	205	0	205	203	0	203	408	0	408
Special training Courses	Specialized Technician	540	0	540	804	0	804	1344	0	1344
	Asst. Technician	8	0	8	0	0	0	8	0	8
	Total	548	0	548	804	0	804	1352	0	1352
Nursing institute	Technician	0	0	0	50	1	51	50	1	51
Total	Specialized Technician	745	0	745	1007	0	1007	1752	0	1752
	Technician	0	0	0	50	1	51	50	1	51
	Asst. Technician	8	0	8	0	0	0	8	0	8
	Total	753	0	753	1057	1	1058	1810	1	1811

The total number of accepted trainees during the training year 2002/2003

Gender	Level of training				Total
	Specialized Technician	Technician	Asst. Technician	Craftsman	
Boys	617	253	1309	12	2191
Girls	1752	51	8	0	1811
<b>Total</b>	<b>2369</b>	<b>304</b>	<b>1317</b>	<b>12</b>	<b>4002</b>

### **3- The Community Service and Continued Education:**

#### **3/1 A comparison between the number of participants in the community service programmes during the years (2001/2002 – 2002/2003)**

As the authority understands the importance of these programmes in continuation with the community of citizens and residents and with all categorical ages, it carries on the provision of all tangible requirements leading to the success of these programmes so as to be a prompt for the community individuals to joint these programme and increase their knowledge in the different fields. During the year 2002/2003, 2193 individuals, out of which 1694 Kuwaiti individuals at the rate of 77.25% participated in these programme.

The following table shown a comparison between the numbers of the participants in all different fields of these programmes during the years 2001/2002 – 2002/2003.

#### **Comparison between the numbers of participants in the community service programmes during the years (2001/2002 – 2002/2003)**

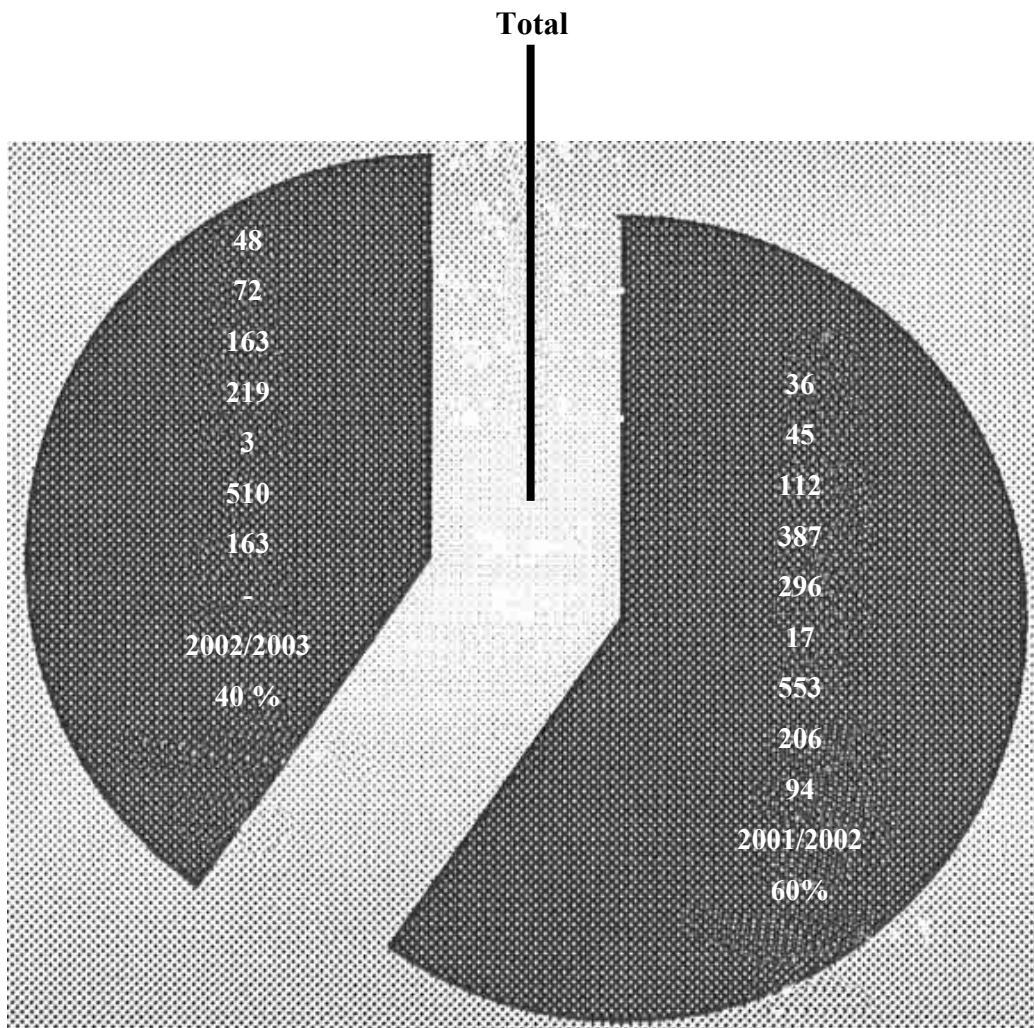
<b>Field</b>	<b>2001/2002</b>	<b>2002/2003</b>	<b>Growth %</b>
Technical sciences	285	327	14.7%
Commercial sciences	167	176	5.4%
Health sciences	275	337	31.1%
Computer	297	439	47.8%
Arts and humanities	250	278	11.2%
Physical medicine programmes, prisons programmes and juveniles welfare	360	277	23%
Children programmes	464	359	22.6%
Total	2098	2193	4.5%

