The educational system in the Kingdom of Saudi Arabia continued its quantitative and qualitative development through the consecutive development plans.

The education indicators show a remarkable growth, by all standards, as a result of free education availed to Saudi citizens. The general education enrollment increased remarkably and reached about four million male and female students in the school year 1994/95.

The Kingdom was very keen on developing education through the five year development plans along the following major objectives:

* Promoting the efficiency of the education system.

* Ensuring that the education system shall fulfill the religious, economic and social objectives sought by the Kingdom of Saudi Arabia.

* Provide for the educational building and facilities.

* Decreasing the illiteracy rate among the Saudi male and female citizens.

* Raising the standards of awareness, efficiency and effectiveness of the professional and administrative performance in the educational institutions to improve the standard and content of the educational process.

* Integrating the activities of the higher education institutions with the general and specific requirements of the social and economic development plans.

* Broadening the general base of the higher education by diversifying its programs to cope with the Kingdom's development requirements.

* Persistent support and encouragement for scientific research.

* Ensuring university education opportunities to every qualified citizen to enable him to continue his education at all levels.

The multidimensional socio-economic changes witnessed by the Saudi society entail the process of restructuring the educational system and its development. This is remarkably observed in the government policy and the persistent and continuous increase in the budget allocations for education and the resultant extensive educational projects. This is not to mention the manifold aspects of educational developments and the remarkable concern accorded by the state to education along the Quranic injunctions and as unequivocally stated in the Quran (And Say "My Lord! Increase Me In Knowledge").

Recognizing the central role of the teacher in the educational process, being the cornerstone for its success, and, moreover, being the key factor in reaching the goals of educational programs and achieving the integrated and balanced growth of the student personality in all its aspects: physically, intellectually, emotionally and achieving the integrated and balanced growth of the student personality in all its aspects: physically, intellectually, emotionally and socially. Realizing that all the administrative and educational processes subside to the teachers role, therefore the state accorded special care to the teacher. Saudi government has
emphasized the orientation of the teacher with the social and economic changes taking place in the Saudi society, and training him on how to successfully cope with these persistent changes.

The teacher job is no longer limited to providing the student with information, however, it is extended to the development of personality, inclinations and capabilities to nurture a qualified citizen who is capable to contribute effectively to the life in his society, to its development and progress.

Education, in essence, is based on the teacher-student relationship. Therefore the success and failure of the overall educational process depends largely on the state of this relationship.

The ideal teacher-student relationship depends on mutual understanding and teacher appreciation of the student's socio-economic conditions and the rational discipline accorded to the student by his teacher. This will in effect enable the student to surmount the potential problems and side-effects resulting from the rapid changes in the socio-economic environment on the one hand and to help the student to benefit positively from these changes on the other.

Table (1)
Schools, Colleges, Students and Teachers
During The Period 1983/84 - 1993/94

<table>
<thead>
<tr>
<th>Statement</th>
<th>Sex</th>
<th>1983/84</th>
<th>1993/94</th>
<th>% Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools and Colleges</td>
<td>Male</td>
<td>8460</td>
<td>10928</td>
<td>29.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>6619</td>
<td>10725</td>
<td>62.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15079</td>
<td>21653</td>
<td>43.6</td>
</tr>
<tr>
<td>Students</td>
<td>Male</td>
<td>1269177</td>
<td>2078629</td>
<td>63.8</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>886583</td>
<td>1864506</td>
<td>110.3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2155760</td>
<td>3943135</td>
<td>82.9</td>
</tr>
<tr>
<td>Teachers</td>
<td>Male</td>
<td>82556</td>
<td>146314</td>
<td>77.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>54669</td>
<td>147146</td>
<td>169.2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>137225</td>
<td>293460</td>
<td>113.9</td>
</tr>
</tbody>
</table>

Since the preparation of this report coincides with the issuance of the latest statistical statements on boys education, we have prepared the following table which indicates the developments in number the Kingdom of Saudi Arabia achieved in education.

Table (2)
Statistics of Male Education in the Kingdom for year 1995/1996(Except University and Technical Education)

<table>
<thead>
<tr>
<th>Types of Education</th>
<th>Schools</th>
<th>Classes</th>
<th>Students</th>
<th>Teachers</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Stage</td>
<td>5838</td>
<td>58091</td>
<td>1178716</td>
<td>83060</td>
<td>1805</td>
</tr>
<tr>
<td>Intermediate Stage</td>
<td>2797</td>
<td>19047</td>
<td>493232</td>
<td>36701</td>
<td>1533</td>
</tr>
<tr>
<td>Secondary Stage</td>
<td>1252</td>
<td>9237</td>
<td>265689</td>
<td>16655</td>
<td>900</td>
</tr>
<tr>
<td>Teachers' Training</td>
<td>18</td>
<td>709</td>
<td>17612</td>
<td>1517</td>
<td>344</td>
</tr>
<tr>
<td>Special Education</td>
<td>49</td>
<td>610</td>
<td>5560</td>
<td>1204</td>
<td>237</td>
</tr>
</tbody>
</table>
Adu It Education | 1237 | 2532 | 43690 | Part-time | Part-time
---|---|---|---|---|---
**Total** | 11191 | 90226 | 2004499 | 139137 | 4819

Statistical Indicators of Education

<table>
<thead>
<tr>
<th>% Growth</th>
<th>Elementary</th>
<th>Stage of Education</th>
<th>Intermediate</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>1.7</td>
<td>5.9</td>
<td>21.4</td>
<td></td>
</tr>
<tr>
<td>Classes</td>
<td>2.1</td>
<td>4.5</td>
<td>10.3</td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>3.1</td>
<td>6.5</td>
<td>15.3</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>2.3</td>
<td>5.1</td>
<td>10.9</td>
<td></td>
</tr>
</tbody>
</table>

Graph No. 1
Schools, Students and Teachers
For The Years 19X3/X4 -1994/95

2-Educational Policies & Reforms

**Principles & General Objectives Of Education:**

The purpose of education in Islam is to have student understand Islam in a correct and comprehensive manner; to plant and spread the Islamic creed; to furnish the student with the values, teachings and ideals of Islam. To equip him with various skills and knowledge; to develop his conduct in constructive directions; to develop the society economically, culturally and to prepare the individual to be a useful member in the building of his community.

- Promoting the spirit of loyalty to Islamic law by denouncing any theory or system that conflicts with this law and by honest conformity with the general provisions of this law.

- Preaching the Book of God (Quran) and the Sunnah of his prophet (peace be upon him) by safeguarding them, abiding by their teachings and acting in compliance with their commands.

- Enforcing Quranic morality in the Muslims end emphasizing moral restraints for the use of knowledge. (I was sent to highlight and develop moral values: said The Prophet).

- Providing the student with necessary information and various skills which enable him to be an active member in the society.

- Strengthening the students feelings about the cultural, economic and social problems of his society and preparing him to combat those problems.

- Respecting the dignity of the individual and offering him equal opportunities to develop his skills so that he can contribute to the development of his nation.

- Demonstrating complete harmony between science and religion in the Islamic Law as Islam is a combination of religion and secularism, and the Islamic thought meets all the human needs in their highest forms and through all ages.
Encouraging and promoting the spirit of scientific thinking and research, strengthening the spirit of observation and meditation and enlightening the student about god's miracles in the world and god's wisdom on his creatures to enable the individual to fulfill an active role and in the right direction.

Following up world achievements in the fields of science, literature and liberal arts; demonstrating that progress of science is the combined effort of all mankind, publicizing the contribution of Muslim scientists in this respect; acquainting the new generation with the leaders of Islamic thought and the projection of their achievements in the scientific and practical fields.

Developing mathematical thinking and training the student in the use of the language of figures and how to make use of it in the scientific and practical fields.

Developing reading skills and reading habits to increase one knowledge.

Teaching history in a systematic way in order to learn from it, pointing out the viewpoint of Islam where there is any conflict and projecting the eternal stands in the history of Islam and in the civilization of Islamic nation to serve as an example for Muslim generations creating in them confidence and positivism.

Understanding the environment in all its forms, broadening the horizons of students by introducing them to the different parts of the world and the natural products and resources that characterize each country with emphasis on the wealth and raw materials of our country, its geographical location, economic position and political leadership, role in safeguarding Islam, calling on people to accept it, demonstrating the position of the Islamic world and working for solidarity of the Islamic nation.

Furnishing the students with at least one of the living languages, in addition to their original language, to enable them to acquire knowledge, arts and useful inventions, to transmit our knowledge and sciences to other communities and to participate in the spreading of Islam and serving humanity.

Supplying the students with physical fitness techniques based on healthy and athletic principles to form sound bodies to enable the individual to fulfill his duties towards his religion and society with strength and perseverance.

Keeping pace with the characteristic of each phase of psychological growth of young people; helping the individual to grow spiritually, emotionally and socially in a right way, and emphasizing the spiritual Islamic aspects so that it will be the main guideline of private and public behavior for the individual and society.

Studying the individual differences among students to be able to properly orient them and assist them to grow in line with their abilities, capabilities and inclinations.

Giving mentally and physically retarded students special education and care in accordance with the teachings of Islam which makes education a common right for all the members of the nation.

Identifying gifted individuals, giving them attention, providing them with various opportunities to develop their talents in the framework of general programs in addition to special programs set up especially for them.
Planting the zest of work in the hearts of students, commending work in all its forms, urging the individuals to excel in their work and emphasizing the role of work in the building up of the nation. This is done by:

Forming scientific skills and attending to applied sciences in schools to give the student the chance to practice handicraft activities, participate in production and acquire experience in laboratories, workshops and farms.

Studying scientific principles of various activities leading to increased productivity and creativity.

Establishing strong relations which exist among Muslims and project the unity of the Muslim brotherhood.

Objectives Of The Various Stages Of Education:

Objectives of nurseries and kindergartens:

Nursing the instincts of children and looking after their moral, mental and physical growth in a natural environment similar to their family environment and complying with the injunctions of Islam.

Shaping up the child's religious inclinations on the basis of belief in the unity of God and in conformity with the child's instincts.

