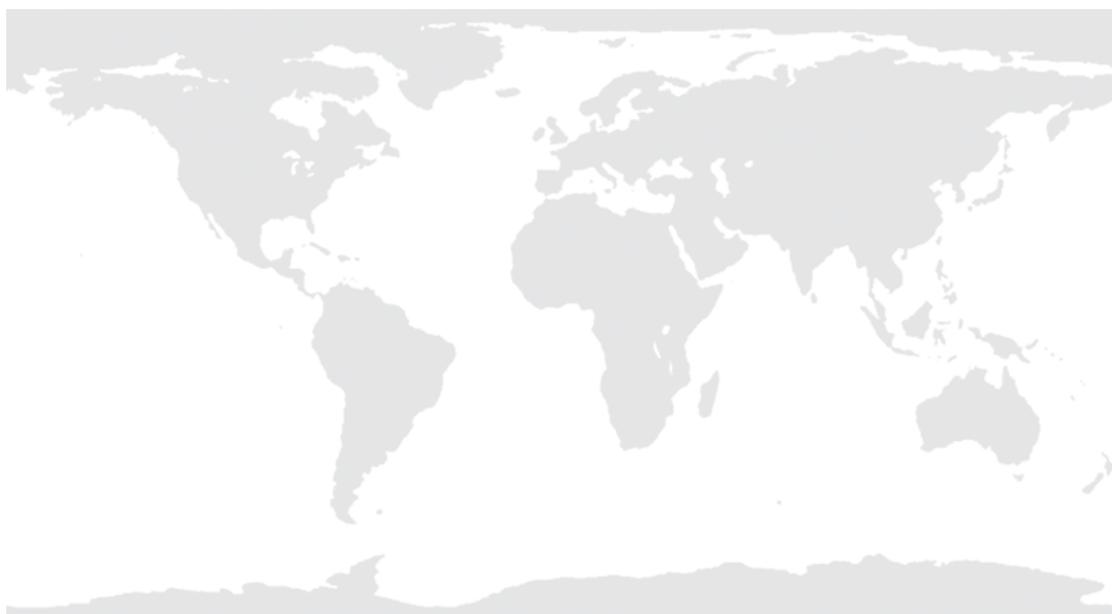




# World Data on Education Données mondiales de l'éducation Datos Mundiales de Educación

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# Saudi Arabia

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## **Principles and general objectives of education**

The general goals of education in the Kingdom of Saudi Arabia are: to have students understand Islam in a correct and comprehensive manner; to plant and spread the Islamic creed; to provide the students with the values, teachings and ideals of Islam; to equip them with various skills and knowledge; to develop their conduct in constructive directions; to develop the society economically and culturally; and to prepare the individual to be a useful member in the building of his/her community.

The overall vision orientating the Ten-year Strategic Plan of the Ministry of Education (2004-2014) can be expressed as follows: “Engendering a new generation of male and female youth who embody the Islamic values in their persons, both theoretical as well as practical, are equipped with necessary knowledge, skills, and endowed with the right orientations, capable of responding positively to, and interact with the latest developments, and deal with the latest technological innovations with ease and comfort. They should be able to face international competition both at the scientific as well as technological levels to be able to meaningfully participate in overall growth and development. This is to be achieved through an effective and practical system of education which is capable of discovering the potentials and predispositions, and, create the spirit of action. All this, in an environment of education and training, charged with the spirit of instruction and edification.” (Website of the Ministry of Education, 2007).

Within the framework of the Ten-year Strategic Plan of the Ministry of Education 2004-2014, education is considered to be the main source for the formation of the human capital which constitutes the essential element in all aspects of economic development, particularly in the achievement of high developmental economic rates. This implies that the educational process is not just a service provided to answer society’s demands, but it is also an investment aiming at the improvement of the individual’s standard of living and the achievement of the social and economic development of the community. (Ministry of Education, 2005).

