



State of Kuwait
Ministry of Education
Medium-term evaluation
of education for all



Kuwait National
Commission for Education,
Science & Culture
(UNESCO)

The National Mid-Decade



Report on Education

For All (EFA)

In the State of Kuwait



2002/2003 - 2005/2006



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H.H. Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah
Amir of the State of Kuwait



**The Sublime Articulation of His Highness
Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah
The Amir of the state of Kuwait
Concerning Education**

Our precious wealth lies in our sons, and our best investment is in improving their abilities, talents and skills. As they are the centre, the aims and the objectives of any development process. The factual improvement should consider man as its aim, science as its way loyalty as its inspiration. My greatest wishes and ambition are to build the Kuwaiti citizen and to develop his abilities to be capable of constructing and improving his country.

It is time our educational institutions to develop their educational systems to cope with requirements of the modern age. We have a great hope for altering our liveliness youth to an accomplishing power and civilized challenge. To get full benefit from the scientific and achievement researches. To build our future with creative minds that have the strength for giving, believing in "what benefits people roots into earth". there for serving their work and abilities for the welfare of the country and his sons, All in one honorable, respectable country in which we save with our lives.

The real wealth of Kuwait lies in its sons, they are the true wealth unrivaled by any other wealth. They are the prop of the future and the hope of the country, on their shoulders accomplishments will be built, and aspirations realized, they have to arm themselves with modern science in the age of the information revolution, in which nations compete to secure their places in the march of progress. therefore, we must have a share in this development through a qualitative leap in our education system.

It is time for a national conference in which those concerned and specialists participate to lay the appropriate scientific bases to develop education, and benefit from the experience of the developed world, and its expertise that are in line with our national needs to build a generation of Kuwaiti youths that love their country, innovative in their work, and capable of building the future, have faith in their work, and adhere to the fundamentals of their nation.







H.H. Sheikh Nawaf Al-Ahmad Al-Jaber Al Sabah

Crown Prince of the State of Kuwait





Mrs. Nouriya Subeeh Brak Al Subeeh
H.H. The Minister of Education and
The Minister of Higher Education



The Speech of her highness the Minister of Education and the Minister of Higher Education

The President of Kuwait National Commission for Education , Science and Culture.

One of the principal principles of the State of Kuwait is its commitment to the subjects to which the international organizations call. It seems for it adopted and undertook to give its help and organization in coordination with the international organizations and the organized blocks for the educational, scientific and cultural institutions, so that it always be leading in its response, participation and leadership in aware way of the international participation. Also Kuwait started to have interest in the Education for all “ , this is considered a principle that gives top priority to the state so that it takes this principle within the authorized strategy of the state.

If the concern of the state for the principle of “education for all” has the care of the officials, this is a response to what is declared in the Kuwaiti Legislation. This stipulates that education is for all . The word all is an umbrella that includes children , youngsters , adults and all other groups without difference in interest between men and women, the whole community is one entity that has the right for education, all the people are equal in front of the law.

Through this interest , Kuwait gone a long way in realizing the objectives of Dakar –Senegal conference 26/28 April 2000. so, it has the leading role in reaching to this objective. And it applied the principles, as it reached a very great status in this concern. However, we can look at the realization of these principles in a better way.

On behalf of the Staff of the Kuwait National Commission for Education, Science and Culture , we hope for a leading role of Kuwait in holding the trust of the international organization of UNESCO and its regional offices . we are grateful for their cooperation with us and their concern.

God leads to the best

Nouriya Sabeeh Brak Al Sabeeh
Minister of Education and the Minister
of Higher Education



The Speech of Undersecretary of the Ministry of Education

Mr. Ali Mohammad Saif Al Brak

The deputy president of the Kuwait National Commission for Education, Science and Culture

The great actions done for this report and its content reflect the astonishing short period of time taken in its preparation and accomplishment. These also refer to what was consolidated to achieve without any distortion in any of its elements or concepts according to the requirements of the Regional UNESCO Office for Education in the Arab Countries in Beirut. This requested to end it as fast as possible. This made all except the utmost effort for achievement all the time in preparation, writing, editing, and reviewing.

As we believe in the important of this report in reflecting the interest of State of Kuwait in Education for All, and as we are satisfied of the importance with vital principle that is concerned objectives represented in achieving education for all citizens of Kuwait, rather for all people residing in Kuwait, our intention to go forward in responding to this principle was transferred into a reality. This reality is an incarnation of this principle in granting education to the youngsters, adults, males and females in the way guaranteed by the Kuwaiti Legislation and in the way shown by the exerted efforts of education in permitting vertical and horizontal chances in education that included all the groups, and included all ages. the execution of these efforts indicators that Kuwait was leading in this track in the approximate total covering in order to achieve the objectives of the goals of Dakar conference – Senegal April 26/28 , 2000.

These efforts will not stop, God willing, till completing the requirements and reaching the objectives of the principle of “education for all”.

In this occasion I feel compelled to show all regards for UNESCO Regional Educational Office in the Arab Countries in Beirut, and those working in the Kuwait National Commission for (UNESCO), the brothers and sisters members in the preparation committee for this report. I also have pleasure in presenting the contents of this report as a truthful document that reflects the participation of State of Kuwait in the international organization of “Education for All”, and it confirms its belief in the message of the united nations organization for Education, Culture and Science (UNESCO) and its principles. It serves its orientations, and appreciates all the employees in it.

God Guides to the best

Ali Mohammad Saif Al-Brak

Undersecretary of the Ministry of Education





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Introduction

The State of Kuwait enjoys elements of cooperation with efforts and principles adopted by the United Nations Educational, Scientific and Cultural Organization (UNESCO). It also considers the accomplishments of other partners to achieve the principle of Education For All, hopefully by the year 2015. With the participation of all partners, Kuwait hopes to achieve this vital trend confirmed by the urgent needs of age to meet the challenges of the boom of knowledge, the technological revolution, the requirements of globalization, the cultural awareness to communicate with others and the preliminary knowledge of homogeneity within countries and people that are under the umbrella of the United Nations Educational, Scientific and Cultural Organization.

In this connection, the State of Kuwait takes the lead in achieving the organization's motto (Education for All), supported by the statement of its Constitution that education in its primary stages is compulsory and free in all its fullness for boys and girls alike. Free compulsory education is covered for all regions of Kuwait. We believe that this is also the case for adult education and literacy, in which Kuwait has reached a high degree. This is supported by the percentages emanating from the numerical ratio of this type of education for men and women. The State of Kuwait has undertaken to benefit everyone of this privilege through its systematic educational planning by a specialized team working to improve the quality and output, propose to achieve ownership of technology, techniques and the computerization of education, and to link schools to the Internet. They also work on the conversion of libraries to become sources for learning, and to provide male learners with the requirements of the culture of e-government. This will create the appropriate atmosphere for the application and dissemination of these advantages for all so that everyone would participate in a unified manner.

Under international commitment to the implementation of the plan of Education For All, and the will of UNESCO to run a half-decade assessment of the efforts of the States in implementing the plan of education for all and how far the aims of Dakar Forum 2000 have been achieved, the State of Kuwait submits this half-decade report, which is an outline documented by tables, and statistics of the achievements in the plan of education for all. This report addresses early childhood to pre-school, basic education, and education for children and young people outside the school, and the development of education for adults and illiterates in the State of Kuwait. The report is to clarify the share of the private sector and civil institutions, which are involved and engaged in education for all, leading to the goals and objectives of the comprehensive development with the overall development, peace and stability, security and safety of Kuwait.

By submitting this document, we hope with every sense of optimism for a promising future to achieve the aims of the organization. We recommend that the detailed documentation prepared by the group of the forum in all areas of education would be considered.

Dr. Hassan A. Safar

National Coordinator of the Education For All





Chapter One

The Context of Education For All





The social and economic context

Kuwait is one of the GCC countries. It lies on the north-west of the Arabian Gulf. It has borders on the south and south-west with Saudi Arabia, and on the north and north-west with the republic of Iraq. From the east, it overlooks the Arabian Gulf, which represents its maritime gateway to the world outside.

The social and economic context of the Kuwaiti society represents the reality of the society, and reflects the characteristics of the present situation, its challenges, and the surrounding regional, Arab and international conditions since Kuwait is part of the world.

These characteristics highlight Kuwait's position in its confrontation with the Iraqi aggression. Kuwaiti people were able, by virtue of their inherent potential to strengthen their national unity and the affiliation to their homeland. They were empowered by their sense of unity and coalition around their political leadership. Examples of heroism were expressed to grant Kuwait its freedom, democracy and develop the social and economic awareness.

At the beginning of the third millennium, the Kuwaiti experience emerged with its richness of expertise. This experience focused at the beginning on a comprehensive modernization process aimed at developing an integrated state to take its position in this important region of the world.

The State undertook a process of modernization in all fields depending on the revenues of oil, which were used to improve all aspects of social and economic development. This has led to serious steps having substantial effects in meeting the facts of the globalization era and its challenges, which must be considered in education for all.

In general, trends in education in the State of Kuwait are consistent with global trends for the advancement of education, and the orientation of making it a social commitment. Moreover, the concern of national educational policy makers in Kuwait is directed towards the aspect of scientific culture, which is reflected in the focus on the science of computer.

This policy has been linked to development plans of the State. This perception came from the actual concept of education in relation to development. Education plays a major role in serving the development process.