Teaching the child good conduct and helping him acquire the virtues of Islam, and correct tendencies by giving him the good example at the school.

Familiarizing the child with the school atmosphere, preparing him for school life and transferring him tenderly from the stage of self centralization to the joint social life with his schoolmates.

Supplying the student with an affluence of correct idioms, easy fundamentals and information that suits his age and are related to his surroundings.

Training the child on body exercises, teaching him sanitary habits and cultivating his senses and training him to use them properly.

Encouraging the child imaginative thinking, polishing his taste and opening the doors for his energies to blossom under guidance.

Catering to the child's needs making him happy and educating him, all without spoiling or burdening him.

Protecting the child against dangers, treating the early signs of bad conduct and facing childhood problems in adequate manner.

Objectives of Elementary Education:

Rearing the correct Islamic creed in the spirit of the child and providing him with comprehensive Islamic education in his morals, body, brain, language and feelings of belonging to the Islamic nation.
Developing in him the various basic skills, specially language, counting and body exercises.

Acquainting him with the bounties God has bestowed on him and on his geographical and social environment so that he can make good use of these endowments in serving himself and his community.

Rearing the child's good taste, looking after his imaginative activities and enforcing his admiration of manual work.

Developing his feeling of responsibility to understand his rights and duties in the limits of his age and the characteristics of the stage he is in, and developing in him the love of his country and loyalty to his rulers.

Creating in him the desire to accumulate more knowledge and useful work and training to make good use of his leisure time.

Objectives Of Intermediate Education:

Supplying the student with the skills and knowledge that suits his age, enabling him to learn the general principles and fundamental rules of education and sciences.

Stimulating the student to search for knowledge and getting him used to meditation and scientific thinking.

Developing, orienting and refining the various mental faculties and skills in the student.

Nurturing him along the Islamic social life which is marked by fraternity, cooperation, sense of duty and shouldering of responsibility.

Stimulating his ambition to restore the glory of the Islamic nation he belongs to and resume the march on the path of dignity and glory.

Training him to use his time in useful reading, to invest his time in faithful activities and to employ his efforts in strengthening and advancing his Islamic character.

Objectives of The Secondary Stage:

Strengthening the Islamic doctrine which gives the student a correct understanding of the universe, man and life on earth and in heaven and supplying the student with basic concepts and Islamic education which enables him to be proud of Islam and capable of preaching and defending it.

Looking after the students gifts and various capabilities which unfold at this stage and directing them in the direction that suits them and achieve the objectives of Islamic education in its general sense.

Developing the students scientific thinking and entrenching in him the spirit of research, systematic analysis and the use of reference sources and the practice of sound academic methods.

Opening opportunities to competent students and enabling them to continue their studies - at all levels - in higher institutes and universities of all specialties.
Preparing all students to work in the various walks of life decently and respectfully.

Nurturing the youth Islamically, treating their mental and sentimental problems and helping them to sail safely and successfully through this crucial stage of their life.

Imparting in the student the best and useful reading habits and the desire to broaden his scope of knowledge and fruitful work and to use his leisure time in activities that improve his personality and the conditions of his community.

Objectives Of Higher Education:

Preparing competent and intellectually and scientifically qualified citizens to perform their duty in the service of their country and the progress of their nation in the light of sound Islamic principles and ideology.

Providing gifted students with the opportunity to continue higher education in all the fields of academic specialization.

Performing a positive role in the field of scientific research which contributes to world progress in art, Sciences and inventions, and finding sound solutions for the requirements of developed life and technological trends.

Promoting authoring and scientific production in what ever brings sciences into the service of Islamic thought and to enable the country to perform its leadership role in building human civilization on Islam's genuine principles that steer mankind to righteousness and spare humanity material and atheistic deviations.

Translating science and useful arts of knowledge to the language of Quran and enriching the Arabic Language with new expressions to fill the need for arabicization, and putting knowledge at the disposal of the largest number of citizens.

Offering training services and reorientation courses to enable graduates who are already working to keep pace with new developments.

The Most Recent and Salient Reforms Affecting The Educational Establishments:

In line with the Royal Directions calling for raising the administrative efficiency to push forward the developmental efforts in the Kingdom and in response to the decrees respecting the new Areas Regulations, The Minister Of Education issued four resolutions to implement the Royal Decrees regarding the Areas Regulations. In effect each area of the Thirteen Administrative Areas has become a General Education Department supervising a number of smaller Provincial Education Administrations. Therefore the total number of the regional and provincial educational bodies has become 42 classified into 13 General Education Departments and Provinces.

The above mentioned resolutions have been accompanied by their relevant by-laws for the Educational Areas and Provinces along two main lines regarding the relationship between and among Regional and Provincial Educational bodies as well as the formation of Education Council in each Area.

The streamlining of the relationships between and among the education of bodies is meant to be in harmony with the Administrative Areas Regulations which state in its first article
These regulations aim at raising the administrative efficiency and by far the overall development in the Kingdom”. At the same time it is meant to foster the Ministry's drive and intentions towards delegating all the operational and administrative responsibilities to the regional and provincial education bodies. Therefore the Ministry's headquarter would concentrate on the strategic issues as well as planning and supervising developmental and promotional activities. The end result of such policies would surely speed up the process of decision-making, simplify the work procedures, finding timely solutions as well as promoting the spirit of teamwork between the Ministry and the regional and provincial bodies in such a manner as to invest in the capabilities of each individual in his field of specialization and at his work-place.

With respect to the resolutions providing for the creation of education council in each Educational Area the following leading objectives are sought: the democratization of the decision-making process in education, reinforcing the ties between the educators at various levels and opening the doors towards society at large. The education council is chaired by the director general of education. It draws its membership from the provincial education directors and at least three members from the teaching staff at the teachers colleges and faculties of education. The council is charged with the following major tasks: active participation in all the matters regarding the education development and enhancement, particularly in hailing and highlighting the role of education in society and devising developmental programs in addition to participating in the various educational issues.

The ministry of education is currently emphasizing the selection of the best school administrators. Class activities are also emphasized. It is considered one of the basic components of the educational process. It disclose the student creativity and create in them the spirit of teamwork and belongingness to their homeland

3 Educational Organization & Structure Of Education

The Kingdom of Saudi Arabia offers its educational services through an educational ladder that allows transition from one stage of education to another in a natural escalation that takes into consideration the physical and psychological characteristics of the students in their different stages of growth. The Educational Policy in the Kingdom of Saudi Arabia sets clearly the various stages of education, the objectives of each stage, the duration of study in each as well as the students who can enroll and the nature of study in each stage.

General education in the Kingdom of Saudi Arabia extends over three stages. Kindergartens are not being included. Kindergartens cater for children aged four or five and are not part of the official educational ladder since study in the kindergarten is not a pre-requisite for enrollment in the first grade elementary. Some private institutions established, with technical and financial aid from the state, nurseries for children under six years but not less than three years. The following table illustrates the growth achieved in the preparation of nurseries, classes and children from 1992-1996.

<p>| Table (3) Quantitative Development of Kindergarten within the Last Five Years |
|---------------------------------|------|------|------|------|</p>
<table>
<thead>
<tr>
<th>School Year</th>
<th>Kindergarten</th>
<th>Classes</th>
<th>Children</th>
<th>Female Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991/92</td>
<td>646</td>
<td>3523</td>
<td>67069</td>
<td>4839</td>
</tr>
<tr>
<td>1992 / 93</td>
<td>727</td>
<td>3723</td>
<td>73004</td>
<td>5185</td>
</tr>
<tr>
<td>1993/94</td>
<td>806</td>
<td>3905</td>
<td>81464</td>
<td>5712</td>
</tr>
<tr>
<td>1994/95</td>
<td>878</td>
<td>4602</td>
<td>86754</td>
<td>6482</td>
</tr>
<tr>
<td>1995/96</td>
<td>917</td>
<td>4612</td>
<td>84852</td>
<td>7181</td>
</tr>
</tbody>
</table>


First Stage Of Education (Elementary Education):

The official educational ladder begins with the elementary stage which is the base of the educational pyramid. The child joins this stage at the age of six and studies for six years. Exceptions are there for children three months under six years, especially for those who already joined pre-elementary stage. All elementary schools are day schools.

The plan of study shows emphasis on religion and Arabic, in addition to general culture and science. Proper educational evaluation methods are used here. The child is promoted from one grade to the next if he passes the examinations of the two semesters of the school year. The student who passes the examination of the sixth grade elementary gets the Elementary Education Certificate which qualifies him for study in the intermediate school.

The educational statistics of elementary stage show a noticeable regular increase throughout the past years in all basic elements of the educational process as shown in the following table:

Table (4)
Quantitative Development of Elementary Stage within the Last Five Years

The Intermediate Stage:

Usually, the student joins this stage at the age of twelve after leaving elementary school and studies for three years. This stage corresponds to the early adolscense of the student.

The intermediate stage gives the student the opportunity to learn more about his culture. The student's abilities are enhanced so that he can make a better choice of his future academic or vocational direction.

It is possible for those who cannot join the intermediate school during the day because of their jobs or their age to join the evening intermediate school. It is also possible to sit for the promotion and final examinations of this stage without having to attend school regularly.

The system of examinations here is similar to that of the elementary stage. The school year is divided into two semesters and the student's marks are distributed in the same way.