The Ninth Development Plan 2010-2014 underscores the central role of education in achieving and strengthening human resources development, since education expands the scope of options available to citizens to gain knowledge and acquire skills, thus enabling citizens to benefit from the capabilities thus acquired. The Plan envisages the creation of an integrated and comprehensive education system that will strive to lay out solid pillars for the public, with the help of well trained and highly qualified education professionals who can develop students’ capabilities and help them acquire cognitive and innovative skills, guided by the knowledge society requirements. (Ministry of Economy and Planning, 2010).



## Laws and other basic regulations concerning education

The **Educational Policy Document**, issued by the Council of Ministers Resolution No. 779 of 17 December 1969, has been the basic reference on the fundamentals, goals and objectives of education. It is a comprehensive document which emphasizes the right Islamic orientation and provides for extensive scientific and technological developments, with the ultimate objective of promoting human dignity and prosperity. The Ten-year Strategic Plan (2004-2014) of the Ministry of Education was approved by the **Minister of Education's Decision No.1581/1/5** dated 17 March 2003. The decision stated that the application of the Plan be effective in the year 2004 to coincide with the State's Eighth Development Plan.

The issuance of the by-laws of the Higher Education Council, under the **Royal Decree No. M/8** of 17 November 1993, has been a significant development in the field of education. These by-laws include sixty articles covering all administrative and regulatory aspects of higher education. The Higher Education Law provides for the creation of a council for each university or any institute of higher learning, under the name of University or Institute Council. It also provides for appointing the premier, who is the chairman of the Higher Committee for Educational Policy, as the chairman for the Higher Education Council. The new law supersedes all the preceding regulations and any contrary provisions.

In accordance with the Education Policy Document, it is the duty of the State to provide and spread education at all stages within the existing capacity and resources. Article 233 of the Educational Policy states that all types of education at all stages shall be free and that the State shall not charge tuition fees. A decision was taken in 2004 in order to enforce mandatory primary education.

## Administration and management of the education system

Education in the country is under the responsibility of the Ministry of Education, the Ministry of Higher Education, and the Technical and Vocational Training Corporation (formerly, the General Organization for Technical Education and Vocational Training). There are, however, other authorities that 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 the National Guard; and the Ministry of the Interior. For both boys and girls these authorities follow the educational ladder, study plans and curricula formulated by the Ministry of Education. The **Supreme Committee for Educational Policy**, established in 1963, is the highest authority supervising education in the Kingdom.

The **Ministry of Education** is in charge of the following types of education: general education (elementary, intermediate and secondary); special education; and adult education and literacy.

The **Ministry of Higher Education** was established in 1975 to supervise the execution of the Kingdom's policy in the field of higher education, including teacher training colleges and girls' colleges, which was previously under the Ministry of Education.



The **Higher Education Council** is the supreme authority for post-secondary education affairs with the specific task of supervising and coordinating its institutions, with the sole exception of military education. Some of the Council's responsibilities are: directing university education in accordance with policy, supervising the development of university education in all sectors, coordinating among universities especially in the field of scientific departments and degrees, encouraging research, and formulating rules and regulations for compliance by all institutions of higher learning.

The mission of the **National Commission for Academic Accreditation and Assessment**, established by the Higher Education Council, is to encourage, support and evaluate the quality of post-secondary institutions and the programmes they offer to ensure that the quality of student learning outcomes, the management and support services provided within institutions, and the contributions to research and the communities served by post-secondary institutions, are equivalent to high international standards. The Commission has developed a set of standards for quality assurance and accreditation of higher education institutions and programmes in eleven general areas of activity: mission goals and objectives; programme administration; management of programme quality assurance; learning and teaching; student administration and support services; learning resources; facilities and equipment; financial planning and management; employment processes; research; and relationships with the community. To be granted accreditation it is necessary for evidence of good quality performance to be provided in relation to all the eleven general standards and with all of the subsections of those standards.