We must not overlook the economic factor while we are talking about education for all. Nowadays, the economic factor is indicative of the growth and progress of the society, which enjoys a great deal of education. It also compels community members to praise productivity, competition and marketing. We should not forget, either, that the Kuwaiti economy suffers from a lack of diversity in its resources, as well as cooperation between States in the matter of economic treaties and international trade agreements that have left no option for the States to determine their positions. Conversely, it has become an imposed choice.

The State of Kuwait lies on the north-west of the Arabian Gulf, which borders it on the east and is bordered on the south and south-west by the kingdom of Saudi Arabia and the north and northwestern by the republic of Iraq. By virtue of its location, Kuwait is considered a natural outlet for the north east of the Arabian Peninsula.

The maximum distance between the site on the northern border and the southern counterpart is about 200 kilometers (124 miles), and the border between east and west along latitude 29 about 170 kilometers (106 miles).

The borders extends to 685 kilometers (426 miles), about 195 kilometers (121 miles) of which are sea borders on the Gulf east and 490 kilometers (304 miles) land borders. The length of the borders with Saudi Arabia in the south and west are estimated to 250 kilometers (155 miles) and with the republic of Iraq from the north and west, 240 kilometers (149 miles). Due to the occurrence of Kuwait on a longitude between 28.30 and 30.06 degrees north the equator, and latitude between 46.30 and 48.30 east Greenwich, its climate is of a continental-type, which characterizes the geographical territory of Sahara in general.

The total area of the country is about 17.818 square kilometers, (about 6960 square miles). The geographical advantages are as follows:

The surface is composed mostly of flat, sandy plains, and gradually descends from west to east. There are some hills, including Zoor hills stretching from northeast to south-west, near Jahra, Alleyah Hills is longer and wider than its antecedent, Graa Al Marw hills which are filled with gravel of different sizes. There are some shallow valleys, one of which is Wadi Al Batin, which extends from south-west to northeast on the borders of Iraq and Wadi Al Shuqaya located in the south-west on the borders of Saudi Arabia.

Coastal water is shallow in depth and the tides phenomenon prevails beaches. There are a number of islands, the largest of which is Bobiyan Island, which is located in the northeast of the country. It is not inhabited. To its north, there is Warbah Island. At the entrance to Kuwait Bay, lies the island of Failaka. It is ancient and populated. Near it, there is Maskan Island and Ouha Island. In the front of the southern coast there are several small islands without any inhabitants, too, namely Kobbar Island, Qaroah Island, Um Al Maradem Island and inside Kuwait Bay, there is a small island; Qurain near the coast of Shuwaikh and another small island; Um Al Naml.

First: The Social Context

1- Population:

Kuwait has a population of 2991189 people, according to the situation in 2005. The number of Kuwaitis is 992217. The number of male Kuwaitis is 486089, a percentage of 49.3% of the total Kuwaiti population. The number of female Kuwaitis is 448698, a percentage of 50.7% of the total Kuwaiti population. The annual growth rate of the general population is about 8.6%.

The Kuwaiti society includes Arab nationalities numbering about 692051, a percentage of



about 23.1%, and non-Arab nationalities numbering 1202723, a percentage of about 40.2%, and the rest of unspecified nationalities about 3.5% of the total population.

The population is divided into six governorates, which represent the civil community. The six governorates are Al- Ahmadi, Al Jahra, Hawalli, Al Asema, Al Farwaniya and Mubarak Al Kabeer. All citizens are equal before the law and the Constitution, which guarantees education for all.

The Kuwaiti society is characterized by its young age since the proportion of the population under the age of fifteen is approximately 39.9% of the total Kuwaiti population. This category of age is the target of compulsory basic education. The percentage of labor workforce represents 55.4% of the community. The remaining percentage represents the old people, about 4.5%.

As for the non-Kuwaiti population, it is concentrated in the age group between 25 and 54. The number of males doubles that of females. The number of population and age distribution in Kuwait affects Labor. Labor (15 and over) is about 1781635 people, representing about 78.5% of the community population. The number of people exerting in the workforce reaches 1305082, about 99%, while the rest is outside the workforce, unemployed or not indicated.

As for the Kuwaiti labor force, the participation of Kuwaitis is 308120 people, representing about 30% of the Kuwaiti population. The number of male workers is 183363, about 59.5%. The female participation of Kuwaiti people is 124757, about 12.6% of the total number of employed people.

The non-Kuwaiti labor is estimated by 1483386 people, about 74% of the non-Kuwaiti population. The number of male employees is 1181543, approximately 79%. The number of females is 351843, about 20% of the number of non-Kuwaiti employees.

The Kuwaiti labor is manifested mainly in the Public sector by about 89.9% of Kuwaitis participating in the labor force. Non-Kuwaiti labor is placed mainly in the private sector, as shown in the following table:

Table 1/1.

Gross labor force according to sector and nationality on 31/12/2005.

Sector	Kuwaiti		Non-Kuwaiti		Total		Percentage of Kuwaitis
	Number	%	Number	%	Number	%	
Public	276884	86.4	98842	6.6	375726	20.7	73.7
Shared	591	0.2	3037	0.2	3628	0.2	16.3
Private	30588	9.5	903162	60.4	933750	51.4	3.3
Domestic	57	0.02	478345	32.0	478402	26.3	0.01
Unemployed	12346	3.85	12134	0.8	24480	1.3	50.43
Gross total	320466	100	1495520	100	1815986	100	17.6

Source: Basic characteristics of population and labor on 31/12/2005 – Ministry of Planning. Issue 27 – May 2006.

2- Health

Health care in the State of Kuwait dates back to 1912 when the first clinic was opened. Since then, officials increased their concern to improve medical services. Kuwait is divided into six health zones, each serving 300 to 500 thousand of beneficiaries of health services. Each region has a hospital, a health center and health units including clinics, health and supporting medical services.

The system of health care in Kuwait had a significant impact on the reduction of the rate of infant death. A faculty of Medicine was established as well as others of medical sciences, nursing, dentistry, and pharmacy to provide the Ministry of Health with distinguished national experts in the field of medicine and health care. Kuwait followed the rapid development of modern medicine in the areas of different therapeutic, preventive and rehabilitative services. In this field, Kuwait has reached a high degree of achievement competing with the developed countries. Kuwait benefits from the most recent available techniques in the field of nuclear medicine, Islamic medicine, genetic diseases, transplantation and other medical specialized medical services. There are also health centers in other countries to examine those who are hired to work in Kuwait. There is also a health supplement in some embassies abroad to provide treatment and perform surgeries for the citizens who need that.

3- Housing

Housing is an essential element for social development. The State has expressed its eagerness to provide residential care to all its citizens through the successive development plans including large housing programs. The country provided the necessary financial resources to implement such programs. The Foundation for Housing Welfare was established in 1974. It is concerned with the design and implementation of many housing projects, which provide integrated adequate housing for citizens and all the necessary services and facilities for a stable living condition. In addition to this, the country provides another system of housing which is the distribution of land to build in return of a symbolic and facilitated payment. The country also guarantees to citizens who possess a land all the facilities that help them to get a housing model consisting of all available means of comfort. The country is also responsible for the provision of health care, public services and cooperative supermarkets.

4- Social care

The State is interested with groups of children and youth as they form the largest segment of society. It provides them with cultural, social and entertainment services and clubs to develop their personality, satisfy their orientations and improve their experiences. The country also provides help to the families, which face difficulties. There is a maternal and Child center, which cares for mothers and children. The elderly and handicapped also benefit from a



health care, social, psychological, and vocational and rehabilitation services to integrate them into society as an active contribute to various aspects of life. The country also encourages associations of public benefit to exert their cultural, religious, health, social, environmental, traffic, economic activities offered to citizens and financially supported by the State.

Second: The economic context:

The economy of Kuwaiti depends largely on oil production and exports, and the manufacture of some of its products. Moreover, this is what characterizes the economy by the unstable oil prices according to the global market. In addition to oil, there are some symbolic taxes imposed on a number of government transactions, and some other low customs taxes.

This situation allowed the absence of any endeavor to estimate incomes at the official level. The State Budget, with the exception of the oil income, is estimated to 9%.

Therefore, it is necessary to set up a national economy where a range of alternatives is available to meet the consumer behavior of citizens as a result of the philosophy of the distribution of wealth. It is time that this behavior changed to a principle of creation and production of wealth. In addition to the need for a shift from reliance on the state, there is also a recommendation for citizens' contribution and participation in the economy through paying off services provided by the State.

The total trade indicators of the State of Kuwait during the period between 1995 and 1999 show the following:

- The total national exports amount to 3878.8 million Kuwaiti Dinars, from which the proportion of oil exports is 92.9.9%.
- The total imports amount to 2455.2 million Kuwaiti Dinars. This explains the reliance of Kuwait economy on the international one.

Average GDP is as follows:

The production sector, which includes oil, natural gas and refined petroleum products industries is 4053.6 million Kuwaiti Dinars.

Non-oil activities, which include:

Agriculture, livestock and sea fishing	35.7 million KD
Manufactured industries	315.6 million KD.
Wholesale and retail trade, restaurants and hotels	633.2 million KD.
Financial services, real estate and business services	827.5 million KD.
Community services, social and personal services	2036.5 million KD
Production of other services	690.1 million KD.
GDP by buyer's value	8592.2 million KD

*** Source: Development plan for the State of Kuwait 2001-2002 /2005-2006 - Ministry of Planning- April 2001.**



1- Industry:

Industry in the current era is one of the most important sources of national income and is the backbone of economic life in the State. For this, the State encourages the development and protection of local industries to diversify the sources of national income.