The following table shows the growth achieved throughout the past five years in schools, classes, students and teachers of the intermediate stage:

Table (5)
The Intermediate Stage

<table>
<thead>
<tr>
<th>School Year</th>
<th>Schools Total</th>
<th>Schools Female</th>
<th>Classes Total</th>
<th>Classes Female</th>
<th>Students Total</th>
<th>Students Female</th>
<th>Teachers Total</th>
<th>Teachers Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990/91</td>
<td>3289</td>
<td>1194</td>
<td>21342</td>
<td>8577</td>
<td>570080</td>
<td>247257</td>
<td>43130</td>
<td>18285</td>
</tr>
<tr>
<td>1991/92</td>
<td>3582</td>
<td>1358</td>
<td>23359</td>
<td>9492</td>
<td>616560</td>
<td>69362</td>
<td>47416</td>
<td>20456</td>
</tr>
<tr>
<td>1992/93</td>
<td>4009</td>
<td>1600</td>
<td>25978</td>
<td>10750</td>
<td>693198</td>
<td>303170</td>
<td>52793</td>
<td>23266</td>
</tr>
<tr>
<td>1993/94</td>
<td>4431</td>
<td>1822</td>
<td>28954</td>
<td>12113</td>
<td>770839</td>
<td>336766</td>
<td>59529</td>
<td>27578</td>
</tr>
<tr>
<td>1994/95</td>
<td>4598</td>
<td>1955</td>
<td>31361</td>
<td>13246</td>
<td>833648</td>
<td>371557</td>
<td>65277</td>
<td>30112</td>
</tr>
</tbody>
</table>

The Secondary Stage:
This is the end of general education. Students who successfully complete the intermediate stage enroll here. Usually, they would be fifteen years old, and they study for three years. Students in this stage of education have the opportunity for both the general and specialized study at the same time and thus would be fit for university.

There are various specializations in the secondary stage. For girls, there are the sciences and arts sections. For boys, there are religious sciences and Arabic; administrative and social sciences; natural sciences; and applied (technological) sciences. There are religion oriented secondary schools such as those under Imam Mohammad Bin Saud Islamic University, the Quranic Secondary Schools and Dar Al-Tawheed Secondary School.

There are also secondary schools which train women teachers. In the technical field, there are the industrial secondary institutes, the commercial secondary institutes, the agricultural institutes, the postal secondary institutes, the technical supervisors institutes and the health institutes.

Students who cannot attend during the daytime because of their age or job may attend evening schools. It is possible to sit for the examinations without having to attend school regularly.

The following table shows the quantitative growth of the main elements of secondary education from 1991/92 - 1995/96.

Table (6)
The Secondary Stage

Technical Education:

Saudi Arabia, since long period, gave a great attention to technical and vocational education. The educational policy of the Kingdom (section three of chapter five) is designated to indicate the purposes and objectives of education. The Ministry of Education was responsible for technical education before 1400 A.H (1980), the time at which a cabinet Decree for the establishment of the General Organization For Technical Education And Vocational Training was issued. This Decree aimed at the development of national technical manpower in the framework of the policies made by the Manpower Council concerning technical education and its different fields such as industry, agriculture and commerce. The technical education has witnessed an increase in the number of students and the recent years have also witnessed an increase in the number of students, classes and teachers in this type of education. A number of Junior Colleges of Technology has been established and in 1415 A.H (1995) it reached six colleges comprising 7214 students. In industrial education, the number of industrial secondary institutes reached nine institutes comprising 8559 students. In commercial education, the number of commercial secondary institutes, day and evening, reached thirty two institutes comprising 10095 students. In the agricultural secondary education the number of institutes reached three comprising 737 students. In secondary education for technical supervisors the number of institutes serving in the field reached five comprising 1738 students. This is besides the other types of vocational and specialized education such as Telecommunication Institutes, Post & Telegram Institutes, Health Institutes and Vocational Training Centres.

The following table shows the quantitative growth in institutes, classes, students and teachers in the technical education during the last five years:
Table (7)

The Technical Education

<table>
<thead>
<tr>
<th>Year</th>
<th>School Total</th>
<th>School Female</th>
<th>Classes Total</th>
<th>Classes Female</th>
<th>Students Total</th>
<th>Students Female</th>
<th>Teachers Total</th>
<th>Teachers Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990/91</td>
<td>87</td>
<td>20</td>
<td>1188</td>
<td>115</td>
<td>27180</td>
<td>2734</td>
<td>3083</td>
<td>321</td>
</tr>
<tr>
<td>1991/92</td>
<td>96</td>
<td>24</td>
<td>1043</td>
<td>114</td>
<td>28000</td>
<td>2380</td>
<td>3321</td>
<td>380</td>
</tr>
<tr>
<td>1992/93</td>
<td>105</td>
<td>25</td>
<td>1227</td>
<td>106</td>
<td>31532</td>
<td>2102</td>
<td>4124</td>
<td>358</td>
</tr>
<tr>
<td>1993/94</td>
<td>107</td>
<td>27</td>
<td>1353</td>
<td>111</td>
<td>35249</td>
<td>1942</td>
<td>4204</td>
<td>405</td>
</tr>
<tr>
<td>1994/95</td>
<td>117</td>
<td>32</td>
<td>1360</td>
<td>111</td>
<td>35812</td>
<td>2326</td>
<td>4886</td>
<td>491</td>
</tr>
</tbody>
</table>

College at Higher Education Level:

The Ministry of Education, the Presidency of Girls Education, the General Organization of Technical Education and Vocational Training, The Ministry of Health and The Ministry of P.T.T. supervise, each in its line, colleges which train teachers and technicians. Holders of the General Secondary Education Certificate or equivalent are admitted Teachers Colleges train actual elementary school teachers to enhance their professional level. The duration study in the teachers' colleges and the technical colleges is four years for the Bachelor's Degree and two years for the Junior Diploma.

Following is the table showing the quantitative growth of teachers' training during the last five years:

Table (8)

Teachers' Training

<table>
<thead>
<tr>
<th>School Year</th>
<th>School Total</th>
<th>School Female</th>
<th>Classes Total</th>
<th>Classes Female</th>
<th>Teachers Total</th>
<th>Teachers Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990/91</td>
<td>154</td>
<td>130</td>
<td>974</td>
<td>524</td>
<td>27892</td>
<td>15179</td>
</tr>
<tr>
<td>1991/92</td>
<td>145</td>
<td>125</td>
<td>1046</td>
<td>565</td>
<td>33525</td>
<td>17549</td>
</tr>
<tr>
<td>1992/93</td>
<td>163</td>
<td>145</td>
<td>938</td>
<td>437</td>
<td>49830</td>
<td>32514</td>
</tr>
<tr>
<td>1993/94</td>
<td>196</td>
<td>178</td>
<td>1158</td>
<td>581</td>
<td>63367</td>
<td>45874</td>
</tr>
<tr>
<td>1994/95</td>
<td>218</td>
<td>200</td>
<td>1346</td>
<td>691</td>
<td>76047</td>
<td>59227</td>
</tr>
</tbody>
</table>

Adult Education and the Combating of Illiteracy:

The system of education in the Kingdom of Saudi Arabia allows the learner to study at any time and at any age he wishes. The following facilities are available.

(A) - Centres for the combating of illiteracy:

The learner joins these centres regardless of age. The duration of study is three years only. The first, second and third grades of adult education are equivalent respectively to the second, fourth and sixth grades of elementary education.

Educational authorities organize summer campaigns to combat illiteracy in the remote areas which are far from schools.

(B) - Evening schools for males and day schools for females:
The students in those schools receive the education which qualifies them to sit for the examinations of the Intermediate Education Certificate and the General Secondary Education Certificate like the students in the formal schools.

Efforts exerted in respect of illiteracy combating programs in Saudi Arabia have met with considerable success in the recent years. In this regard the official statistics indicate that the percentage of illiteracy tends to decline till reaching the following rates in the last four years:

Table (9)
**The Percentage of Illiteracy During the Last Four Years**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>28.4</td>
<td>27.1</td>
<td>25.9</td>
<td>25.1</td>
</tr>
<tr>
<td>Male</td>
<td>16.9</td>
<td>16.0</td>
<td>15.3</td>
<td>14.9</td>
</tr>
<tr>
<td>Female</td>
<td>40.1</td>
<td>38.3</td>
<td>36.7</td>
<td>35.5</td>
</tr>
</tbody>
</table>

Table (10)
**Following is the quantitative development occurring in centres, classes and learners during the last five years**

<table>
<thead>
<tr>
<th>Year</th>
<th>School Centres</th>
<th>Total</th>
<th>Female</th>
<th>Classes</th>
<th>Total</th>
<th>Female</th>
<th>Learners</th>
<th>Total</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990 / 91</td>
<td>2260</td>
<td>1014</td>
<td>7034</td>
<td>4040</td>
<td>10311</td>
<td>50146</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991 / 92</td>
<td>2355</td>
<td>1067</td>
<td>7301</td>
<td>4242</td>
<td>112340</td>
<td>55009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1992 / 93</td>
<td>2530</td>
<td>1264</td>
<td>7602</td>
<td>4909</td>
<td>117336</td>
<td>65665</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1993 / 94</td>
<td>2663</td>
<td>1375</td>
<td>8130</td>
<td>5459</td>
<td>114414</td>
<td>64215</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1994 / 95</td>
<td>2709</td>
<td>1451</td>
<td>8498</td>
<td>5919</td>
<td>116515</td>
<td>71111</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In respect of university education and private education for the handicapped, they will be separately mentioned later on.

Graph No.2
**The Percentage of Illiteracy in the Kingdom During 1982 And 1995.**

4 Education Authorities

Education in the Kingdom of Saudi Arabia is run by four main authorities: Namely, the Ministry of Education, the Presidency General for Girls Educations, the Ministry of Higher Education and the General Organization for Technical Education and Vocational Training. There are, however, other authorities which provide their affiliates and children with kindergarten, elementary, intermediate, secondary and adult education. Such authorities are the Ministry of Defense and Aviation, the Presidency of National Guard and the Ministry of
For both boys and girls these authorities abide by the educational ladder, study plans and curricula enforced in the Ministry of Education and the Presidency General for Girls Education respectively.

Following is a very brief description of the main education sponsoring authorities:

**Ministry of Education:**

This Ministry (formerly the Directorate of Education) was established in 1953. Fortunately the Custodian Of The Two Holy Mosques, King Fahad Bin Abdul Aziz was the first Education Minister. He gave a lot of his time and energy to develop this first educational establishment.

The Ministry of Education provides the following types of education (for males only):

- General Education (Elementary, Intermediate and Secondary).
- Teacher Training.
- Special Education.
- Adult Education and literacy.