The **Technical and Vocational Training Corporation** (TVTC, previously the General Organization for Technical Education and Vocational Training) is the result of the integration of institutes and training centres which in the past were under the Ministry of Labour and Social Affairs. In order to finalize and complete the amalgamation of all technical and vocational training fields under one umbrella, a Decree issued by the Council of Ministers in 2005 amalgamated the female training sector with the TVTC. Another Decree issued in 2007 provided for the reorganizing of the General Organization, which was renamed TVTC. The new Decree states that one of TVTC's purposes is to develop national human resources by addressing labor market demands for competent individuals through training.

The objective of **Saudi National Commission for Childhood** is to formulate a general policy on child-related needs and activities in the country and coordinate the efforts of the various agencies concerned with children's affairs. The Commission is expected to: organize relationships between government agencies, national associations and institutions concerned with childhood in the Kingdom in order to achieve integration and avoid duplication; formulate a national strategy on childhood to help the competent authorities in the Kingdom to promote various aspects of child welfare; propose child-related programs and projects for implementation by government and private agencies; establish a database on all child-related affairs in the Kingdom, update its data and exchange such data with all the agencies concerned; monitor the implementation of the recommendations and resolutions of the Supreme Council and the Planning and Follow-up Committee; monitor activities of regional and international bodies and institutions concerned with childhood; and encourage researches, studies and all forms of children's culture.

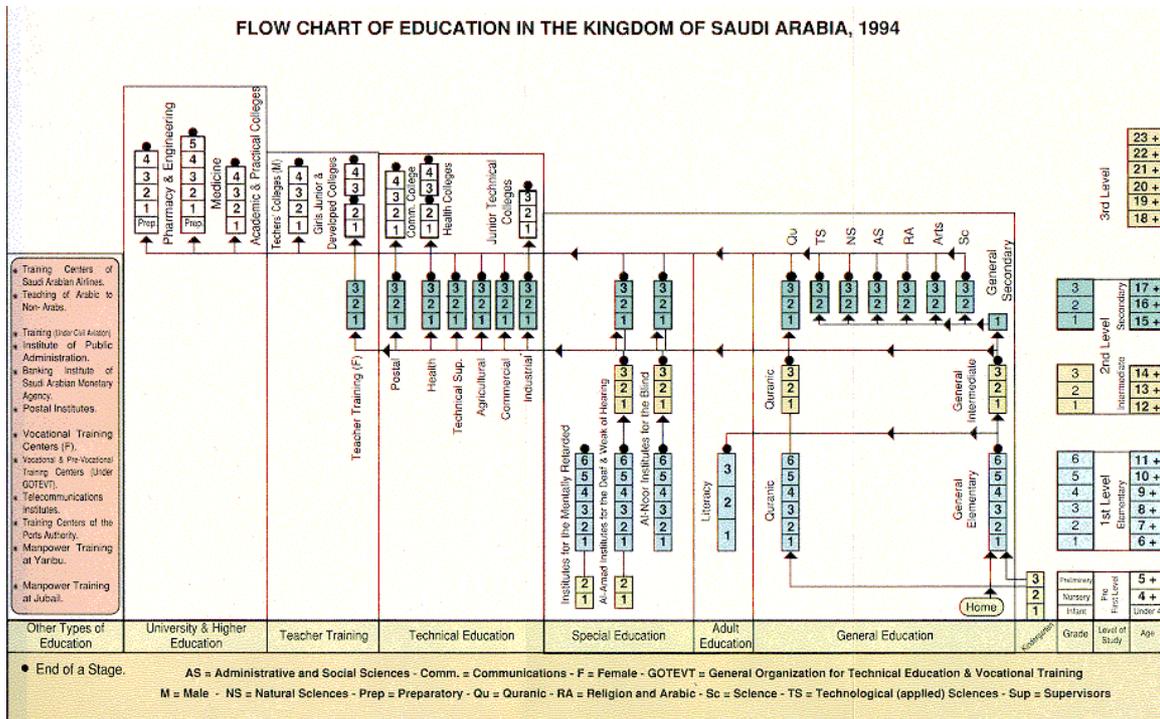


Established in 1960, the General Presidency for Girls' Education (GPGE) was responsible for defining study programmes and curricula for girls' education, in order to satisfy the ambition of the Saudi people to educate girls in accordance with the teachings of Islam. The establishment of the GPGE had been a turning point and a start-up for a rapid development of girls' education. The GPGE controlled kindergartens in addition to general education (elementary, intermediate and secondary), teacher training, colleges of education, adult education and literacy, as well as vocational education and training for women. Early in 2003 the GPGE was dissolved and all its functions were transferred to the Ministry of Education.