Some of the most important industries, we mention petroleum industry, mining and quarrying, food and resource industries, textiles and clothing, leather, wood products industry, chemical industry chemical and oil products industry, and metal industries.

The state also encourages the private sector to direct investments in some domestic industries such as papermaking industry, food products, vegetable oils, and other building materials.

2- Agriculture and fish farming:

Although the State of Kuwait is an oil producing country, having a desert soil, lacking rivers, with scarce water, suffering from a harsh climate, it has succeeded in cultivating and producing a variety of agricultural crops through a horizontal and vertical development which is based on raising agricultural productivity and selecting the best quality of seeds and plant resistant to disease and difficult environmental conditions.

Protected cultivation is available for this purpose. There is also an agricultural plant test, where modern technology is introduced, especially in the production of vegetables. In addition to this, the State encourages farmers. Different irrigation methods are also available; namely surface irrigation by means of dipping or spraying, drip irrigation, or spate irrigation. In addition to the above, there are various departments concerned with plant research and agricultural laboratories.

The State is also concerned with fish farming through specialized institutions in the fish sector. It has adopted several policies related to fishing, which had a major impact in reducing the food gap. For these policies, the projects were based on research and studies with the collaboration of the Public Authority for Agriculture and Fisheries and other scientific authorities since the liberation of Kuwait.

3- Services:

Being aware of the importance of the individual and the family in the Kuwaiti society, the State of Kuwait has provided multiple services to help ensure a dignified life for citizens and their families. Among these services, there are educational services, health services and residential services, transportation and telecommunications services and security services, social services and various utility services, electricity and water services and social insurance services and others.



Analytical Description of the Education Sector

Introduction

The progress in the educational sector in Kuwait stems from the firm national conviction that education is Kuwait's best means for successful interaction with the last century of the second millennium, and the appropriate way to start the third millennium with all its related aspects of the politics, economy, culture and science at various local, regional, international and global levels.

The qualitative leap in the educational and cultural level in Kuwait during the last forty years of the second millennium, and the blessed beginning of the new millennium is the product of five-year plans and educational policies designed to cope with modern developments in various fields and to promote education, and raise the efficiency of teachers and learners capabilities. The State has relied on the introduction of science, knowledge and technology to upgrade the country to the levels hoped for progress and prosperity. Because of this, education comes in the forefront of the strategic priorities of the state.

The Ministry of Education has indicated in many gatherings that education is the absolute priority of the nation's pride and dignity. It also laid a number of key concepts underlying the strategic vision of education in Kuwait.

It is considered that education is the best guarantee for a balanced individual, both in intellect and culture, an individual who is positively active in various aspects of the institutional and cultural, economic and social fields. The school, being an educational institution, is the tool to achieve the desired educational goals and is responsible for that. Communication between teachers and pupils must rely on the structure of these elements as the overriding objective of the educational system. Education must, therefore, enjoy the appropriate financial conditions to cope with the educational process in its major trends according to the current prevailing situation, and to achieve human unity through cultural self-esteem of people and civilized interaction among them.

1st. A General Overview of Education in Kuwait

Education in the early phase of the contemporary history of the State of Kuwait (1896 - 1935) followed a popular orientation. It was officially backed by the need to break out from the previous situation during the Ottoman rule of the region to openness to the world.

At the beginning of the construction phase of the government (1936 - 1944), education had a major role in the preparation of a layer of intellectuals capable for leadership and able to direct movement of social and cultural change in the coming stages.

As for the pre-independence period (1945 - 1960), there has been a development in the educational institution consistent with the requirements of the transition to an era of the oil economy.

During the independence phase and the emergence of the modern state (1961-1972) and the transformation of education to become entirely the responsibility of the State, formal education and its curricular contributed a lot in shaping the personality of Kuwaiti citizens free from any ethnic or tribal racism, and ready to cope with the new situation of Kuwait, in a post-world war II situation where colonial powers disappeared and the balance of global powers and political games changed.

Nevertheless, the period of war in October 1973 and the world oil crisis of 1980 added a considerable decline in the effectiveness of the educational institution in the community. Oil revenues have flowed in this period and entrenched values of welfare and wasteful consumption.

In the period that followed the emergence of the Cooperation Council for the Arab States of the Gulf (1981-1989) and the Iraq-Iran war added to the welfare policy another factor that discarded the educational factor from the scene, and the priority in the political agenda of official and popular events has become the combustible situation in the Gulf region.

During Iraqi aggression (August 2, 1990-February 26, 1991) education came back to play its role in preserving the interests of society and its future. Education was during this period a manifestation of resistance and a means to highlight the Kuwaiti independent entity and maintain its identity. It was also a means to keep the fortunes of the nation and bring security to Kuwaitis to exercise their natural role in construction and production.

But now that we live in an era of the new world order and the information and communication revolution, and the amazing technological progress, it seems clear that we in the State of Kuwait are faced with a mission of defining strategic developmental and educational directions to meet the challenges in the coming future, where our share is maintained to allow us to possess the skills and abilities needed to compete, understand the rapid changes, and know how to adapt accordingly. This can be achieved only through education.

2nd. Legislation of Kuwait and Education

Education in Kuwait is a subsystem of the general social system. It is influenced by and affects it. It is therefore based on the constitution, which guarantees its comprehensiveness and provides it with necessary efficiency for its success. This is clarified in the 1962 Constitution of the State of Kuwait, which states in Article 13 that education is a fundamental requisite, guaranteed and promoted by the State. Article No. 10 of the same section adds that the State is responsible for the protection of the young from exploitation and from moral, physical and spiritual neglect. Article 40 of chapter III has states that education is a right guaranteed by the State of Kuwait in accordance with the law and within the limits of public order and morals. Education is free in the early stages, in accordance with the law.

The explanatory memo elaborating on this article states that education is free in the early



stages, according to the law, and is intended for the primary stages to the end of middle school education. The Compulsory Education Act of 1965 and the Amiral Decree of 1979 concerning the Ministry of Education and Law No. 4 of 1981 concerning literacy, and Law No. 4 of 1987 regarding public education, all stressed the legislation of compulsory education.

3rd. Orientations of the Ministry of Education in the Development and Improvement of School Education

The official documents for the preparation of educational plans of the State of Kuwait included the following aims:

- Building the Kuwaiti individual ambitious for a better future for himself and the society and country, developing trends affecting the achievement of effective learning for life, and the absorption of the scientific methods and their application in different areas needed by the community.
- Considering the adoption of the electronic book instead of the paper book, achieve a qualitative shift in the curriculum with an emphasis on the introduction of the principles and values derived from Islamic law and the teachings of the Islamic religion and ethics, deepening the spirit of citizenship and preserving the nation's quality and character, principles and traditions and aspirations, in the context of the latest scientific methods and modern technology.
- Emphasizing the functional role of the school and upgrading co curricular activities to serve the educational goals and aspirations and implement educational policies.
- Upgrading the output of education, and providing graduates with the necessary skills to cope with the growing radical changes in higher education, and the needs of the labor market, taking care of this from early kindergartens throughout the other stages.
- Improving internal efficiency of education and the enrollment of Kuwaiti students in kindergartens and other levels of education to reduce education expenditure.
- Support and develop different public and private educational sectors, religious institutes and adult education centers consistent with the abilities of students and the needs of the community.
- Taking care of those of special needs, rehabilitating them according to their preferences, aptitudes and abilities, to achieve their integration in the structure of the productive society, and endowing them with confidence in themselves, and the ability to enter areas of professional work.
- Eradicating illiteracy and avoiding its reasons and causes, following up literacy in all regions of Kuwait, and preparing them to contribute with other members of the community in the development of the nation.
- Caring for brilliant students and encouraging creative and gifted students, refining their

- talents and developing their abilities and following up their performance.
- Caring for slow learners; upgrading their educational standard and eliminating the causes of their school failure.
 - Caring for autistic students; encouraging them to interact with others, and developing their motivation to engage in cooperative activities creatively.
 - Strengthening the social status of teachers and upgrading their scientific, professional, moral and material standard to achieve satisfaction with the profession, and preserve the dignity of the teaching profession by encouraging the apprenticeship of teaching, requesting teachers to obtain a license to practice the profession, and obtain the ICDL certificate.
 - Developing the educational administrations and strengthening their independence to enable them to solve the problems that hinder their progress.
 - Transferring some of the specialties to the educational areas and developing human resources in the educational sector, and raising the efficiency and use of the advanced modern scientific management techniques.
 - Achieving optimum use of school buildings and facilities, and maintenance, which prolongs their life expectancy, and commitment to conduct necessary maintenance to make them an attractive educational environment.
 - Rationalizing educational expenditure and taking advantage of all the resources, capabilities available in the public and private sectors, in a way that does not affect the educational process

4th .The General Structure of Education in the State of Kuwait

The classification and identification of features of education in Kuwait is very important to identify the types of variables that govern and influence it and consequently determines the overall structure of education as follows:

First: education is divided on the basis of two grounds:

1-Formal education: overseen by the Ministry of Education.

It means the pre-university education, and it is possible that the student is given a certificate of completion of grade 12 at the end of the secondary stage accredited by the government of the State of Kuwait. This education extends from pre-primary education in kindergarten (not included in the educational ladder) and continues to the primary, intermediate, and is compulsory under the Compulsory Education Act of 1965, and then the secondary stage ends at the end of this type of education.