**Average of growth in the number of participants in the training programmes during service during (2001/2002 – 2002/2003)**

<b>General field</b>	<b>Higher administration</b>	<b>Middle and supervising administration</b>	<b>Financial and administrative</b>	<b>Librarians</b>	<b>Computer</b>	<b>Technical and vocational</b>	<b>Specialized vocational</b>	<b>Training</b>	<b>Law</b>	<b>Total</b>
2001/2002	94	206	553	17	296	387	112	45	36	1746
2002/2003	-	163	510	3	219	163	72	48	-	1178
Growth %	-	-20.9%	-7.8%	-82.4%	-26%	-57.9%	-35.7%	6.7%	-	-32.5%

From the above table statements, it is clear that the special programmes of the financial and administrative field is getting the highest percentage of the participants this year, it reached 43.3% of the total number of participants. When comparing with the last year, it is noted the decrease in the number of participants in all specialization except those who are participating in the training programmes when the increase percentage in this field was 6.7%. The large decrease percentage is referred to the number of the participants in the training programmes during service this year due to the existing of a large jump in the number of participants in the year 2001/2002 as a result of posting the 33 courses from 2000/2001 to the year 2001/2002 when the number of participants was 510 trainees. Also the circumstance which afflicted the gulf area (liberation of Iraq) lead to the postponing the installation of some courses. In addition we notice the direction of some public institutions to deal with the national training centres.

**A comparison between the number of participants in the training programmes during the service in the years 2001/2002 – 2002/2003**



**The following table summarizes the quantitative average of growth in the number of accepted and registered and graduates during the years 2001/2002 – 2002/2003 in both the applied education and training sectors**

Sector	Accepted			Registered			Graduates		
	2001/ 2002	2002/ 2003	Growth %	2001/ 2002	2002/ 2003	Growth %	2001/ 2002	2002/ 2003	Growth %
Applied Education	7625	7739	1.5	15174	16046	5.7	4552	4315	-5.2
Training	7268	10084	38.7	12711	15248	20	3758	4002	6.5
Total	14893	17823	19.7	27885	31294	12.2	8310	8317	0.08

From the statements in the table we notice increase in the number of acceptance, registered and graduates in the authority during this year when compared with the last year recorded 19.7%, 12.2% 0.08% consequently.

It is noted also from the table the existence of large increase in the number of accepted, registered and graduates in the training sector recorded 38.7%, 20%, 6.5% consequently when compared with the last year which is positively reflected on the average of growth in the number of accepted, registered and graduates in the authority.

## **The outlines of future vision of the Authority Work**

By the beginning of the 21<sup>st</sup> century, the Public Authority of applied education and training put down a five years plan for the period from 2001/2002 – 2005/2006 included the ingredients of the future vision of the authority work in while taking into consideration that it is an establishment leading the applied education and training sector and supervising the realizing of this sector public and private establishments of their role in the economical and social growth process.

The strategic target of the authority is polarized in the rebalancing of the economical growth process in general and rebalance the labour market in the State of Kuwait in particular by:

- 1- Restructure of the applied education and training establishments, their programmes, develop them continuously so as to realize the standards of educational and technological quality.
- 2- Encourage and support the private sector in establishing the applied education and training establishment within the pattern of approved strategy for this sector.
- 3- A comprehensive development of the applied education and training departments, both public and private.
- 4- Design a national system of the Kuwaiti vocational qualifications to control the systems of recruitment, employment, educating and training and connect them together.
- 5- Guide the Kuwaiti youth towards the applied and technical jobs, the free activity, the work in the private sector which helps in treating the defect in the labour market and confronting the jobless problem.
- 6- Develop the general education curriculums so as to comprise some of the vocational and training education fields.