The Ministry of Education tends to delegate all operational and administrative responsibilities to the regional and provincial education bodies. Therefore, the Ministry's headquarters concentrates on the strategic issues, as well as planning and supervising of developmental and promotional activities. Regulations concerning administrative areas have been modified through resolutions issued by the Minister of Education. As a result, the number of regional and provincial educational bodies has reached a total of 42 in 2006, including 13 **General Education Departments** and 29 **Provincial Education Administrations**. The above-mentioned resolutions have been accompanied by relevant by-laws for the educational areas and provinces along two main lines: the relationship between and among regional and provincial educational bodies, as well as the establishment of education councils in each area. The creation of an **Education Council** in each educational area aims at: democratizing the decision-making process in education; reinforcing the ties between the educators at various levels; and opening the doors towards the society. The Education Council, chaired by the director-general of education, is comprised of the provincial education directors and at least three members from the teaching staff at teacher colleges and faculties of education. The Council is charged with the following major tasks: active participation in all the matters regarding education development and enhancement, particularly in highlighting the role of education in society; and preparation of developmental programmes.

## Structure and organization of the education system

### Saudi Arabia: structure of the education system



### Pre-school education

Kindergartens cater to children aged 3-5 years and are not part of the official education ladder, since attendance is not a prerequisite for enrolment in grade 1 of elementary education. Some private institutions have established nurseries with technical and financial aid from the State.

### Primary education

Children enter elementary education at the age of 6; the duration of studies is six years. Exceptions can be made for children three months under 6 years, especially for those who have followed the pre-elementary stage. All elementary schools are day schools. Schools are not co-educational. Pupils who pass the examination at the end of grade 6 receive the elementary education certificate, qualifying them for study in the intermediate school.

### Secondary education

The elementary stage is followed by the intermediate stage, which lasts three years (grades 7 to 9). Secondary education is the final stage of general education and lasts three years (grades 10 to 12). Students who successfully complete the intermediate stage receive the intermediate school certificate. All students in the regular secondary schools study a general curriculum during the first year and can choose for the



remaining two years one of the following tracks: administration and social sciences; natural sciences; Shariah and Arabic studies. At the end of secondary education successful students receive the secondary school certificate. Technical and vocational education is provided at technical secondary institutes. Training programmes in the fields of industry, commerce and agriculture normally last three years.

## Higher education

Universities, colleges and higher education institutions offer a range of programmes and specialties in several fields. Colleges of technology offer post-secondary training programmes leading to the award of a diploma (two-year programmes) or the B.Sc. (three-year programmes). The duration of undergraduate programmes leading to a bachelor's degree is normally four years (five years in the case of architecture, agriculture, pharmacy, and veterinary; five to six years in the case of dentistry; six years in the case of medicine and law). At the postgraduate level, the duration of programmes leading to a higher diploma in education or a certificate of qualification (for teaching) is typically one year. Master's degree programmes take two years to complete, and the duration of programmes leading to a doctoral degree is at least three years.

The school year begins in September and ends in June. At the elementary and intermediate education level, it consists of 153 working days (or about 30 six-day working weeks), divided into two semesters, with two additional weeks for examinations. At the secondary level, the school year consists of 38 working weeks.