This type of education includes:

a- Public education, which includes:

Kindergarten



- Primary stage
- Intermediate stage
- Secondary stage

b- Qualitative -public education includes:

- Religious education in religious institutes, and is concerned with the religious sciences and the Arabic language along with subjects of public education.
- Education in special education schools (those of special needs)

c-Adult education and literacy

d- Private Education, like public education, is carried out by the private sector. It includes kindergartens (can be preceded by preliminary stage), primary stage, intermediate stage, and secondary stage. It also provides quality education for those of special needs.

e-Formal education under the supervision of the Ministry of Higher Education:
This type of education is divided into two parts:

- University education:

Admission to this type of education is allowed to students who successfully completed secondary school. It includes a group of specialized colleges affiliated to both the University of Kuwait, such as the College of Science, College of Engineering, Faculty of Medicine, Faculty of Assistant Medicine ... etc. There is also a college for postgraduates attended by the student who successfully completed his undergraduate studies or is affiliated to private universities (Gulf University for Technological Science, Open Arab University, American University of Kuwait, Australian University of Kuwait, Kuwait- Maastricht Business School).

Education overseen by the Public Authority for Applied Education and Training:

The Public Authority supervises this type of education for Applied Education and Training. There are two types of education:

The vocational education:

The student, who attends this education, must have completed his intermediate education. The student enrolls in a certain type of training institutes such as communications, secretarial institutes ... etc. There is also a type of education within these institutes called parallel education.

Higher Education Institutes of Applied Education and Training:

Student holding a secondary education certificate, either scientific or literary, can join one of the colleges or institutes, such as the College of Basic Education, the College of Technological Studies, Faculty of Business Studies, Communications and Navigation Institute, the Institute of Nursing, and others.



The student is awarded a certificate after passing the following study period:

- If completed his four-year course in the faculty or institute, he is granted a bachelor's degree.
- If completed his two-year course, a diploma is awarded in one of the interdisciplinary courses of these institutes.

2 Non-formal education:

This type of education is supervised by some public institutions and ministries, in addition to some private sector institutions, and certificates of this type of education do not qualify the owner for government profession, as they are training rather than scientific certificates.

The parties which oversee this type of education in Kuwait are Kuwait University-Center of community service, the Public Authority for Applied Education and Training - Center of community service, the Ministry of Endowment and Islamic Affairs which oversees the religious education in Quranic schools, as well as the Ministry of Commerce which oversees the eligibility of institutes having a commercial nature, as well as training courses offered by the Public Authority for Applied Education and Training for the preparation of technicians and assistant technicians.

There has been an update in the system of university education in private universities since 2002 / 2003. The number of private universities that are already open is five universities. There are other universities authorized to open later on. The following table illustrates this.

Table 1/2

No.	University or College	Number of enrolled students		Number of teachers	
		1st Semester	2nd Semester	1st Semester	2nd Semester
1	Arabic Open University	6294	5935	46	49
2	Gulf University for Technological Science	1337	1384	76	77
3	Kuwait- Maastricht Business School	307	337	6	7
4	American University of Kuwait	767	842	28	47
5	Australian University of Kuwait	509	569	24	26

*** Note: The number of faculty teachers is the equivalent number of teachers selected and recruited.**

5th. The educational ladder in Kuwait:

In the year 1956 / 1957, the educational ladder was focused on the following three stages:

Primary stage and has a duration of 4 years and is compulsory.

Intermediate stage, has duration of 4 years, and is compulsory.



Secondary stage and has a duration of 4 years and is optional. Kindergartens were established in their modern form and lasted for 3 years (3 levels) and became in 1993 / 1994 two years (2 levels). They are pre-primary and optional.

At the beginning of the school year 1978 / 1979, a credit system was adopted in the public secondary stage education. It was applied gradually in a number of schools.

At the beginning of the school year 1984 / 1985, the two-term system was applied in the secondary stage as a result of ongoing process of development and modernization of the educational system. It was applied along with the credit system. The Ministry of Education amended the educational ladder in its Ministerial Decree No. 76 / 2003 dated 03/03/2003. The education structure was proposed to include 5 years in the primary stage, four years in the intermediate and 3 years in the secondary stage. It was applied in the school year 2004/2005, and the chart below shows the educational ladder in Kuwait in its present form:

Chart 1/1

The Educational ladder of the State of Kuwait 2004/2005

Years of Age																	
21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4
																	Public Education
After Secondary			Secondary			Intermediate			Primary			Kindergartens					
Arab and foreign private schools																	
Religious education																	
Other types of education																	
Adult education and literacy																	
Private education schools																	
Higher education and after secondary education																	
Public Authority of Applied Education and Training																	
Kuwait University / Public Authority of Applied Education and Training / Private Universities																	
Other parties																	
Police Academy																	
Army / Police School																	
Overseas Education																	

6th. The State Condition of Education in Kuwait.

1- The organizational structure of the Ministry of Education.

The organizational structure of the Ministry of Education is composed of eight sectors, which are:

- Planning and information sector
- The educational development sector
- Public education sector
- Private and qualitative education sector
- Educational research and curricula sector
- Administrative affairs sector
- Educational premises sector
- Financial Affairs sector

Each sector is supervised by an Assistant Under-Secretary, who in turn, is supervised by an Under Secretary who is directed by his Excellency the Minister. Every sector oversees a series of central specialized departments.

In addition to that, there are a series of central units, which are:

A- Units directly under the supervision of His Excellency the Minister:

- The Supreme Council of Education
- Kuwaiti National Commission for Education, Science and Culture, in addition to the permanent office of the delegation of the State of Kuwait to UNESCO-Paris
- Secretariat of the Council of Special Education
- Department of Public Relations and Educational Information

B- Units under the supervision of the Under-Secretary:

The Department of Legal Affairs.

The following chart shows the lines of authority and responsibility, as well as the division of labor and specializations in each unit of the Ministry of Education until the administrative management level, which is the third level of the organizational levels.

(The remaining unit sectors appear to be in the form of organizational structure of the Ministry of Education.)

7th. The main components of the educational process:

Public education is primarily responsible for the provision of basic educational needs of the community. It is also responsible for the educational situation of the population. In this connection, the State provides educational services in schools for all citizens and requires enrollment in schools until the end of the intermediate stage. The public schools accept a large number of expatriates, according to the available means. The government also takes care of



private schools and foreign non-public institutions to ensure that the private sector supports the public sector to meet the educational needs of the community.

Chart 1/2
The Current Organizational Structure of the Ministry of Education

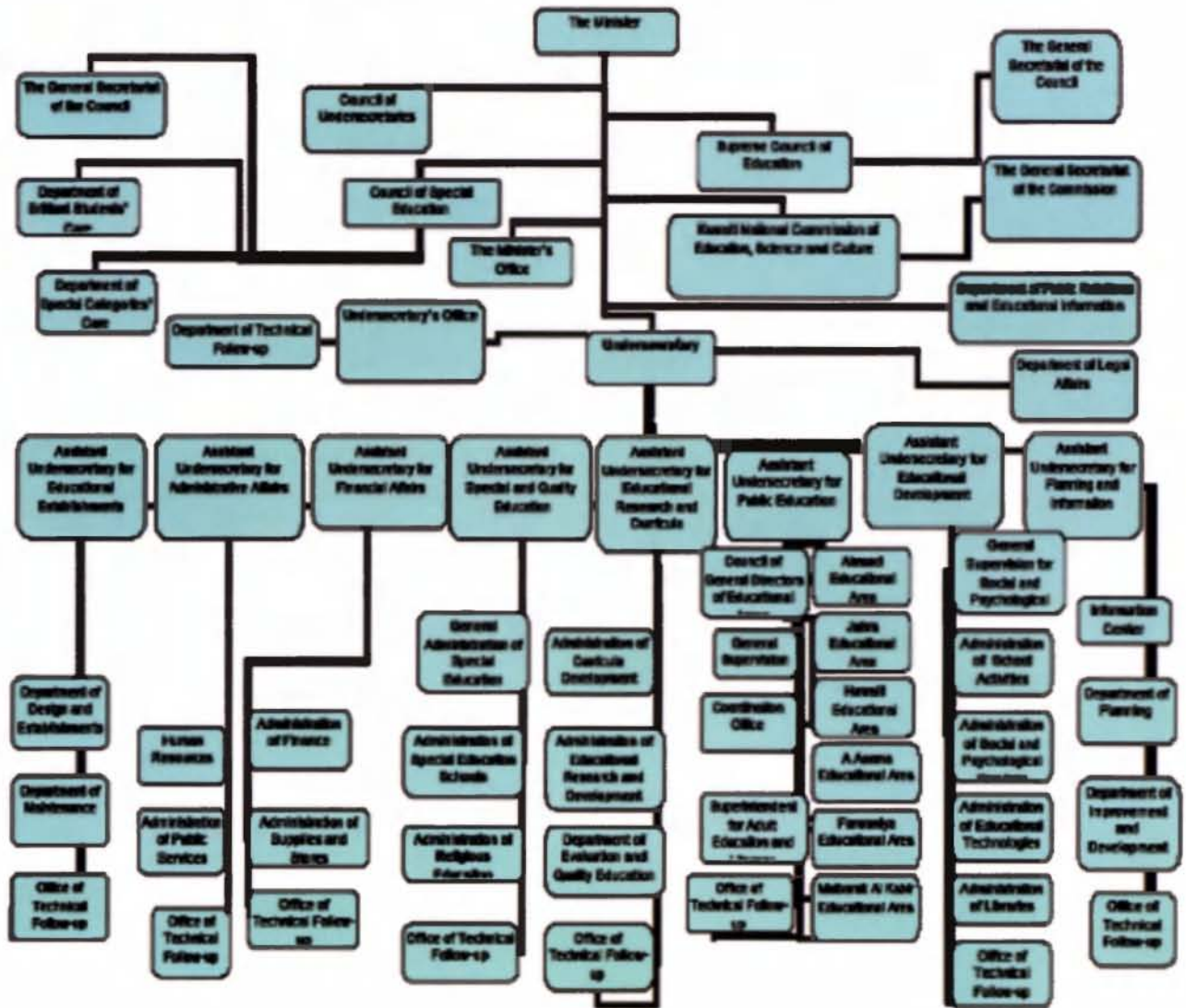


Table No. (1/3)

The most important constituents of the total educational process with all types of formal education under the supervision of the Ministry of Education in the Academic Year 2005/06.