- 7- The realization of equivalency of opportunities in front of those who are looking to enroll in the applied education and training in the different stages of their scholastic and practical life.
- 8- Diversification of the financing sources of the working governmental establishments in the field of applied education and training.
- 9- Develop the scientific research in the applied and technical fields to comply with the requirements and treating such social and economical growth problems.
- 10- Ascending the level of the proficiency of utilizing the allocated resources for the applied education establishment.

### **Item 1.3**

## **The major problems facing the educational system**

### **Since the beginnings of the 21<sup>st</sup> Century**

The educational system in Kuwait and since the beginnings of the 21<sup>st</sup> century faced several problems and confrontations which affect in the educational process in general. These problems and hindrances can be divided into three sections:

**Section one is connected with the difficulties facing the general education**

**Section Two is connected with the difficulties facing the quality education**

**Section three is connected with the difficulties facing the education of old people and ending the illiteracy**

#### **First: The Difficult facing the general education:**

##### **1- In the field of objective:**

- There is a gap between the ambitions of the general targets of education and the educational practices facts
- Absence of any conformity between the objective and the levels of mental, physical and affection growth in the children of pre school age.

##### **2- In the field of curriculums:**

- Increase in the volume of scholastic curriculum in the elementary stage and its containing a large quantity of information on the account of quality

- The short timing period available to apply the curriculum in the intermediate stage affecting in the embracing process of students
- The delay in applying the electronic education system in the intermediate stage
- Non complying of some curriculums to what is going on of information and technological developments

### **3- In the field of Teacher:**

- The large shortage in the numbers of teachers (males/females) in some specializations
- The non sufficiency of the teachers numbers and the decrease in the level of the new graduates efficiency and their need to practical experience
- The dropping down of the scientific and cultural levels of the graduates form the education colleges.
- The absence of real wish at the side of teacher to teach which leads to such leaking stage to work in such other administrative jobs
- The quantity of the administrative duties assigned for teachers which burdens them and takes them away from playing the main role

### **4- In the field of school management:**

- The absence of the training programmes which can help the school management on the development of its work during the service.
- Shortage in both the administrative and technical service.
- The concentration of the school management on the administrative sides regardless the technical sides.
- The huge quantity of the duties and assigned burdens on the school management shoulders which limits from its carrying on the work development.

#### **5- The field of the school building:**

- The school building does not represent an attractive environment to students.
- The higher density of students in some schools which affects negatively on the quality of educational process quality.
- The shortage in the maintenance works
- Some buildings are not complying with the educational needs

#### **6- In the field of evaluation and measurement:**

- Weakness of the used methods in the current evaluation, their confinement on the written examinations.
- Non effective evaluation methods in discovering the abilities and readiness of some learners

#### **7- In the field of Educational Techniques:**

- Shortage in the devices, maps, projectors and the usage of the computer devices.
- The absence of the periodical maintenance procedures of the educational techniques and the modernization of these devices.
- The shortage in the scientific laborators and the shortage in the required devices
- The shortage in the number of supervisors on the operating of the technical devices.

#### **8- In the field of school activities and summer clubs:**

- The school day is lacking such educational activities.
- Absence of the possibility to practice the different activities in good manner.

- Non effectuation of the summer clubs so as to attract more number of student.
- The drop in the level of parents belief or the teacher in the importance of the school activities role.
- The drop in the concern of students and their direction towards the practicing of such school activities.

### **9- In the field of Relation between The School and The Parents:**

- Absence of any cooperation from the side of the parents with school management to realize the sought educational targets.
- The absence of the ability at the side of some parents to participate in assisting their kinds to perform their school duties.
- The negligence of the social role of the social and psychological services introduced in the school whether from some teacher or some parents.

## **Second: The Difficulties Facing the Qualitative Education:**

### **1- The difficulties facing the learning in the special education schools (of special needs)**

- The absence of those proficient specialized teachers and psychological specialists able to deal with the people of special needs.
- Some teacher from different specialization are running from joining the programmes because of the absence of any encouragements.
- No cooperation from the side of the parents to follow up the students which is negatively reflected on their educational performance.
- The increase of students density in the classrooms.
- The feeling of students that they are isolated from their healthy peers.

- Problems between the handicapped students as a result of the absence of a supervising system accompanying the students in the transport means.

## **2- The difficulties facing the Religious education:**

- The curriculums are in need to be developed to run after everything new and practical which is not contradicting with the religion principles.