## The educational process

The Educational Development Centre (EDC) is responsible for the development of curricula, following directives of the competent authorities and committees. The Supreme Committee for Programmes and Curricula, headed by the Ministry of Education, ensures coordination and cooperation, and evaluate the outcomes of the work of all the other committees. Committees consisting of subject specialists write or revise textbooks. These committees usually include an experienced teacher, a field educational supervisor, an educational supervisor from the General Directorate for Curricula within the EDC, and a university professor. National advisory committees under the EDC include educational supervisors, curricula supervisors, experienced teachers and university professors; they formulate recommendations to the committees responsible for the preparation of textbooks. New or revised textbooks are then applied on a trial basis generally in a sample of schools. General meetings or seminars attended by representatives from the different educational directorates are usually organized to present the new or revised textbooks.

For the development of curricula, the General Organization for Technical Education and Vocational Training consults the private sector also in order to identify the skills required for the different professions, according to which the curricula are then defined.



## Pre-primary education

Kindergarten attendance (children aged 3-5 years) is not a prerequisite for enrolment in elementary education. Some private institutions established nurseries with technical and financial aid from the State. Pre-primary education is not part of the formal education system. The main objectives at this level are the following:

- nurturing the instincts of the children and looking after their moral, mental and physical growth in a natural environment similar to their family, and complying with the injunctions of Islam;
- familiarizing the children with the school atmosphere and preparing them for school life;
- teaching the children easy fundamentals that suit their age and are related to their surroundings;
- encouraging the children's imaginative thinking, polishing their taste and opening the doors for their energies to blossom under guidance;
- protecting the children against dangers, treating the early signs of bad conduct and facing childhood problems in an adequate manner.

In 1999/2000, there were 962 kindergartens with 93,942 children enrolled. The number of female teachers was 8,789 and the number of administrative staff was 871. According to the UNESCO Institute for Statistics (UIS), in 2008 the gross enrolment ratio at the pre-primary level was estimated at 11%. The Ministry of Education reports that in 2009/10 there were 1,521 kindergartens with 106,301 children enrolled. The number of teachers was 10,337 and the number of administrative staff was 2,047.

## Primary education

The main objectives of elementary education are the following:

- instilling the correct Islamic creed in the spirit of the children and providing them with comprehensive Islamic education and feelings of belonging to the Islamic nation;
- developing various basic skills, especially language, numeracy and physical skills;
- developing the feeling of responsibility to understand rights and duties within the limits of the children's age and the characteristics of their stage of development, and foster love of their country and loyalty to their rulers;
- creating in the children the desire to learn, as well as for useful work and training to make good use of their leisure time.

This educational stage gives the pupils the opportunity to learn more about their culture. Pupils' abilities are enhanced so that they can make a better choice regarding their future academic or vocational direction.

The study plan puts emphasis on religious studies and Arabic, in addition to general culture and science. Proper educational evaluation methods are used. The children are promoted from one grade to the next if they pass the examinations at the end of each one of the two semesters (grades 1-4 pupils are exempted from these

examinations and are instead regularly evaluated by their teachers). The pupil who passes the examination at the end of grade 6 receives the Elementary Education Certificate, qualifying him/her for study in the intermediate school. The weekly lesson timetable is presented below:

#### Elementary education for boys: weekly lesson timetable

Subject	Number of weekly periods in each grade						
	I		II	III	IV	V	VI
	1 <sup>st</sup> semester	2 <sup>nd</sup> semester					
Islamic education	9	9	9	9	9	9	9
Arabic language	12	11	9	9	9	8	8
Mathematics	2	4	4	4	5	5	5
Science	–	1	2	2	2	3	3
History	–	–	–	–	1	1	1
Geography	–	–	–	–	1	1	1
Civics	–	–	–	–	1	1	1
Physical education	3	2	2	2	2	2	2
Fine arts	2	1	2	2	1	1	1
<b>Total weekly periods</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>31</b>	<b>31</b>	<b>31</b>

*Source:* Saudi Arabia, 1996, and information provided by the Gulf Arab States Educational Research Center (GASERC), November 2004. Each teaching period lasts 45 minutes. Girls' schools apply the same educational curricula as boys' schools with some minor modifications. Physical education is replaced by women and art education at the elementary and intermediate levels. At the secondary stage, physical education is replaced by sewing and tailoring and home economics.