Type	Public Education				Private Education	Gross Total
	Public Education and Kindergartens	Quality Education		Adult Education and illiteracy		
		Religious	Special education			
Schools	664	13	33	74	474	1258
Classes	11632	108	24	450	6074	18488
Students	335888	2275	2049	16096	167419	523727
Teachers	40026	456	903	1455	10309	53149
Administrative personnel	4756	44	105	139	1900	6944
Employees	4244	27	118	226		4615
Workers	1895	5	65	53	910	2928

Educational Statistical Group - Department of Planning - Ministry of Education-2006 / 3.

In the preceding table, it is clear that special education represents about one third of the total number of schools, and that the public education schools and kindergartens form almost two thirds. The number of students in the public education is about 72% of the total number of schools under the supervision of the Ministry of Education.

The number of the teaching staff in private education does not reach 20%, and more than 80% are working in public education.

We can say that the indicators of public education and kindergartens are satisfying. The average number of students in one school is 507 students while the standard densities which are generally approved of are by 300 students per school for kindergarten and 720 students per school for elementary and intermediate, and 900 students per school for the secondary stage.

Intensity has been circulated that in the primary stage and sixth grade from the intermediate stage should be 25 students per classroom, as well as kindergartens, and 30 students per classroom in the intermediate and secondary schools.

Educational services benefit from a big share from the State's budget. In 2002/03, education expenditure amounted to 15.4% of total government expenditure and then declined in the year 2003/04, about 13.6% of total government expenditure. In 2004/05, it dropped to 12.7% of the total expenditure. This gives great significance to the care of the educational process in various fields.



8th. Expenditure on Education

Resources of expenditure on education in the State of Kuwait come mainly from the public and private sectors. The total expenditure from public and private resources increased between the years 2001/2002 and 2004/2005 on all levels of education (kindergartens to post-secondary) from 824.9 million Kuwaiti Dinars to 1021.7 million Kuwaiti Dinars.

The total expenditure on education from public and private sources for the fixed price increased from 851 million Kuwaiti Dinars in 2001/2002 to 1.021.7 million Kuwaiti Dnars in 2004/05, as shown in chart 1/3. This represents an increase rate of 20% during the past four years which reflects the increase in the volume of expenditure during 2001/02 and 2004/05; more than was expected from price rises alone (inflation). Note that a Kuwaiti Dinar was equal to 3.39 US Dollar in the year 2001/2002 and 3.41 in the year 2004/2005.

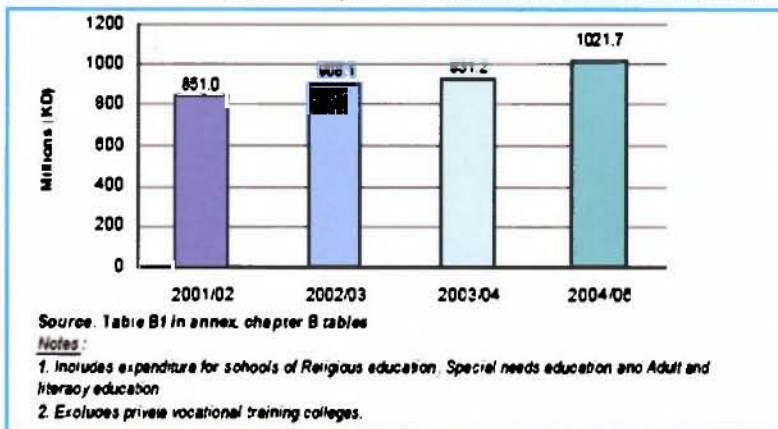


Chart 1/3
 The total expenditure on education from government and private resources in million from the Year 2001/2002 to the year 2004/2005

Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 1/4 shows the total expenditure on all levels of education for a GDP in Kuwait during the past four years. The amount of expenditure on education increased from 7.9% in 2001/2002 to 8.3% in 2002/03, before declining to 7.4% in 2003/04 and then to 6.2% in 2004/05.

In spite of the constant rise in education expenditure over the four years, the GDP declined in the previous two years.

Chart 1/4

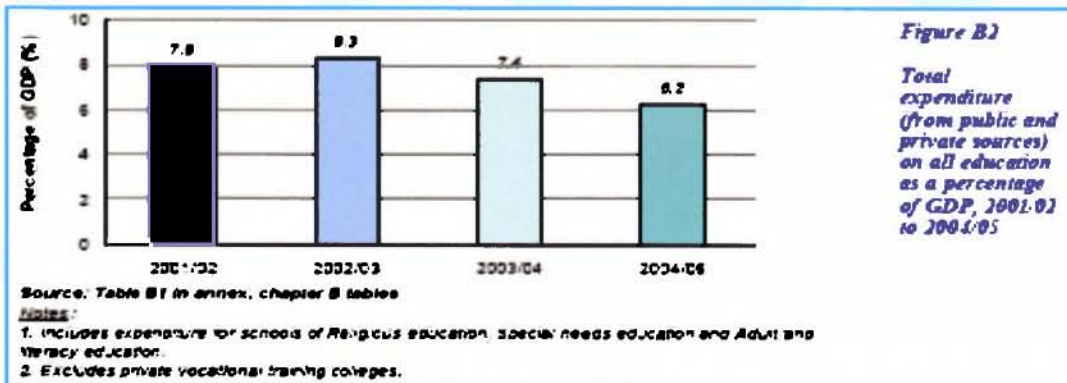


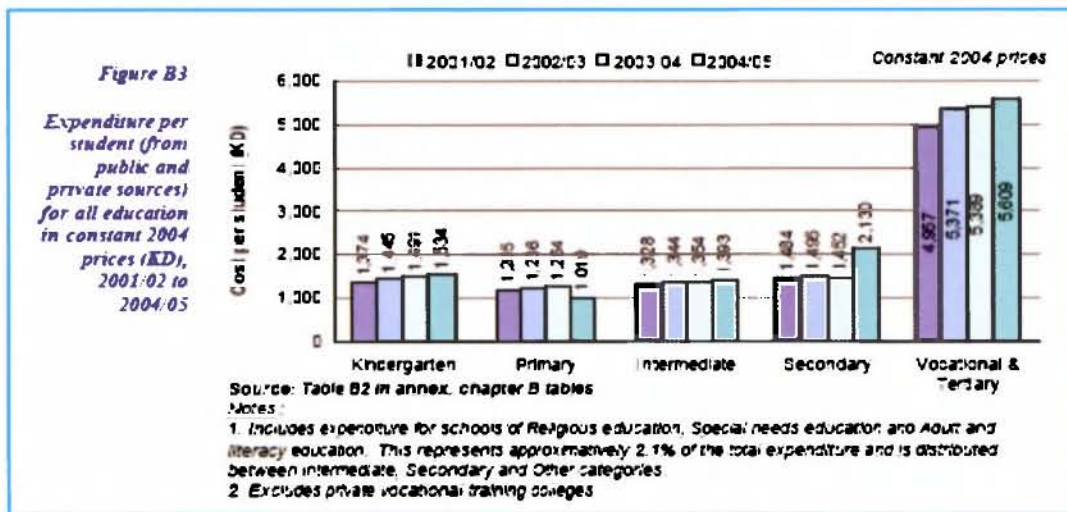
Figure B2
 Total expenditure (from public and private sources) on all education as a percentage of GDP, 2001/02 to 2004/05

Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

1- The total expenditure on education from public and private sources for the students.

To calculate the cost of the student at all stages is one way to measure expenditure on education. Figure 1-5 illustrating the cost of the student during the past four years shows that applied education students and university students, and the like, cost the highest. The cost reached 5.609 KD in 2004/2005. This cost is four times the cost of the student in other educational stages; 1.534 Kuwaiti s in kindergartens, 1.019 Kuwaiti Dinars in the primary, 1.393 Kuwaiti Dinars in the intermediate stage and 2.130 Kuwaiti Dinars for the secondary stage. The cost for applied education school students and university education students, and the like increased during the four years from KD 4.957 in 2001/02 to KD 5.389 in 2003/04.