**Presidency General for Girls Education:**

The presidency was established in 1960 to plan the study programs and curricula for girls education in order to satisfy the Saudi people ambition of educating their girls in accordance with the teachings of Islam. The establishment of the Presidency General for Girls Education was a turning point and a start-up for a rapid development for girls education.

The presidency controls kindergartens in addition to the following types of girls education:

- General Education (Elementary, Intermediate and Secondary).
- Teacher Training (Various Levels).
- Colleges of Education
- Adult Education and Literacy.
- Vocational Education and Training

**ORGANIZATIONAL PLAN OF THE PRESIDENCY OF GIRLS EDUCATION, 1992**

**Fig. (4)**

**Ministry of Higher Education:**

This Ministry was established in 1975 to supervise the execution of the Kingdom's policy in the field of higher education which was previously run by the Ministry of Education. The Ministry Of Higher Education presently supervises the following universities:

- King Saud University - established in 1957.
- King Abdul Aziz University - established in 1967.
- Imam Mohammad Bin Saud University - established in 1974.
- King Fahad University - established in 1975.
- King Faisal University - established in 1975.
In addition to these universities there is the Islamic University established in 1960/61. This institution of higher learning is international in its objective and Saudi Arabian in management and affiliation.

**ORGANIZATIONAL PLAN OF THE MINISTRY OF HIGHER EDUCATION**

Fig. (5)

**General Organization for Technical Education & Vocational Training:**

In 1980, the institutes and training centers which were under the ministry of labour and social affairs were integrated in a single establishment under the name of General Organization For Technical Education & Vocational Training. The organization's objectives are to develop technical education and vocational training and to execute programs for the training of the national manpower according to the policies laid down by Manpower Council for training and technical education covering the industry, agriculture and commerce.

**Organizational Plan Of The General Organisation For Technical Education & Vocational Training (GOTEVT)**

Fig. (6)

5 Financing Of Education

Article 233, Chapter (9), general provisions, of the Educational Policy in the Kingdom of Saudi Arabia provides that "education of all types and at all levels shall be free and that the state shall not charge tuition fees". Every year more and more funds are made available to education and this reflects the prominent rating of education on the priority list of overall development.

Table (10) shows the budgetary expenditure on education during the years of the five year national development plans commenced in the year 1970/71. Education budgets started with 666 million SR which was at that time 9.8% of the total state budget. It continued its annual increase till it reached 3760 by the end of the first five year plan. In 1978/79 education budget jumped to 16269 million SR. It reached 29957 million SR in 1983/84. However a little decrease was sustained during the fourth plan due to the completion of the large infrastructure projects and facilities. The budget regained its upward trend during the fifth year development plan where it reached 2817 million SR by the end of the plan representing 18% of the Total state budget.

It worth mentioning that the education budgets are augmented from time to time in the light of the actual performance, changing circumstances and the needs of the various educational establishments.

Table (11)

**Annual Budget Growth In The General State Budget, The Education Sector And M Of E During The Five Year Development Plans ( Million Saudi Riyal )**

Table (12)

<table>
<thead>
<tr>
<th>Sponsoring Authority</th>
<th>1992/93</th>
<th>1993/94</th>
<th>1994/95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry Of Education</td>
<td>8131</td>
<td>7102</td>
<td>6341</td>
</tr>
<tr>
<td>Presidency For Girl Education</td>
<td>7053</td>
<td>6390</td>
<td>5579</td>
</tr>
<tr>
<td>Overall Average</td>
<td>7614</td>
<td>6757</td>
<td>5964</td>
</tr>
</tbody>
</table>

(The Average student cost is computed out of the authorised budget not the actual expenditure)

Table (13)
Total Education Budgets By Budget Chapter

<table>
<thead>
<tr>
<th>Budget Chapter</th>
<th>1992/93</th>
<th>1993/94</th>
<th>1994/95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter One Salaries and wages</td>
<td>24336.7</td>
<td>23061.3</td>
<td>21435.8</td>
</tr>
<tr>
<td>Chapter Two General Exenditure</td>
<td>4752.6</td>
<td>3854.0</td>
<td>3477.5</td>
</tr>
<tr>
<td>Chapter Three Other Exenditure</td>
<td>581.9</td>
<td>470.3</td>
<td>423.2</td>
</tr>
<tr>
<td>Chapter Four Projects</td>
<td>1918.5</td>
<td>1430.9</td>
<td>1203.4</td>
</tr>
<tr>
<td>Grand Total</td>
<td>31589.7</td>
<td>28816.5</td>
<td>26539.9</td>
</tr>
</tbody>
</table>

Graph No.3

The percentage of Higher Education Budget Compared to the General Budget During the Five Development Plans.

6 The Educational Process

Curriculums in the different stages of education:

The Kingdom of Saudi Arabia gives a well-deserved attention to the "Curriculums" in view of their being one of the significant means for building a bright future of individuals and the nation.

"The educational policy document" in part VI, chapter II includes a part treating curriculums in which the policy took into consideration to make the curriculums satisfy the needs of students and to comply with the recent educational trends and the social requirements of development and to comply also with the values, teachings and ideals of Islam. Such attention is not only given to the curriculums and textbooks in the all stages of education but it extends also to the way of presenting and executing them. Following are the articles included in the educational policy concerning curriculums:
* The State gives special interest to educational curriculums in view of their being one of the significant means of education.

**These curriculums have to:**

- Spring out of Islam, the nation's fundamentals and the nation's system.
- Be consistent with the nation's needs and objectives.
- Be balanced, flexible and suitable for the various environments and conditions.
- Be consistent with the nation's needs and objectives.
- Be balanced, flexible and suitable for the various environments and conditions.
- Suit the level of students.
- Attain the required standard of the student and achieve the objectives of education.
- Be consistent with the nation's needs and objectives.

**Programs include:**

- The general objective and its connection with the State's educational policy
- The special objectives and course material for each stage of education.
- Defining the educational levels, scientific skills and intellectual and moral tendencies that ought to be achieved.
- The instructions which guide the teacher in achieving the objectives and implementing the program.
- Extra curriculum activities in line with the program's objectives.
- The purpose of each section of the program.
- Measuring the progress of students.

* The text book must be written in correct language, must comply with the requirements of Islam and must meet the objectives of the program and its educational, practical and moral purposes.

* The descriptions of the book and the necessary measures to improve its quality are defined by the text book planning law.

* Educational authorities - whenever needed - shall give attention to the teachers guide book which helps explain the educational policy of the State and assists teachers in achieving the educational aspects of the program. It also serves as guide for better use of the text book.

Thus we find that the application of the document of the educational policy requires to indicate the objectives of teaching each subject, the matter which may help those who are responsible for educational affairs in the school to achieve the goals they always seek to and to make their efforts successfully exerted to attain such goals.

Instructions and guidelines have also been drawn up for each subject in order to help teachers to teach the curriculum and to achieve the goals in a way which may suit the conditions and capabilities of each school. When classifying of the curriculums for each stage, it is taken into consideration that the subjects of each stage must be correlated to each others. At the same time the subjects of the educational curriculum have been connected altogether the matter which may help the students to acquire integrated skills and experience that enable them to face the future in confidence.

The class period is forty five minutes, and if needed it is possible to gather between the students of two grades in condition that they should be consecutive. This is particularly common in "Physical Education" and "Art Education" when the number of students is limited and the available court is vast enough.
*The educational plans of the stages of general education:*

Following is the detailed educational plan of the stages of general education in the Kingdom of Saudi Arabia. Keeping in mind that girls schools apply the same educational curriculums as boys' schools, but with some minor modifications which suit the girls' sphere and match with their role in society.

Physical Education is replaced by Woman and Art Aduction which are needed for girls in both elementary and intermediate stages. The same happened in the secondary stage where Physical Education also is replaced by Sewing and Tailoring and Home Economics.

**The Educational Plan Of The Elementary Stage Of General Education For Boys In The Kingdom Of Saudi Arabia**

**The Educational Plan Of The Intermediate Stage Of General Education For Boys In The Kingdom Of Saudi Arabia**

**The Educational Plan Of The Secondary Stage Of General Education For Boys In The Kingdom Of Saudi Arabia**

**Examinations & drop-out and failure rates:**

The concept of "examination", together with all educational practices accompanied, remained typical in spite of the development achieved in all educational fields and applications especially in the area of "measurement" and "evaluation" which have become sciences with their own principles and theories.

Thus, the concerned authorities in the Kingdom found it necessary to have a regulation through which the examinations can be organized and up-dated in regard of the goal, structure, application and analysis.

The Ministry of Education has started to prepare plans aiming at raising the standard of "Students' Evaluation" in particular and the "Concept of Evaluation" as a whole in general. Regarding "Student's Evaluation" it is expected in the near future to approve a new regulation its articles among which is to let schools and departments of education adhered to the proper planning of the various means of "Student's Evaluation" and to make studies by which the deficiencies are disclosed and thus can be easily treated.

To enable teachers to evaluate their students, short-range courses and workshops can be held in provinces and regions to acknowledge the sound concept of examinations, their objectives, how to prepare them and how to be applied and utilized. The Ministry hopes that the graduates of holders of "Measurement Diploma" would be the primary core for Measurement & Evaluation Unit which the ministry intends to establish in every department of education. The headquarter also will have a centre for measurement and evaluation the duty of which is to develop and prepare the various types of examinations so as to be able to evaluate plans and educational programs and to go forward with awareness and clear visions.
(Both in Schools of the Ministry Education and Presidency General of Girls Education)

Table (15)
Educational Indicators

7 Special Education

Special education goes in a parallel line to the educational ladder of general education for the non-handicapped. Educational services are provided to the students who are mentally, visually and hearing handicapped. Special education for boys and for girls is the responsibility of the Ministry of Education and the presidency of Girls Education respectively. Vocational training and rehabilitation for the handicapped are the responsibility of the General Organization of Technical Education and Vocational Training.