In 1996/97, the average pupil-teacher ratio was 14:1 (schools for boys) and 12:1 (schools for girls), and the average number of pupils per class was 20 (schools for boys) and 21 (schools for girls). In the same school year, the transition rate from grade 6 to the first form of intermediate education was 96.2% for boys and 99% for girls.

In 1999/2000, there were 6,148 schools for boys with 1,175,556 pupils enrolled, and 6,086 schools for girls with 1,084,293 pupils enrolled. There were 88,481 male teachers and 100,527 female teachers. (Website of the Ministry of Education, 2007). The Ministry of Education reports that in 2009/10 there were 13,602 elementary schools, of which 6,836 for girls and 6,767 for boys. The total enrolment was 2,493,125 pupils, of whom 1,227,699 were girls. The total number of teachers was 223,511 and the number of administrative staff was 11,673. The primary education gross enrolment ratio rose from 82% in 1990 to 99% in 2009, while net enrolment ratio in primary education stood at 95.3% in 2009. The proportion of first graders who reach grade 5 was 97.2% in 2009. (Ministry of Economy and Planning, 2010).

As regards special education, in 2006/07 2,274 boys were enrolled in special education institutions and an additional 40,475 boys were enrolled in special programmes at regular schools. Concerning girls, 3,431 were enrolled in special education institutes and an additional 9,868 girls were enrolled in special programmes at regular schools. (ABEGS, 2010).

## Intermediate and secondary education

The main objectives of the intermediate stage of education are the following:

- Supplying students with skills and knowledge suitable to their age, enabling them to learn the general principles and fundamental rules of education and sciences.
- Stimulating the students to search for knowledge and getting them used to scientific thinking.
- Developing, orienting and refining the various mental faculties and skills in the students.
- Nurturing the students along the Islamic social life which is marked by fraternity, cooperation, and sense of duty and shouldering of responsibility.
- Stimulating the students' ambition to restore the glory of the Islamic nation to which they belong and resume the march on the path of dignity and glory.
- Training students to use their time for useful reading and in religious activities and to employ their efforts in strengthening and advancing their Islamic character.

It is possible for those who cannot attend the intermediate school during the day, because of their jobs or their age, to enroll in the evening intermediate school. It is also possible to apply for the final examinations of this stage without having to attend school regularly.

The system of examinations at the intermediate stage is similar to that of the elementary stage. The school year is divided into two semesters and the students' marks are distributed in the same way. The weekly lesson timetable is presented below:

### Intermediate education (lower secondary) for boys: weekly lesson timetable

Subject	Number of weekly periods in each form		
	I	II	III
Islamic education	8	8	8
Arabic language	6	6	6
English language	4	4	4
Mathematics	4	4	4
Science	4	4	4
History	2	2	2
Geography	2	2	2
Civics	1	1	1
Fine arts	2	2	2
Physical education	1	1	1
<b>Total weekly periods</b>	<b>34</b>	<b>34</b>	<b>34</b>

*Source: Ibid.* Each teaching period lasts 45 minutes

In 1996/97, the average student-teacher ratio at the intermediate stage was 13:1 (schools for boys) and 12:1 (schools for girls), and the average number of



students per class was 26 (schools for boys) and 28 (schools for girls). In 1995/96, the transition rate from the third grade intermediate to the first grade secondary was 88.7% for males and 89.6% for females. In 1999/2000, there were 3,012 intermediate schools for boys with 522,428 students enrolled, and 2,637 intermediate schools for girls with 471,739 students enrolled. There were 42,102 male teachers and 44,588 female teachers. The Ministry of Education reports that in 2009/10 there were 7,910 intermediate education schools, of which 3,780 for girls and 4,130 for boys. The total enrolment was 1,188,342 students, of whom 553,415 were girls. The total number of teachers was 117,370 and the number of administrative staff was 6,289.