Chart 1/5

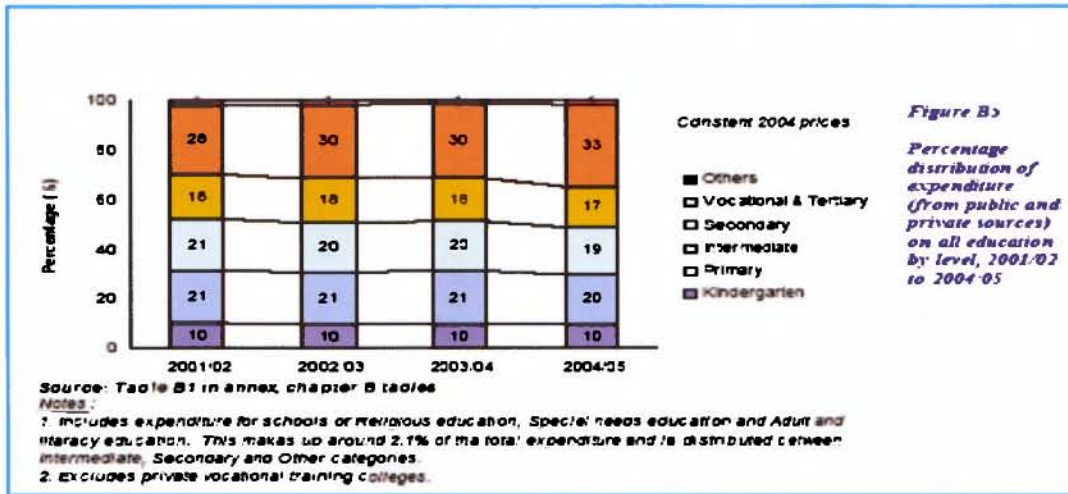


Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

2- Distribution of total expenditure (from public and private sources) by educational stage:

Percentage of the distribution of the total expenditure on various levels of education is illustrated in figure 6-1. It appears that the size of the expenditure share for applied education and post-secondary education represents 30% of the total expenditure on education. This increase in expenditure is the highest over the past years from 2001/2002 to 2003/2004. The concrete increase in expenditure on education and post-secondary reached 15%. (From 241.9 million Kuwaiti Dinars in 2001/2002 to 271.4 million Kuwaiti Dinars in 2003/04), compared to a rise by 14.1% in kindergartens, 15.3% in the primary stage, 8% in the intermediate stage and 11.8% in the secondary stage during the same period.

Chart 1/6



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

From what preceded, we can conclude the following notes:

The total expenditure on education (from public sources and private) increased from 851.0 million Kuwaiti Dinars in 2001/2002 to 1.021.7 million Kuwaiti Dinars in 2003/04, an increase of 20%.

Despite the fact that government expenditure on education maintained an increase during the four years, the contribution of the GDP to the expenditure on education decreased in the last two years, from 8.3% in 2002/03 to 6.2% in 2004/05.

About 30% of the total expenditure on education was set for vocational education and post-secondary education (33% in 2004/05). There has been an increase in educational expenditure on various stages, which amounted to 14.1% for kindergartens, 15.3% for the primary, 8% for the intermediate and 11.8% in the secondary stage in the same period.

Student cost (from public and private sources) was higher for students of vocational education and post-secondary education. The total cost 5.609 Kuwaiti Dinars in 2004/2005, which is close to four times each educational stage; 1.534 Kuwaiti Dinars for kindergarten, 1.019 Kuwaiti Dinars for the primary, 1.393 Kuwaiti Dinars for the intermediate and 2.130 Kuwaiti Dinars for the secondary stage. Student cost increased by 13% for students of vocational education and post-secondary education during the past four years. In the intermediate stage, the increase was about 5%, but decreased in primary education to 15%, while, it increased to 44% in secondary education, as a strategy to stabilize budget and increase the number of years in the primary stage.

The public's expenditure increased from 723.1 million Kuwaiti Dinars in 2001/2002 to 830.1 million Kuwaiti Dinars in 2004/05, a rate of 14.8%, and a period during which expenditure from private resources decreased by 3.9%.

9th. Future vision:

1- The future vision of the philosophy and the strategic goals:

The philosophical context underpinning the national vision for the development of the educational system as stated in the national conference to develop public education in the State of Kuwait (21-24 April, 2002), is based mainly on the grounds that the development of this system represents the axis of sustainable human development linked to the rehabilitation of young people, parents and convincing them of the fact that the era of prosperity has ended, as well as of the danger of what challenges the future might hold. The ultimate goal of the educational process is not literacy, in its traditional sense, but literacy of dealing with the aspects of modern age, its challenges and the ability to overcome the problems of the individual and society.

2- The future vision of developing the educational administration:

The general philosophy of the educational administration is represented in the perception that the development of the educational process is a national project based on partnership of all sectors of society. It is also based on the fact that democracy is the most advantageous way to achieve educational goals. Schools are considered the first and basic community where young people learn how to act according to consultative and democratic principles. All areas of development should be based on long-term planning visions, and planning should follow the best approach in the management of the educational system and policies.

3- Key elements of the educational policy are represented according to the future vision as follows:

- * Increasing levels of performance in pursuit of excellent performance and output.
- * Achieving disciplined educational community.

4- The future vision and the development of the educational curricula, through the following issues:

- Re-considering the educational aims to meet the requirements of development of the Kuwaiti society and the contingencies of the local and global levels in the various areas of civilization.
- Upgrading curricula and programs in accordance to the needs of the labor market in the country, and the use of modern technology to help conduct work.
- Develop some courses, such as environmental education, population education, information technology education, life skills education... etc.
- The use of modern techniques to raise the level of student attainment and performance (computer mapping).
- Focus on the preparation of programs on enriching personality and the ability to debate and dialogue.
- Caring for profession education for the elderly and literacy, benefiting from non-formal



education programs and using modern training techniques.

- Caring for technical and vocational education programs.
- Caring for scientific research for the development of educational curricula and tools.
- Developing religious education.
- Considering educational trends in caring for those of special needs.

5- Teacher training and preparation:

The national vision on the development of this aspect addresses issues, the most important of which are the following:

- Caring for the teacher and upgrading his professional preparation during pre-service and in-service.
- Providing teachers with the most modern technological means in the educational system according to its levels.
- Designing effective programs for teacher training and preparation, and evaluating them on an educational basis, and establishing centers for measurement and evaluation, according to high scientific standards.
- Integrating institutions of teacher preparation in both Kuwait University and the Public Authority for Applied Education and Training to cover the needs of the educational system.

10th - Principles and priorities:

1- The overall objectives of Education for All are as follows:

- Enabling every person, whether child or adult to benefit from educational opportunities to meet his basic needs of learning for the upgrade and development of all abilities to live and work with dignity and effectively contribute to the development process.
- Setting forth an extended plan consisting of:
- Making education accessible to everyone and upgrading it.
- Focusing on the acquisition of learning.
- Expanding basic education and its means.
- Strengthening the learning environment.
- Strengthening partnerships of the education sector, governmental departments and other social sectors.
- Developing supporting policies in the areas of social, cultural, economic sectors and improving higher education and scientific research, and making close contact with contemporary technological and scientific exhibitions.
- Mobilizing financial and human resources, public and private.
- Strengthening international solidarity and offering help for low-income countries to implement their plans.

2- Recommendations of Dakar Forum (2000)

- 1- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- 2- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- 3- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs;
- 4- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- 5- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and attainment in basic education of good quality;
- 6- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

3- Priorities:

- Attending to pre-primary children through an increase in care for kindergartens attended by children at the age of four and making it a compulsory education period.
- Directing attention to the qualitative aspect of what is presented to learners in the years of compulsory education and improving the quality of education, and not only achieving the quantitative side; the provision of education for all children. This can be achieved through programs to develop primary education, and improve the educational environment, and reconsidering the primary school in its building, performance and environment. The focus should be on providing learners with self-learning skills and the skills of continuous learning, critical thinking and creativity.
- Allowing learners in the two stages of basic education (primary and intermediate) to acquire skills to deal with and benefit from computer program packages, the thing to be extended to kindergartens.
- Working to reduce the density of students in the classroom in the stages of compulsory education, especially in the areas, which suffer from increased density. – Going on with the attention paid to those of special needs and expanding the provision of opportunities for learning in different governorates of Kuwait, with the expansion of achieving their integration, interaction and communication with their peers and the rest of society.
- Caring more for learners in both literacy and intermediate stage, and enabling them to gain experience to be useful in their working lives and enrich their abilities for the success