The program, plan and duration of study differ according to the type of handicap. Education for the mentally retarded and hearing impaired is given in two stages - an elementary stage of six years and an intermediate stage of three years. They are usually preceded by two preparatory years (parallel to kindergarten) to prepare the child for study in the institutes of special education. The student is taught the basics of Islam and general culture. In the intermediate stage, however, there is an additional stress on vocational training.

As for the visually handicapped, education goes from elementary to intermediate to secondary. The program of study is similar to that in the general education for the non-handicapped as far as stages and years of study are concerned. The certificates awarded are equivalent to those awarded to non-handicapped students of general education.

The Educational Policy in The Kingdom of Saudi Arabia which was issued in 1970 emphasized the rights of all the handicapped in education, care and encouragement according to their capacities.

The Ministry of Education was keen on implementing this policy. So institutes, schools and classes spread supported by centres, libraries and equipment. Courses were conducted and scholarships delegated. The responsible people at the General Secretariat for Special Education have many ambitions and hopes to provide more comprehensive services and to extend them to other groups to help them to continue their study whatever their handicap, educational and social circumstances.

The Kingdom of Saudi Arabia fulfills the aims of its policy towards the handicapped through:

* The early discovery of the type of the handicap at a time which may allow to transfer those handicapped to the relevant special institutions.

* Developing and training the remaining senses of the handicapped and using them to acquire the suitable experiences, knowledge and skills.

* Providing the handicapped with adequate amount of knowledge and diversified culture according to the circumstances of each group of the handicapped.
* Discovering and developing the abilities and the aptitudes of the handicapped and providing them with the basic skills of daily life necessary to participate and mix with their fellow citizens in the society.

* Providing the handicapped with special vocational skills which suit their abilities, their aptitudes and their circumstances according to studied plans and developed programs to achieve the best level of rehabilitation.

* Providing health, psychological and social services which help the handicapped to adapt with the other members of the society and know their rights and duties.

* Removing obstacles and hindrances which prevent the handicapped from participating in the cultural, economic and social activities of the society.

A number of important organizational decisions were issued during the last few years to develop the present programs and up-dating new programs in the area of "Handicapped Education". They show the size of the efforts that were exerted and are still being exerted by the State to provide the best services to that group of the society.

Following are the most important organizational decisions taken in this regard:

**Special Education for the Handicapped in General:**

- Opening special classes for the handicapped studies (the blind, deaf and mentally retarded) annexed to regular elementary schools at which they can share the healthy students in scholastic and educational activities as far as this possible.

- Expanding non-boarding schools for the deaf and mentally retarded instead of boarding schools. This is to enable them to continue their life with their families instead of being secluded in boarding schools.

**The Blind:**

- Experimenting with the admission of blind students in secondary stage to general education and to consider this practice as one of the modern methods used in blind teaching.

- The development of study plans and curricula for Al-Nour Institutes for the blind in the different educational stages follows the curricula in the general education programs. This is supplemented with a new subject "Mobility and Orientation" at the elementary stage, the teaching of Arabic and English typing in intermediate and secondary stages and the subject of "Computer" in the secondary stage.

- The Central Audio Library has a plan which covers various aspects including the preparation of audio recordings of textbooks prescribed so as to provide Al-Nour Institutes with a copy to be utilized by teachers and students as well.

- Introducing a preparatory stage for the 5-year-old blind children to prepare the child educationally, psychologically and socially for study at the elementary stage and to train his senses, specially the touching sense and teach him how to acquire the daily social skills.
The admission of the blind student, holder of the General Secondary Education Certificate, to the university.

* **The Deaf:**

The development of study plans and curricula in Al-Amal Institutes for the deaf in all various stages so as to match with the educational plan in the general education.

- The use of Arabic Sign Language which is unified in letters and numbers in Al-Amal Institute for the deaf.

- The establishment of a technical secondary stage for the deaf including the following technical fields: Arabic and English typing - Secretarial work - Electricity - Photocopying.

- Opening literacy classes for deaf adults.

* **The Mentally Retarded:**

- Development of study plans and curricula of the mentally retarded students for the preliminary and elementary stages.

The special education programs in the Kingdom have been developed to cover the physically handicapped by admitting them to the regular elementary, intermediate and secondary schools. The total number of this category has reached the level of 1600 students in 1995.

* **Aspects of Care Provided by the State to the Handicapped:**

  The Kingdom of Saudi Arabia has developed through the Ministry of Education and the Presidency General of Girls Education, both of which are supervising the special education in the Kingdom, the caring aspects for the handicapped students in the social, sport, health, financial and recreational fields to enable those students to increase their sharing and mixing with their non-handicapped peers.

* **Social Care:**

  The social worker or the students' guide plays an important role in directing the suitable services needed by the handicapped student in cooperation with the teachers and the responsible officials of the institutes. Taking into consideration the geographic position of Saudi Arabia, its vast distance and that cities where the institutes exist are far from where many handicapped live, the State decided to encourage the students to benefit from the services and the programs offered by these institutes. Thus boarding sections in most institutes providing free full accommodation to the student were established. The number of those benefited from this service reached 500 students in 1992.

* **Medical & Health Care:**

  The medical units annexed to the institutes provide the units with modern equipments, doctors and technicians to examine and treat the patient or refer them to specialized hospitals if their case requires that.

* **Financial Care:**
Each regular student in the Special Education Institutes gets a monthly allowance (12 months a year) which differs in amount according to the educational stage and to whether the student lives with his family or not.

* Non-Curricular Activities:

- Organizing cultural, sport and art competitions with the students of general education schools - participating in the competitions abroad - participating in art exhibitions - attending seminars - visiting important landmarks and institutions - organizing free day programs through recreational and cultural trips to the major landmarks in Saudi Arabia.

**The Rights, Privileges and Facilities Offered by the State to the Handicapped:**

The State issued several laws, decisions and recommendations which enable them to participate within their capacities in the economic, cultural and social life of the society to live independently and feel equal to other members of the society. The main fields of such rights and privileges are:

* Appointment and Employment:

  The Kingdom of Saudi Arabia provides employment opportunities for the qualified handicapped individuals of holders of different qualifications whether educational or vocational, employing a number of qualified handicapped individuals not less than 2% in private institutions which employ more than 50 workers and allowing the blind teachers to get full-time study in the university while on the job.

* Aid:

  The State has issued more than a decision which state that each handicapped person who is professionally qualified shall be eligible to receive a sum of 50,000 Saudi Riyals to start a project of his own, either alone or in association with others. In the spirit of social solidarity advocated by Islam, the State provides that each handicapped person who does not benefit from educational or rehabilitation programs or can not earn enough for his daily needs shall be eligible to receive a cash amount of 6,000 - 10,000 Saudi Riyals per year.

* Transportation:

  The government has instructed that a 50% discount on travel by planes, ships, trains and other governmental means of transportation be given to the handicapped.

  In addition, a number of decisions has been issued where general, special, architectural and technical specifications are worked out and are meant to give the handicapped easy access to and easy movement inside public and private buildings.

Table (16):

**Students Registered With The Special Education**

**By Type of Education & Sex: 1984/85 - 1995/96**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>Al-Nour Institutes</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Blind Students</td>
<td>377</td>
<td>88</td>
</tr>
</tbody>
</table>
### Table (17)
The Quantitative Development in Institutes of Special Education During the Last Five Years

<table>
<thead>
<tr>
<th></th>
<th>Institutes</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-Amal Institutes</td>
<td>10</td>
<td>1374</td>
<td>295</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>505</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>3685</td>
<td>801</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>1393</td>
<td>278</td>
</tr>
<tr>
<td>Deaf Teachers</td>
<td>295</td>
<td>128</td>
<td>801</td>
</tr>
<tr>
<td></td>
<td>278</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Students</td>
<td>7</td>
<td>813</td>
<td>183</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>276</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>3356</td>
<td>637</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>983</td>
<td>208</td>
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<tr>
<td>Total</td>
<td>28</td>
<td>2564</td>
<td>859</td>
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<tr>
<td></td>
<td>10</td>
<td>869</td>
<td>256</td>
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<tr>
<td></td>
<td>66</td>
<td>7801</td>
<td>1712</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>2600</td>
<td>577</td>
</tr>
</tbody>
</table>

### Graph No.4
The Number of Students Joined the Special Education by Sex: 1995/1996

**8 The Private Education**

The private education in the Kingdom of Saudi Arabia is to be considered one of the elements supporting the governmental education at all its levels. The private education includes elementary, intermediate, secondary and adults education. This is in addition to the institutes of teaching of English Language. The private education positively contributes to developing the human powers of the society and at the same time plays an active role by consolidating the economical structure of the country through preparing and training the technical manpower.

The Kingdom of Saudi Arabia gave a great attention to the private education. In this regard the "Educational Policy Document" in the Kingdom, in Part VI - Chapter V stated the following:

- The State encourages private education in all its stages under the supervision of technically and administratively concerned authorities, and a special organic law is set up for this purpose.
Licenses for opening private schools are issued by concerned educational authorities only to Saudi citizens.

Responsibilities and conditions required in License applications are defined under the private education organic law.

Private schools have no right to grant degrees at any stage of education.

State supervision over private schools has the following objectives:

A- Ensuring an educational and sanitary level equal to that of government schools.

B- Making sure that the trend in private schools complies with the requirements of Islam.

C- Estimating the extent of financial aid given to each school in order to maintain equality and balance among various private schools.

D- Assisting private schools to achieve the general objectives of education insofar as supervision and technical support are concerned.

The General Department For Private Education in the Ministry of Education has the responsibility to supervise over the private schools for boys. The General Department For Private Education has the responsibility to supervise over the private schools for girls. The aspects of such supervision are focused in the financial, administrative, technical and hygienic aspects and the various types of activities, buildings and all other aspects relevant to the interest of education.

Facilities And Financial Aids Rendered by the State to the Educational Private Institutes

Since the concerned authorities are keen on supporting the private education to enable it to play its role as a participant in spreading education among Saudi citizens, such authorities render a number of facilities and financial aids to these schools as follows:

* Providing the private schools with free textbooks.
* Offering an annual financial aid to each private school according to rules organizing this procedure.
* Appointing a qualified director in every private school whose dues are paid by the State.