The main objectives of secondary education are the following:

- 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/her 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 appropriately thus achieving the objectives of Islamic education in its general sense;
- developing the students' scientific thinking and instilling in them 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 in higher institutes and universities of all specialties;
- imparting in the students the best and useful reading habits and the desire to broaden their scope of knowledge and to use their leisure time in activities that improve their personality and the conditions of their community.

There are different options at the secondary stage. For girls, there are 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. Some 34 vocational training centers offer two-year training programmes in a variety of fields.

There are also secondary schools training women teachers and, in the technical field, there are industrial secondary institutes, commercial secondary institutes, agricultural institutes, technical supervisor institutes and health institutes. Training programmes in the fields of industry, commerce and agriculture last three years. In 1999/2000, there were 35 technical secondary institutes under the General Organization for Technical Education and Vocational Training (now the Technical and Vocational Training Corporation). The total enrolment was 19,802 students and the number of teachers was 2,250.

The weekly lesson timetable for general secondary education is shown below:

### General secondary education for boys: weekly lesson timetable

Subject	Number of weekly periods in each form								
	I	Religious ed. and Arabic		Admin. and social sciences		Natural sciences		Technical sciences	
		II	III	II	III	II	III	II	III
Islamic education	5	12	12	6	6	5	5	5	5
Arabic language	6	9	9	4	4	3	3	3	3
History	1	1	1	2	2	–	–	–	–
Geography	1	1	1	1	1	–	–	–	–
Psychology	–	1	–	1	–	–	–	–	–
Sociology	–	–	1	1	1	–	–	–	–
Management	–	–	–	2	3	–	–	–	–
Economics	–	–	–	1	1	–	–	–	–
Accounting	–	–	–	2	2	–	–	–	–
Sciences and technical sciences	–	–	–	–	–	–	–	14	14
Physics	2	–	–	–	–	4	4	–	–
Chemistry	2	–	–	–	–	4	4	–	–
Biology	2	–	–	–	–	4	4	–	–
Earth science	–	–	–	–	–	1	1	–	–
Mathematics	5	–	–	4	4	6	6	5	5
English language	4	4	4	4	4	4	4	4	4
Computer science	2	2	2	2	2	2	2	2	2
Library and research	1	1	1	1	1	–	–	–	–
Civics	1	1	1	1	1	1	1	1	1
Physical education	1	1	1	1	1	1	1	1	1
Activities	2	1	1	1	1	1	1	–	–
<b>Total weekly periods</b>	<b>35</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>34</b>	<b>36</b>	<b>36</b>	<b>35</b>	<b>35</b>

Source: *Ibid.* Each teaching period lasts 45 minutes.

In 1996/97, the average student-teacher ratio at the secondary level was 16:1 (schools for boys) and 12:1 (schools for girls), and the average number of students per class was 29 (boys) and 28 (girls). In 1999/2000, in both the public and private sectors there were 1,441 secondary schools for boys with 328,489 students enrolled, and 1,497 secondary schools for girls with 338,445 students enrolled. There were 22,998 male teachers and 30,688 female teachers. The Ministry of Education reports that in 2009/10 there were 4,909 secondary schools, of which 2,440 for girls and 2,469 for boys. The total enrolment was 1,096,174 students, of whom 490,112 were girls. The total number of teachers was 99,753 and the number of administrative staff was 4,756.

### Assessing learning achievement nationwide

The Ministry of Education started to prepare plans aimed at raising the standard of the evaluation of students in particular, and the concept of evaluation in general. Regarding the evaluation of students' achievement, a new regulation was approved in 1999 in order to reduce the number of examinations thus ensuring more time for learning.

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 they have to be applied



and utilized. The Ministry hopes that the graduates holding a Measurement Diploma will be the primary core for the Measurement and Evaluation Unit in every department of education.