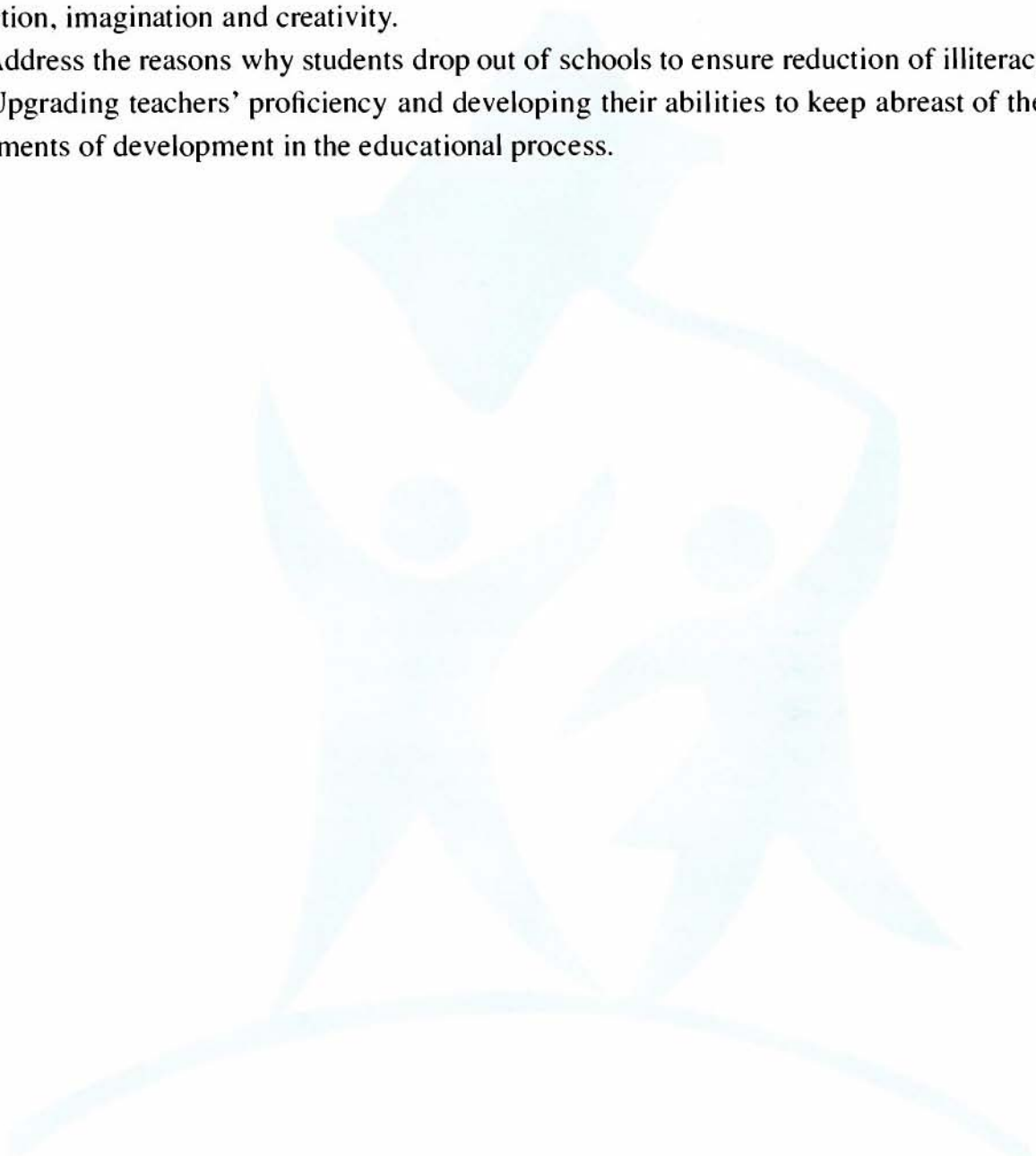
and development of their private and public profession, and help them to pursue their higher education.

- Developing learners' abilities to deal with modern educational techniques with advanced means such as calculators, information networks and all forms of scientific and technical progress and patterns.

- Radically changing the concepts, methods and practices of education, and shifting from quantity to quality, from teaching to learning, from reciting and learning by heart to thinking, reflection, imagination and creativity.

- Address the reasons why students drop out of schools to ensure reduction of illiteracy.

- Upgrading teachers' proficiency and developing their abilities to keep abreast of the requirements of development in the educational process.





Chapter Two

Assessment of Early Childhood Development and Pre-School Education





The context of education.

Kuwait is a pioneer in kindergarten compared with the Middle East as it started giving attention to kindergartens after the discovery of oil in 1936. One of the goals of the Council of Education was to care for children under school age.

In 1943, the Council of Education began with the amendment of the educational ladder, which consisted of two educational stages (primary and secondary) to make it three educational stages (kindergarten-primary-secondary).

In 1944, Mr. Khalaf's Diwaniyeh was chosen as a first public kindergarten in Kuwait and was named schools of kindergartens receiving children of age six. A number of teachers were appointed, and people started sending their children who were even under the age of six. It was, therefore, necessary to open kindergarten classes, which were named children's orchards. Male children from the age of three to six were enrolled in these "orchards", and used to stay there for three years, and sometimes two. The courses aimed at instilling good habits, caring for the child and his cleanliness, developing his orientation and needs, and preparing him for the next stage of education (schools of kindergartens).

In 1954/1955, the State established the first two kindergartens, which were "Al Muhalab" and "Tariq Ibn Ziyad" with the aim of teaching boys and girls. In 1955, the number of children enrolled reached 260, and the number of female teachers was 57. Then establishment of kindergartens took place throughout Kuwait.

First- Goals and objectives.

Early childhood development in Kuwait in all its physical, mental and emotional aspects will enable children of this stage to acquire the basic skills of learning in a way that allows them to properly and positively interact with their local environment, and will also implant skills that enable them to communicate with modern developments and technological knowledge.

From this main objective, the following purposes derive:

- Ensuring the right to education for all Kuwaiti children; males and females, in the age group of 4 to 6 years, based on the principle of education for all and eliminating all difficulties which in effectively implementing the this principle since the kindergarten stage is part of the educational ladder on which the law of compulsory education applies.
- Achieving balance in the provision of educational services in kindergarten in all governorates of Kuwait.
- Providing the right educational environment, which creates appropriate and varied educational opportunities and experiences for children and allows them to enjoy their childhood.

- Providing learning opportunities for children with special needs to enable them to acquire the knowledge, skills and attitudes that suit them and help them integrate, interact and communicate with their peers and the rest of society.
- Providing care opportunities for children from birth until the age of enrollment in kindergartens, and making sure there are educational institutions which have such standards and capabilities that will enable them to fulfill this role.
- Achieving coordination and integration between the different public and private institutions acting in early childhood, and ensuring proper functioning.
- Reducing classroom density in kindergartens, particularly in the areas, which suffer from this problem.
- Controlling materials and avoiding duplication of efforts and inconsistency to reach a general policy at the level of national education in kindergartens.
- Achieving integration of families and educational institutions in early childhood in order to reach a public opinion supportive to the education of children at this stage, and fostering parents' ability to choose between educational alternatives available to them fitting their children's readiness, the fact which will lead to understanding the nature and aims of education at this stage.

The overall objectives of kindergartens in the State of Kuwait:

Generally, these objectives can be expressed in the following:

- Helping children to instill the Islamic faith in themselves, and consolidate the faith in God in their hearts, and the develop positive trends towards religion and Islamic values.
- Helping children acquire feelings of belonging to the family, Kuwait, the Arab Gulf, and the Arab and Islamic Nation.
- Helping children develop a positive self-concept.
- Helping children to gain the trends that help them to be safe, and positive in their relations with their peers and adults.
- Helping children to develop their sense of responsibility and independence and, at the same, accept the required exigencies of living in a cooperative society.
- Helping children to gain positive trends on the environment surrounding them, and appreciate its beauty and preserve it.
- Helping children to understand their physical needs, and to maintain and strengthen their bodies through the adoption of healthy habits in games, rest, sleep, breathing, food and clothing; and instilling habits of security and safety in the home, street and the kindergarten.
- Helping children to develop all their senses, use and control their bodies with skill and a growing sense of confidence.
- Helping children to gain some basic skills necessary for life in society.



- Helping children to broaden their interests, knowledge and perception of the natural environment surrounding them, and positively interacting with it.

Second - Quantitative aspects.

Kuwait is among the countries that have achieved significant progress in the area of early childhood development in both quantitative and qualitative terms. Statistics show high rates of enrollment in the kindergarten stage in a manner comparable to, if not better than, developed countries, and in a way that explains the quantitative achievements of goals of education for all for the pre-school set by the Dakar, Jomtien conference. The following facts elaborate more on this:

1- Public and private kindergartens

* Total number of kindergartens:

The following table shows the number of children enrolled in kindergartens and their distribution in public and private schools from the year 2002/03 to 2005/06.

Table 2/1

School Year	Nationality	Type of Kindergarten				Total		Enrollment rate	Rate of distinction
		Public		Private		Number	%		
		Number	%	Number	%				
2002/2003	Kuwaiti	40147	94.7	6827	33.5	46974	74.9	89.9	0.96
	Non-Kuwaiti	2228	5.3	13522	66.5	15750	25.1	50.2	0.96
	Total	402375	100.0	20349	100.0	62724	100.0	75.0	0.96
2005/2006	Kuwaiti	38654	95.4	9269	34.9	47923	71.5	90.1	0.96
	Non-Kuwaiti	1868	4.6	17269	65.1	19137	28.5	55.6	0.96
	Total	40522	100	26538	100	67060	100	76.5	0.96

The analysis of the previous table shows:

* The total number of children enrolled in public and private kindergarten in the year 2005/2006 reached 67060 children, 40522 of whom in public schools; a rate of 60.4%, and 39.6% in the private schools; an increase from the year 2002/03 amounting to 4336 children, a growth rate of 6.9%.

* Kuwaiti children represent 95.4% in 2005/06 of the total children enrolled in public schools, while the percentage in 2002/2003 was about 94.7%.

* The number of children enrolled in private schools in the year 2005/2006 was 26538

children, 9269 of which were Kuwaitis, a percentage of 35% those enrolled in private education. It was observed that there was an increase in the ratio from the year 2002/2003, when it was 33.5%.

The previous statistics indicate that although the public kindergartens are free and open to Kuwaiti children and a small proportion of non-Kuwaitis, the percentage of Kuwaitis reached 35% of the total number enrolled in private schools. This can be explained by the following reasons:

* The desire of some Kuwaiti parents to teach their children in foreign languages. * Some parents believe that education in private schools is better in quality than education in public schools.