## **Third: The Difficulties Facing the old education and eliminating the illiteracy**

- The shortage in the specialized studies personifying the factual problems if available.
- The comprehensive strategy for eliminating the illiteracy and teaching the old is not clear to comply with the circumstance and abilities of the State.
- The shortage in the administrative and educational planning and non comprehensive current administrative plans as well as the non complimentary of the scientific statistics and the necessary to take the side of centralization in the planning and the non centrality in the execution and the caring in this type of education.

### **Item 3-1 Cont'd**

## **The Confrontations Facing the Education in General in the 21<sup>st</sup> Century**

**There is a set of confrontations facing the educational system. Accordingly there is a set of ambitions endeavoured by the educational system to apply them in the process of developing the educational track which can be reported as follows:**

**First: The building of a bridge between the educational system in Kuwait and the experiences of the advanced countries:**

- All the educational establishments should work under a set of objects and planned targets of quality for the outputs.
- Comply with and follow up any new experiences in the arab world, international and select which is suitable for our environment and experiences.
- The students practice the scientific and practical activities in each school within the pattern of educational targets and make such activity a complimentary part of the advanced curriculums.
- The applied and practical practice as shown in the scientific curriculums at all educational establishments and finding the able ingredients on applying and implementing these modern experiences.
- Adopt the advance technology in the education and management as well as building the curriculums and evaluation systems.

**Second: The ability of the Curriculums to deal with the information revolution in the 21<sup>st</sup> Century:**

- To polish and train the learners to receive the information messages, train them to select what is suitable and how to utilize their positive things.
- The formation of specialized cadre in the different fields to review the flush of information and select what is suitable to our Arabic environment, select and prepare and qualify the best teachers to transfer the selected information to the learners.

**Third: The preservation of the Arabic/Islamic Identity:**

- To concern about the Arabic language, develop their curriculums to treat the defects which afflicted the tongues of the children.
- To abide with the Islamic principles and values at all educational levels and to concentrate on the national unity.

**Fourth: The Transfer of the society from a consuming society to a productive society:**

- The preparation of the able individual to bear the responsibility and decision makes, direct the learners to the specialization complying with their abilities and possibilities, extend the communication bridge between the school and all economical, social, cultural, literal and technical establishments of society.
- The interaction with what is going on of scientific and technical development and putting the quality as the standard of success in all new things scientifically and technologically.

**Fifth: The continued preparation of society for learning:**

- All the society establishments should cooperate and join each other to eliminate the alphabetical and civilization illiteracy, as well as the job and techniques according to a scientific system attracting all the possibilities to realize this target.
- Building modern curriculums for basic education, able to realize the needs of the society from the intermediate technical manpower to realize a comprehensive growth.
- Participation of all the economical, social and cultural establishments in the development and growth of the personnel according to objectives and drawn and clear plans on continued basis that can embrace everything new in all aspects.

## **Item 2**

**Quality education for all young people**

**Challenges, trends and priorities**

**From page 70 to page 76**

**Item 2-1**

**Education and gender quality**

**From page 77 to page 82**

**Item 2.1 (a)**

**What are the main concerns regarding gender and  
Education**

**From page 83 to page 90**

## Item 2.1 (C)

### **The equality between the two Genders in the Scholastic Curriculums**

The Constitution of Kuwait dictated in its article 29 that all citizens are equal in duties and rights, no difference between them in regard of no differences between the males and females when enrolling to all stages of education and the different specializations. Even more the rates of girls enrolment in some specializations are exceeding the males. Also the Kuwaiti woman – in actual –is occupying the different general jobs. Also she works in several jobs which need or require an occupational and specialized reparation such as the medicine, engineering and law. In spite of this, some studies indicated that the scholastic curriculum is governed in a way or another the male tendency in the different school subject where the profile of the man is rising and takes a central location while the girl and woman are isolated in the corner. Even some school books mention that the job of the woman is to care about the house. Also they related to her all the characteristics and roles embodying the weak side, no independence in saying the opinion or decision making. Also she has no social life. Also the Kuwaiti woman appears always as a consumer not a producer<sup>1</sup>.

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- <sup>1</sup> Dr. Seham Abdul Wahab Al-Fraih, the spreading types of roles of man and women in the school books and children literature, periodicals of the college of arts – no.14 – Kuwait – University of Kuwait (1994)
  - Ausama Al-Musallam, the gender in the elementary stage books in the State of Kuwait – a comparison study of the eighties and nineties periods, the future of Arabic education, set 3 – 9, 10 (January /April 1997)

This reflects the supremacy of the traditions and habits above the rightness of religion which equalized between the man and woman (the women are the sisters of men) and on the constitution. Even it reflects a contradictory with the actuality which comes in contrary to this as the women as occupying as mentioned above the different types of job on all levels.

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