The main goal of the school Comprehensive Evaluation Programme is to recognize the extent to which the school contributes to raising the level of achievement for students, and developing the students' patterns of behavior and skills as designed by the educational policy of the Kingdom. The General Administration of Evaluation and Measurement has prepared a number of diagnostic tests which include the Arabic language and mathematics for grades 1 to 3, in order to: identify learning difficulties faced by students in Arabic and mathematics; prepare suitable remedial programmes and teaching methods; provide diagnostic tests for Arabic and mathematics; and train teachers to use aids and additional methods to identify their students' problems.

Systematic Achievement Tests are considered the basis of a comprehensive group of educational evaluation and measurement tools. The goals and objectives of this project are based on the foundations and principals of the educational policy in the Kingdom and on the contents and goals of the curricula. Subjects covered by these tests include: Islamic Education, Arabic, mathematics and sciences. The Ministry has prepared a list of basic requirements (knowledge and skills) that pupils are expected to meet at the end of the elementary stage. The lists of requirements are based on an analysis of the contents of the teaching subjects in classes of the elementary stage. The requirements are not limited to the curriculum of grade 6, but rather represent the knowledge and basic skills that pupils are expected to acquire whether they are in grade 6 or preceding grades. Based on this analysis, a table of specifications has been produced in addition to three tests models. (Ministry of Education, 2004).

## Teaching staff

The universities in the country accept their full role in preparing and training teachers. The faculties of education instituted in these universities have among their objectives the following: prepare and graduate qualified staff; 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 train teachers in different specialties. They convene training sessions for the elementary and intermediate principals. They also offer courses for teachers who do not possess appropriate qualifications. The minimum requirement for teaching at all education levels is a four-year bachelor's degree. The schools of education at Saudi universities and colleges provide a broad curriculum in education theory and methods, and also have separate departments for mathematics, physics, biology, English and Arabic language, and Islamic studies. Every student is required to major in all specialties within one of these departments and must combine courses in education with courses providing in-depth knowledge of a particular subject.

Recognizing the importance of the material and social incentives and their critical role in motivating the teacher to higher performance and dedication, a special

cadre has been approved for the education staff. This cadre covers teachers, principals and deputies, laboratory technicians, librarians and the students' counsellors. 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.

The qualifications required for teaching and the teachers' workload at the different stages are summarized in the tables below:

### Qualifications required for teaching (1996)

Level of education	Institutes and colleges	Admission requirements	Length of studies	Qualification upon graduation
Kindergarten	Female teachers secondary institute	Intermediate school certificate or equivalent	Three years	Secondary Institute Diploma
Elementary education	Girls intermediate education colleges	General secondary school certificate or equivalent	Four years	Intermediate College Diploma
	Girls developed education colleges	General secondary school certificate or equivalent	Four years	Bachelor degree
	Colleges of education	General secondary school certificate or equivalent	Four years	Bachelor degree
	Teacher colleges	General secondary school certificate or equivalent	Four years	Bachelor degree
Intermediate education	Colleges of education	General secondary school certificate or equivalent	Four years	Bachelor degree
Secondary education	Girls university colleges	General secondary school certificate or equivalent	Four years	Bachelor degree in any subject
Technical secondary education	Other university colleges	General secondary school certificate or equivalent	Four years	Bachelor degree in any subject

## Teachers' workload (1996)

Type	Stage	Average weekly hours devoted to teaching	Average weekly hours devoted to other educational activities
	Kindergarten	14	13
General education	Elementary		
	Intermediate	18	12
	Secondary		
	Technical education		
Non-general education	Female teacher training	18	12
	University		
Higher education	Girls colleges	12-15	10
	Teachers colleges		

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National Commission for Academic Accreditation and Assessment: <http://www.ncaaa.org.sa/> [In Arabic and English. Last checked: August 2011.]

Technical and Vocational Training Corporation: <http://tvtc.gov.sa/> [In Arabic and English. Last checked: October 2007.]

For updated links, consult the Web page of the International Bureau of Education of UNESCO: <http://www.ibe.unesco.org/links.htm>