* Allowing the students of private schools to visit health units and to make the medical examinations and receive the treatment free of charge.

The procedures which have been taken in the recent years to develop and improve the educational process in private schools:

Emphasis field Supervison on private schools.

Saudization of the administrative employees of the private schools where each stage of education should have a Saudi director.

Sending external committees to make the necessary interview to the new candidates nominating for teaching in private schools.
_Organizing examinations in private schools in cooperation with the adjacent government schools.

_To force private schools to increase the percentage of appointment of nationals at a rate not less than 10% yearly.

_Separating the educational stages in private schools from each other.

_To encourage teachers of private schools to increase their knowledge in all the aspects relating to their specialization through participating in meetings and courses held in the various regions and governorates, similar to their counterparts in government schools.

<table>
<thead>
<tr>
<th>Table (18)</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>1990/91</td>
<td>432</td>
</tr>
<tr>
<td>1991/92</td>
<td>481</td>
</tr>
<tr>
<td>1992/93</td>
<td>507</td>
</tr>
<tr>
<td>1993/94</td>
<td>536</td>
</tr>
<tr>
<td>1994/95</td>
<td>553</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table (19)</th>
<th>Elementary Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year</td>
<td>Schools</td>
</tr>
<tr>
<td>1990/91</td>
<td>145</td>
</tr>
<tr>
<td>1991/92</td>
<td>161</td>
</tr>
<tr>
<td>1992/93</td>
<td>187</td>
</tr>
<tr>
<td>1993/94</td>
<td>215</td>
</tr>
<tr>
<td>1994/95</td>
<td>236</td>
</tr>
</tbody>
</table>

9. Higher Education

Every student who successfully completes his general education can continue his university and post-graduate studies which could extend to four years in the humanities and social sciences or 5 to 6 years in natural science colleges such as medicine, engineering, pharmacy..

Seven universities are now operating in the Kingdom under the auspices of the Ministry of Higher Education. This is in addition to the Girls & Teacher Colleges sponsored by the Presidency General for Girls Education and the Ministry of Education respectively. Most of these colleges and universities enable their students to continue their higher studies for Msc. and Ph. D. degrees in various disciplines.

The modern higher education system started with the establishment of the King Saud University in the 1957.
The higher education in the Kingdom of Saudi Arabia witnessed a remarkable expansion and diversification during the time span of the consecutive economic development plans. Several new universities and colleges have been established together with modern buildings, facilities, labs, and equipment. Moreover, postgraduate programs and research support projects have been launched. The result of the mentioned expansion has been an unprecedented growth and increase in the number of students enrolled in higher education as shown in the table below:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Universities</th>
<th>Colleges</th>
<th>Students</th>
<th>Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1968/69</td>
<td>3</td>
<td>18</td>
<td>6508</td>
<td>434</td>
</tr>
<tr>
<td>1994/95</td>
<td>8</td>
<td>80</td>
<td>95933</td>
<td>78138</td>
</tr>
</tbody>
</table>

The higher education universities and colleges offer a multitude of studies and specialties such as: Islamic studies, humanities and social sciences, economics, administration, education, natural sciences, engineering, medicine, agriculture, and others.

The Higher Education statistics shows that the total number of male and female students enrolled in the kingdom's universities has increased 14 fold for males and 180 fold for females during the period 1969/70-1994/95.

Table (23)

**The Distribution of Student Enrollment in Universities According to the Field of Study**

<table>
<thead>
<tr>
<th>Field Of Study</th>
<th>Numbers</th>
<th>% To Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medicine</td>
<td>7773</td>
<td>4.5</td>
</tr>
<tr>
<td>Education</td>
<td>51536</td>
<td>29.6</td>
</tr>
<tr>
<td>Engineering</td>
<td>11891</td>
<td>6.8</td>
</tr>
<tr>
<td>Agriculture</td>
<td>2559</td>
<td>1.5</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>14168</td>
<td>8.1</td>
</tr>
<tr>
<td>Economic &amp; Administration</td>
<td>14321</td>
<td>8.2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>2291</td>
<td>1.3</td>
</tr>
<tr>
<td>Islamic Studies</td>
<td>26193</td>
<td>15.1</td>
</tr>
<tr>
<td>Humanities</td>
<td>41720</td>
<td>24.0</td>
</tr>
<tr>
<td>Others</td>
<td>1619</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>174071</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Graph No.6

**Students in Universities and Girl Colleges According to The Field of Study For the Year 1994/95**

Table (24)

**Higher Education Graduates For the Year 1993/94**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Higher Education Administrative Structure:

The Higher Education and Universities Regulations issued under the Royal Decree No. M/8 dated 4/6/1414 (1993) contained sixty articles detailing all rules and by-laws concerning the university and postgraduate education. The law has identified the universities as scientific and cultural institutions guided and abiding by the Islamic injunctions. These universities are charged with the responsibility of implementing the educational policy by offering university and postgraduate education as well as promoting the scientific research, publication, translation and social service each in its field of specialty.

The higher education law provides for the formation of a council for each university or any institute of higher learning under the name of university/institute council. It also provides for instating the premier, who is the chairman of Higher Committee for Educational Policy, as the chairman for the Higher Education Council. The new higher education laws supersedes all the preceding regulations and any contrary provisions.

The figure shown below depicts the higher education structure in the Kingdom of Saudi Arabia

Higher Education Structure In The Kingdom Of Saudi Arabia

organigram

Table (25)
Total Faculties, Colleges, Students and Teaching Staff in Universities and Girl Colleges For the Last Five Years.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Colleges</th>
<th>Students</th>
<th>Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>1990/91</td>
<td>80</td>
<td>14</td>
<td>130990</td>
</tr>
<tr>
<td>1991/92:</td>
<td>82</td>
<td>14</td>
<td>135780</td>
</tr>
<tr>
<td>1992/93</td>
<td>81</td>
<td>13</td>
<td>144917</td>
</tr>
<tr>
<td>1993/94:</td>
<td>77</td>
<td>14</td>
<td>149390</td>
</tr>
<tr>
<td>1994/95</td>
<td>80</td>
<td>12</td>
<td>174071</td>
</tr>
</tbody>
</table>

Table (26)
Students Studying Abroad According to The level & Field of Study For The Year 1994/95
10 Educational Aids, Facilities & Infrastructure

The Kingdom of Saudi Arabia in realizing the goals of education emanating from the teachings of Islam is also very keen about the development of education in lines with its ambitions for the future. Out of this belief the concerned authorities in all sectors devised the plans and programs for the completion of the infrastructure and the provision educational aids in the direction of achieving the educational and instructional goals of the kingdom of Saudi Arabia which has been laid down in the educational policy document, chapter 2, part 6 as follows:

* Schools in all their organs, systems and lines of their activities are geared to achieve the educational policy and objectives. Any activities conflicting with such policy and objectives are prohibited.

* Concerned educational authorities provide the schools with necessary audiovisual means and with training facilities to help achieve educational objectives.

Concerned educational authorities look after the establishment and enlargement of school and class libraries that contain references, educational and cultural books needed by the students and teachers, provided all these books are in line with the desired objectives of education and have nothing that conflicts with Islam.

The school buildings must be suitable and acceptable in a way that meets the sanitary and educational objectives of a school.

* School plans shall observe the inclusion of mosque building in the schools.

* Health care shall be available to the students at the clinical and preventive levels.

In view of the above goals set out in the educational policy, the consecutive economic development plans aimed at the optimum utilization of the available resources and to develop the various sectors of the economy in addition to the diversification of the economic base of the country. The budgetary estimations for the Ministry of Education projects amounted to 737 million SR during the last two years.

The years 1994-1996 witnessed the realization of two important achievements in two basic fields addressed by the educational policy namely: schools buildings and the teacher's colleges buildings. The same period witnessed a pioneering project in financing school buildings by the private sector where a royal authorization was gained to build 400 schools to be financed by one of the national investment companies. Two hundred schools for boys and the same number for girls had been completed, the cost is in the region of 3 billion US Dollar.

As far as the teachers colleges are concerned, seven of these have been completed with cost reaching 240 million SR, this is in addition to other four colleges costing 300 million SR. These colleges are characterized by modern designs that satisfy the ideal educational environment and the elements constituting successful teacher training to help the teacher discharge his noble duties and to foster his role in confronting the worldwide changes with the best and modern educational methods and procedures.
The capital budgets for the years 1993/94-1994/95 show that the following completed school buildings are involved:

100 Elementary schools  
46 Intermediate schools  
23 Secondary Schools  
4 Other supporting projects  
170 Projects Under implementation.

The budget estimation for these projects has been 1190 SR.

In the field of architectural designs of school buildings new designs have been devised to fulfill all the requirements of the modern educational process. Therefore the school buildings contain all the elements which serve both the student and the teacher and provide the requirements and activities they need according to modern educational methods. Due concern has been accorded school libraries with a view of converting them into comprehensive libraries and the provision for roofed athletics halls.

Special consideration is given to the location of the comprehensive library and the roofed athletic hall vis-a-vis the school building in a way that gives the student the opportunity to visit the library in their leisure time. This has been done to implement the idea of the quarter library. The school courts have been provided with roofs and buffets in addition to roofing the internal areas. Furniture, labs and blackboard designs have been developed. School workshops have been opened in the secondary schools due to the opening of the technological sections at these schools.

Due consideration was given to the school courts and green areas and other services in an effort to create an effective educational environment. The concerned authorities have established several buildings to accommodate the increasing numbers of students.

In the process, specialized departments have been created at the Educational Directorates to carry out a number of activities including the provision of the schools with their needs & requirements after making an early survey.

These requirements include: class and office furniture, office equipment and machines, computers, air conditioners and generators.

Educational media are also supplied to schools, these include TVs, VCRs, Overhead Projectors, Sound Recorders; this is in addition to the models, maps, black boards and accessories and materials necessary for the operation of these systems and tools.

In the field of the school labs an annual plan has been devised to modernize school labs in the existing public schools and to supply these with all their needs of tools, equipment and chemicals. The new government school buildings are also supplied with lab equipment and materials.

In the field of textbooks the government supplies these books freely to the students. The text books are prepared and authored by the Ministry of Education, printed in the national printing presses and delivered to schools early before the beginning of the school year.

11 Other Types of Education And Training
There are many other types of education in the Kingdom of Saudi Arabia, run either privately or by the government. However, they all aim at developing human resources for the country, increase its efficiency and its contribution to the process of economic development.

This type of education is pioneered by the Social Service and Continuing Education Centers created in several universities in the Kingdom of Saudi Arabia. These centers offer a multitude of courses and training program as follows:

Training courses in the fields of languages, chemical industries, pharmaceutical services, educational technology, agricultural engineering, first aids and health education. It is worth mentioning that the admission of the students is subject to certain requirements and qualifications. The training programs are also designed and modified periodically according to the specific needs and requirements.

The Institute of Public Administration contributes to the learning process by offering educational and training programs for the various job levels such as:

**Executive development programs:**

These programs involve symposiums and practical discussion groups in which executive leaders in public and private sectors gain the opportunity to exchange ideas and discuss problems they encounter in their work and make proposals to overcome these problems. Practical skills are gained in: time management, problem analysis and decision making, the effective manager in the work group, negotiation skills, leadership and creativity and others. These programs are developed and revised annually.

**Preparatory (pre-service) training programs:**

These are two types: one is to prepare the graduates for taking up certain government jobs and the other is for training private sector job candidates in the fields of: marketing, banking, insurance, hoteling, travel and tourism and company accounting.

**In-service Training Programs:**

This is one of the major activities carried out by the institute since it inception. These programs are meant for governmental officials to help them update their knowledge and to provide them with new skills related to their work.

**English Language Programs:**

These programs are offered to the preparatory programs trainees who intend to enroll in public or private sector programs requiring at least a working knowledge of the English Language.

**The Special Programs:**

The IPA offers some custom training programs that meet the special needs of some government agencies. These programs are classified by the institute as a special, in terms of the clients and content, of which 30 sessions are being implemented annually.

* The Secretariat General for Adult Education at the Ministry of Education offers a batch of non-formal education programs. These programs are implemented through three channels: summer
* The private sector contributes actively in this respect by offering educational and training programs in the fields of computer, typewriting and languages. Special programs are offered to females in the fields of tailoring, sewing, crocheting and housekeeping.

Table (27)

<table>
<thead>
<tr>
<th>Year</th>
<th>Institutes</th>
<th>Classes</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Female</td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>1990/91</td>
<td>89</td>
<td>22</td>
<td>496</td>
<td>130</td>
</tr>
<tr>
<td>1991/92</td>
<td>79</td>
<td>23</td>
<td>408</td>
<td>123</td>
</tr>
<tr>
<td>1992/93</td>
<td>95</td>
<td>25</td>
<td>539</td>
<td>141</td>
</tr>
<tr>
<td>1993/94</td>
<td>76</td>
<td>25</td>
<td>540</td>
<td>147</td>
</tr>
<tr>
<td>1994/95</td>
<td>75</td>
<td>28</td>
<td>520</td>
<td>168</td>
</tr>
</tbody>
</table>

The Decrease in the number of institutes and students is due to the fact that some institutes were counted in previous years regardless of the training period they offer. However these were discounted in the recent years because they offer training for less than one whole year.

12 The Teaching Staff

The Teachers: Professional & Social Status

The teacher in the Kingdom of Saudi Arabia is accorded the respect he deserves due to the recognition of his unique role in rearing the child and his contribution to the social progress.

Recognizing the importance of the material and social incentives and its critical role in driving the teacher for higher performance and dedication, a special cadre has been approved for the educational jobs. This cadre covers the teachers, principals and deputies, lab technicians, librarians and the student counselors. The salary scale approved for teachers and teacher related jobs is 20 to 30% higher than their corresponding government employees. Maternity vacation for female teachers has been extended to two fully paid months.

As one of the objectives of the Ministry of Education, is nurturing the child along the virtues of loyalty, appreciation and reciprocity, practical gestures have been unequivocally observed in enforcing the humanitarian and social relationships and adopting such programs as honoring / celebrating the pioneers and pensioners in recognition of their efforts and achievements.

The Ministry of Education has now adopted a plan for celebrating the pensioners of the Ministry detailing the type of celebration, the budget and disbursement and the date and time for such celebrations.

The Ministry is considering the broadening of this activity by availing the opportunity to the private sector to participate in such parties and offer symbolic prizes, in kind. This is not to mention the active participation and involvement by the school councils and the teachers themselves.

All of the above has contributed to the improvement of the professional and social status of the teachers. This has also reflected on the enthusiasm of the teachers to upgrade their
professional standards through training courses and direct academic studies. It is worth mentioning in this regard that the teacher promotion along the new scale is directly related to his obtaining higher degrees and qualifications.

The impact of these generous incentives and benefits is clearly seen in the rush of an ever increasing number of Saudi citizens to work in the field of education as well as the increasing number of students applying for places at the teachers colleges and the faculties of education.

Table (28)
The Distribution of Teachers In the various Stages of Education (1404/1405-1415/1416)

<table>
<thead>
<tr>
<th>Year Stage</th>
<th>1983/84 Total</th>
<th>Female</th>
<th>1994/95 Total</th>
<th>Female</th>
<th>% Growth Total</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>2522</td>
<td>2518</td>
<td>7181</td>
<td>7181</td>
<td>185</td>
<td>185</td>
</tr>
<tr>
<td>Elementary Stage</td>
<td>78579</td>
<td>31492</td>
<td>160932</td>
<td>80734</td>
<td>105</td>
<td>156</td>
</tr>
<tr>
<td>Intermediate Stage</td>
<td>26909</td>
<td>10516</td>
<td>65277</td>
<td>30142</td>
<td>143</td>
<td>186</td>
</tr>
<tr>
<td>Secondary Stage</td>
<td>11073</td>
<td>5025</td>
<td>16970</td>
<td>16970</td>
<td>185</td>
<td>238</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>2204</td>
<td>886</td>
<td>4302</td>
<td>2797</td>
<td>95</td>
<td>216</td>
</tr>
<tr>
<td>Special Education</td>
<td>859</td>
<td>256</td>
<td>1712</td>
<td>577</td>
<td>99</td>
<td>125</td>
</tr>
<tr>
<td>Adult Education</td>
<td>1174</td>
<td>1174</td>
<td>4947</td>
<td>4947</td>
<td>321</td>
<td>321</td>
</tr>
<tr>
<td>Other Type of Educ</td>
<td>3369</td>
<td>588</td>
<td>1829</td>
<td>362</td>
<td>(46)-</td>
<td>(38)-</td>
</tr>
<tr>
<td>Technical Education</td>
<td>1398</td>
<td>4886</td>
<td>491</td>
<td>249</td>
<td>-</td>
<td>34</td>
</tr>
<tr>
<td>University Education</td>
<td>9138</td>
<td>2214</td>
<td>10826</td>
<td>2975</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>137225</td>
<td>54669</td>
<td>293460</td>
<td>147146</td>
<td>114</td>
<td>169</td>
</tr>
</tbody>
</table>

Teaching Load According To The Educational Stage

Table (29)
Teacher-Student Ratio According to the Stage & Type of Education For The Year 1994/95

Table(30)
Teacher Distribution According To Sex And Nationality For The Years 1983/84-1994/95

<table>
<thead>
<tr>
<th>Year</th>
<th>1983/84</th>
<th>1994/95</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nationality</strong></td>
<td>Total</td>
<td>Female</td>
</tr>
<tr>
<td>Saudi</td>
<td>71793</td>
<td>29316</td>
</tr>
<tr>
<td></td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>Non-Saudi</td>
<td>65432</td>
<td>25353</td>
</tr>
<tr>
<td></td>
<td>48%</td>
<td>46%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>137225</td>
<td>54669</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
13. Teacher Training: (Pre-And In-Service Training)

The Role Of Universities In Training Teachers:

The universities in the Kingdom of Saudi Arabia take up their full role in preparing and training teachers for teaching in the intermediate and secondary stages. The faculties of education instituted in these universities have among their objectives the realization of the following:

* Prepare and graduate qualified educators capable of teaching in the intermediate and secondary schools.

* Upgrade the educational and professional standards of the current general education teachers, principals and administrators by offering various training courses in cooperation with the Ministry of Education.

The universities in the Kingdom currently prepare teachers in different specialties for teaching in the intermediate and secondary schools. They convene training sessions for the elementary and intermediate principals. It also offers educational courses to the teachers who do not possess educational qualifications.

Table (31)

Students Enrolled in The Faculties & Colleges Of Education At Universities, The Presidency Of Girl Colleges & Teachers Colleges For The Year 1994/95

Graph No.8

Students Enrolled in The Faculties of Education & Teachers Colleges For The Year 1994/95

Qualifications Required For Teaching

14 Educational Research
The Kingdom of Saudi Arabia has given a great interest to the research. This interest increases from one day to another. Now, specialized research departments have been established within and outside the universities such as King Abdulaziz City for Science and Technology, the Ministry of Education and the Presidency General of Girls Education as well.

Within the framework of such interest the educational research in the Kingdom has witnessed a diligent movement arisen from the need to realize the reality of the educational process and its development. In this regard many researches, studies and reports have been published by the various authorities interested in research, the foremost of which are the educational centres in the Colleges of Education in Riyadh and Abha (King Saud University), the College of Education in Mecca (Omm Al-Qura University), the College of Education in Al-Medina Al-Munawwara (King Abdulaziz University) and Research Centre in Imam Mohammad Bin Saud Islamic University in Riyadh. This is in addition to the other authorities concerned in educational research in the Ministry of Education, The Presidency General of Girls Education, the Ministry of Higher Education, the General Organization for Technical Education & Vocational Training and other relevant government authorities.

At the regional level, represented in Gulf States including the Kingdom of Saudi Arabia, the GCC Arab Education Bureau holds a number of annual seminars attended by the officials of educational research bodies and deans of colleges of education in GCC. These seminars aim at the coordination, integration and promotion of the educational research to reach to the expected standard.

At the national level, King Abdulaziz City for Science and Technology is considered one of the great scientific edifices which executes a number of applied scientific researches for the interest of the development in the Kingdom. It also helps the private sector to develop the researches related to the agricultural and industrial products, gives consolidation to the joint research programs between the Kingdom and other international scientific organizations and offers scholarships and training to improve the capabilities necessary for the development.

In the Ministry of Education, the General Department of Educational Researches & Evaluation, followed the Assisting Undersecretary for the Educational Development, is considered the authority responsible for the planning of researches and studies which serve to accomplish the aims of the educational development and to make such aims comply with the comprehensive development practised in the Kingdom of Saudi Arabia. All aim at building a base of comprehensive information and data which can be dependent on when taking decisions suitable for developing the educational plans and curricula.

To achieve the above mentioned objectives, the Department of Educational Researches & Evaluation has executed a number of activities, the most important of which are:

* Organizing the Third Seminar for Directors of Education from 18.3. 1994 to 30.3 1994.

The following matters were discussed:

students' admission - developing the basic skills - repeated failure - behavioral problems - academically retarded students - scholastic acquirement.

* Preparing a number of reports and studies, some of which are:

(A) - Curricula and Examinations:
monthly examinations study, identifying the linguistic skills for "Reading" at intermediate stage, evaluating the textbooks for adult education and measuring the acquirement level for Arabic Language, Sciences and Mathematics in the stages of general education.

(B) - Teachers:

Preparing a circular about examinations and methods of evaluation and a study about the relative performance of teachers' level from among university graduates and general evaluation of teachers' performance.

(C) - A study about the phenomenon of "drop-out" from school in both elementary and intermediate stages:

It is a consecutive study expected to continue up to the next eight years and it includes:

- studying the age of admission in elementary stage, making a comparison in respect of the marks the students obtain both in government and private schools (third secondary grade), a surveying study about the educational problems both the teacher and the student face, failure and repetition subjects in the stages of general education, a study about decreasing class density in the first, second and third grades of elementary stage and a study about irregular students of elementary stage.

(D) - Educational Programs:

- Practising in small schools, evaluating the practising of Al-Fahd school, activity class period in first elementary grade and evaluating and follow-up the practicing of evening schools.

(E) Examinations measuring the scholastic acquirement of students

Preparing examinations measuring the scholastic acquirement of students which included some subjects prescribed in intermediate and secondary stages.

* Other miscellaneous activities:

- preparation of a guidebook aims at supervising the application of educational researches in schools
- Preparation of directors of education directory.
- Execution of the program of Measurement & Evaluation Diploma in Omm Al-Qura University.
- Preparing and organizing courses for directors of education.

Finally, in accordance with the instructions given by His Excellency the Minister of Education who started, since he has taken the responsibility of the Ministry of Education leadership, preparing an integral plan for the development of all elements of education on the light of the events of this era and the recent advances in the development of science and the social variables, the General Department for Educational Researches & Evaluation has adopted a project specifying the priorities of education and the executive procedures assisting in achieving its goals with the help of thinkers, educators and teachers in a way which may
comply with the rapid development of education the Kingdom of Saudi Arabia is living nowadays in all aspects.

15 International, Regional & Bilateral Cooperation In The Field Of Education

The Kingdom of Saudi Arabia has an established cultural & Educational Relationships at the Gulf, Arab and International levels being activated thorough the GCC Education Bureau, the Arab organization for Education, Culture & Science (Alesco) and the United Nations Educational, Scientific and Cultural organization (Unesco) respectively. The Kingdom also has a multitude of bilateral Cultural relationships with a large number of sister and friendly countries. The Kingdom is so keen to promote and develop its international educational and cultural relationships which stem out of its pure Islamic principles and its educational policy which is concerned with the service of man and his healthy growth.

The Kingdom Bilateral Agreements with a number of countries and international organizations emphasize the following important points:

* Seeking to streamline the Educational and cultural materials Content:

  _ Setting the ground for teachers and experts exchange and support to scientific and cultural institutions .
  _ Exchange of Scholarships for mutual benefit .
  _ Increasing training opportunities in the various fields of education and instruction and expanding the opportunities of participation in conferences and discussion groups (workshops).
  _ Promoting Cooperation in the field of exchanging educational media and the production of Cultural and educational films .
  _ Developing and fostering relationships in educational and cultural fields through: Exchange of artistic and scouting bands, exhibitions, visits and athletic teams, and cooperation in the fields of public and school libraries.
  _ Benefiting from the Unesco's programs by providing the educational and scientific sectors with experts and consultants for conducting research and studies for the execution of the Kingdom's Educational and Scientific programs.

With the objective of strengthening the brethren and friendly ties with the other countries the Kingdom made the following contributions:

* Secondment of Saudi teachers to work abroad. Their total number reached 173 in 1995, most of them are in the fields of Arabic Language and Islamic Studies. It is estimated that 82 million SR, was spent on the secondment of Saudi teachers during the five year development plan.

* Contracting Non-Saudi teachers to work in some Arab, Islamic and friendly countries. The total number of such teachers reached (2057) in some of the years of the Fifth Development
plan. Out of this total number (1552) were employed in Yemen, (397) employed in Bahrain and the remainder is distributed over seven other friendly countries.

* Providing financial assistance to several philanthropic and charitable organizations in a number of countries. The total amount spent during the fifth plan reached 4 million SR.

* Providing a number of sister and friendly countries with student scholarships with the objective of promoting and fostering the cultural cooperation. These scholarships amounted to 60 students during the years 1414 - 1416 A.H (1993-1995).

* A number of students and educational sector employees have been sent to study abroad for Mse and Phd degrees in various disciplines.

* Participation of educational representatives in the joint committees such as Saudi - Egyptian, Saudi - Tunisian, Saudi-Moroccan and Saudi - Syrian Joint Committees. The objective of those committees is to acquaint the other countries with the Kingdom's cultural and educational programs and to highlight the progress attained in the field of education and to seek venues for cooperation in such fields.

* The Kingdom has a remarkable presence in the exhibitions and regional conferences which reflect the various aspects of its cultural and scientific activities. It has participated in a number of international exhibitions such as Brussels, Kuwait, Cairo, China, Frankfurt and other exhibitions, which reflect the progress achieved by the Kingdom in the various fields. The various educational sectors has got representation in the International Exhibitions Committee and in the Unesco and other cultural conferences in the various fields.

In the celebrations of the 50th anniversary for the foundation of the United Nations Educational, Scientific and Cultural Organization (Unesco) which corresponded to the General Unesco Meeting, (the 28th Session) convened during the period 25/10 - 16/11/1995, The Custodian of The Two Holy Mosques King Fahad Ibn Abdul Aziz addressed His Excellency the Director General of Unesco on this occasion. He enclosed with his message the declaration prepared by Unesco carrying the signatures of the Heads of States and Governments where they have renewed their Commitment to peace, justice, freedom and solidarity. His Majesty stated in his message to the Director General of Unesco that the Kingdom of Saudi Arabia was a founding member of the United Nations in the year 1945. It was also one of the few countries participated in London Conference in the year 1945, whence the basic Unesco charter was drafted. It was signed by the Kingdom in 24/4/1365 A.H. (1945).

The Cooperation of the Kingdom with Unesco is remarkable in its persistent support to its objectives in serving peace and development. The Kingdom is one of the pioneering countries in paying its contribution to the Unesco budget. Its payment is not restricted to its pledged subscription. However, additional funds have been contributed by the Kingdom on several occasions, over and above its due share. In addition to the direct funding to the Unesco projects, the Kingdom has participated effectively in the Unesco conferences and gatherings by sending its delegations and supporting the Unesco's activities and objectives.

Recognizing the active participation and contribution of the Kingdom to Unesco, the member countries have elected the Kingdom as a member in the Unesco's Executive Board. The Kingdom's Board membership was conferred on it in the 28th General Meeting convened in Paris during the period 25 Oct. - 16 Nov. 1995.

16. Obstacles, Difficulties, Ambitions & Recommendations
Despite the remarkable achievements in the educational field realized by the Kingdom in the recent years, however, some difficulties limit the maximization of its educational objectives and processes: In this respect some difficulties are listed below:

- Delays in receiving acceptance letters for the students nominated to study abroad.
- Reluctance of Saudi citizens to work in private national schools.
- Some private schools are operating in buildings originally designed for residence.
- Reluctance of some illiterate Saudi citizens to enroll in the illiteracy abolition programs.
- The shortage in qualified professionals in the fields of growth psychology, school psychology, curricula development, educational technology, computer, educational methods and other.
- Scarcity in experimental research.

**Ambitions & Recommendations**

* Encouraging the teachers by giving them various incentives and maximizing their role in the social life, and, in view of the fact that teachers represent about 18% of the civil service employees and in recognition of the rapid changes and developments in information technology and methods, continuous in-service training shall be adopted on at least annual basis to avail the teachers the opportunity to continuously renew their knowledge in the field of education.

* Educational programs development: This includes the stages programs by injecting new educational elements on the one hand and curricula development on the other.

* Evaluation and measurement: The Ministry of Education adopted important steps in this respect where examinations are being revised to reduce the associated worriness. Plans are underway to create an Evaluation and Measurement Center (to evaluate and measure everything related to employees, students and curricula). An examinations data base will also be established.

* Completing the integrated network to interconnect the Educational Departments in the various regions and provinces, in addition to connecting with other concerned authorities with the objective of saving time and effort and increasing work efficiency.

* Speeding up the construction of Government owned schools to gradually dispose of the rented school buildings.

* Creating professional and specialized positions at the various Departments and supporting these with the qualified and professional personnel as well as increasing and intensifying training programs in the various fields together with proper incentives.

* Finding and adopting new research programs in **the scientific** and technical fields including Ms and Phd programs.

**References**