The above table also shows the achievement of a substantial progress in providing education for all in early childhood through the elimination of disparities in enrollment between males and females.

It also shows the rise in enrollment of Kuwaiti children in both public and private schools from 89.9% in the year 2002/03 to 90.1% in the year 2005/06.

Number of schools, classrooms and density.

The following table illustrates the increase in number of schools, classrooms and children during the years from 2002/03 to 2005/06 in the State of Kuwait.

Table 2/2

School Year		Type	
2005/2006	2002/2003		
176	159	Number of kindergartens	Public Schools
1567	1527	Number of classes	
40522	42375	Number of children	
103	86	Number of kindergartens	Private Schools
928	706	Number of classes	
26538	20349	Number of children	
279	245	Number of kindergartens	Total
2495	2233	Number of classes	
67060	62724	Number of children	



The table shows that there is a growth in the number of children; an average growth rate of 2.3% annually. It also shows that despite the low number of children enrolled in public kindergartens, this decrease is the result of parents' will to enroll their children in private schools due to rush for special education by Kuwaitis.

The average density in kindergarten classes.

The average density in kindergarten classes is 25 children per class. The following table shows a decrease in rate from 32 children by class in 2002/2003 in both public and private schools to 28.4 children per class in 2005/06. This decrease indicates the efforts being made to improve the educational process, and reach the standard of 25 children per class.

Table 2/3

Average density	Classroom density		School Year
	Private	Public	
32.1	29.8	33.2	2002/2003
28.4	27.6	28.9	2005/2006

2- Child-care institutions:

The care institutions are represented in the services provided by the Ministry of Social Affairs and Labor in the areas of childcare, and guiding the various educational and recreational in the following way:

3- Children's clubs:

These clubs are responsible for the care of children's talents and the development of their abilities, and discovering these talents at an early time to develop them accurately. These clubs are also responsible for training and educational courses for mothers.

4- Private Nurseries

In the year 2005, the number of private nurseries reached 109, showing an increase of 29 kindergartens from year 2001, when the number was 75. It is well known that there are a large number of non-licensed kindergartens offering their care for children of working mothers.

5- Family kindergartens:

They shelter and care for children of unknown parents, and children whose families broke down. These children are put in such family kindergartens, which provide them with psychological saturation and proper social adjustment to be good citizens, through a number of methods, such as accommodation, day care, home care and the aftercare. The number of children in this type of kindergartens does not exceed 50 children, males and females.

6- Church schools

The nature of the Kuwaiti society and its values that encourages tolerance, goodwill and acceptance of others, and the application of the provisions of the constitution, permits the existence of some nurseries in the churches of some Christian communities resident in Kuwait. The number of children in the Evangelical Church of America, for example, is about 123 boys and girls.

7- Educational institutions for children with special needs in public schools:

Children, between 4 and 6 years old, with special needs are enrolled in special education schools. However, the Ministry of education decided to merge children of special needs with society, and therefore opened classes for these children in public kindergartens. It is worth mentioning that there are a number of private schools providing departments and programs for the education of children with special needs.

8- Teaching children with Down's Syndrome.

The Ministry of Education allocated classes caring for children with Down's Syndrome in various educational areas. The following table illustrates the increase in number of students during the years 2004/05 and 2005/06.

Table 2/4

Number of students with special needs in kindergartens

Class density	Number of children	Number of classes	Years
4.5	54	12	2004/2005
4.4	44	10	2005/2006

Third- The qualitative aspects

1- Kindergarten curricula

A- Public kindergarten curricula

The curriculum in kindergartens was improved in a developed-method. This developed-method curriculum consists of two levels, each containing twelve competencies. Throughout these competencies, occasions are highlighted and celebrated, such as the occasion of Ramadan, pilgrimage, celebration of the National Day and Liberation Day. Eid Al Fitr and Eid Al-Adha are also celebrated. The developed-method curriculum in kindergarten is based on a number of principles:

- Reliance on the principle of self-learning.



- Development of the teacher's performance.
- Upgrading the education process.
- Development of the child's personality through dialogue and conversation.
- Balancing the daily program activities to meet the various needs of early childhood.
- Reliance on the principle of freedom and taking responsibilities.
- Development of the ability to be creative.
- Development of curiosity and exploration in children.
- Development of communication skills and openness to others and encouraging them to take decisions and give opinions.

Given the newness of the application of this method, there has not been any research or evaluation process to assess its effectiveness.

B- Curriculum in Arabic kindergarten:

The supervisory system covering all non-public institutions compels Arab kindergartens and other private institutions to apply the educational curricula and plans of public schools. Therefore, the newly developed kindergarten curricular is applied both in public and private schools.

C- Curriculum in foreign kindergartens:

Foreign kindergartens are varied and apply the same curriculum as in their home countries. There are British, American, Pakistani, Indian, Armenian, Iranian, French and Filipino schools and they all offer curricula according to their nationalities to meet the educational needs of children of expatriates, as well as to provide education in English and French for Kuwaiti citizens and other Arab nationalities residing in the territory of the State of Kuwait, if they wish to. Besides, there are bilingual schools, which teach the British or American curriculum in addition to the Arabic language and Islamic education.

D - Curricula for those with special needs:

The educational program for the children of Down's Syndrome includes sensory skills, social behavior skills, language, motor and cognitive skills as well as self-care skills through the application of the method of Montessori, in its multiple principles, in public schools. As for the Arabic private schools, the curriculum of the Ministry of Education is applied. The foreign British and American schools adapt their curricula to suit different types and degrees of disabilities.

2- The teaching and administrative staff:

The following table shows that the number of the teaching staff in kindergartens reached 4706 female teachers in 2002/2003. These teachers are prepared at the university level in the kindergartens' Department at the Faculty of Education -Kuwait University and the College of Basic Education- the Public Authority for Applied Education. The percentage of children per

teacher was a good rate; 13.3. In 2005/06, the number of teachers was 5420. The percentage of children per teacher reached 12.4. This explains the interest in providing the appropriate number of teachers in kindergartens.

Table 2/5

The development of the number of teaching staff in kindergartens between the years 2003/04 and 2005/06.

%	2005/2006	%	2002/2003	Type	
0	0	0	0	Male	Kuwaiti
74	4024	76	3555	Female	
74	4024	76	3555	Total	
0.01	10	0	1	Male	Non-Kuwaiti
0.25	1386	24	1150	Female	
0.26	1396	24	1151	Total	
0.01	10	0.01	1	Male	Total
0.99	5410	0.99	4705	Female	
100	5420	100	4706	Total	
	12.4		13.3	Child-teacher ratio	

3- Buildings and equipment:

It can be said that most kindergartens buildings in Kuwait are in good condition and suitable for various educational purposes and activities. They are also furnished with equipment, fixtures, tools and materials used by children for various educational activities.

A project of computerization of education was innovated in all public kindergartens as an attempt from the State of Kuwait to develop the educational process in kindergartens and keep track of the information age.

Equipment and teaching aids for the education of children with special needs are also available in kindergartens, which provide classes for such children.

4- Health and nutritive care:

The State provides health care for all enrolled children. Parents are obliged to have a checkup for their children. Children get the necessary vaccinations and a health card showing their health conditions. To give kindergarten children form, the State is currently applying a swimming literacy.

5- Administration and Management:

The administrative systems responsible for the development of early childhood in Kuwait are varied. The Ministry of Education supervises public kindergartens. The Ministry of Education, in its private education department, oversees all no-public institutions, offers them



licenses, and controls their curricular to suit the values of the society. The Ministry of Social Affairs oversees childcare institutions through its department of women and children.

6- Funding:

The Ministry of Education takes charge of expenditure on public kindergartens. Parents bear the expenses of educating their children in private kindergartens. Expenses range between 200 dinars to 2000 dinars annually, and expenses for children with special needs are higher. The Ministry of Social Affairs and Labor is responsible for the finance of care programs for children through the social development sector budget. There are other contributions in education funding gathered by the National Commission for Educational Support from societal institutions, such as the Kuwait Foundation for Scientific Progress, the Secretarial General of Endowment, and some non-profit organizations; the International Islamic Charitable Organization and some companies and institutions of the private sector. These donations are considered irregular and therefore cannot be considered a second source of funding.

7- Innovations:

The most important developments in the kindergarten stage are as follows:

* Application of the developed- method in kindergarten, which aims at:

-Improving the educational process

- Improving the teacher's performance.

- Development of the child's personality through dialogue and conversation.

* Inclusion of the computerization project in the content of the curriculum in kindergartens. Knowledge of the computer has been added to the curriculum to include some basic skills necessary for children to work with computers.

Some of the aims of the project are:

- Achieving a minimum of computer culture among children to enable them to deal with the requirements of modern age with caution and security.

- Providing advanced software programs requiring various tools for kindergarten children to interact with them.

- Providing the classroom environment at the kindergarten stage with further educational activities designed to create mental and cognitive enjoyment for learners.

Practical experience courses and studies in kindergartens have been added to the requirements of graduation from Colleges of Education.

A center of kindergartens development was established in the State of Kuwait in 2001 aiming at focusing on two categories:

- The first category, the technical one, includes the teaching staff, counselors and supervisors.

- The second category, the administrative one, includes Headmistress, Assistant Headmistress and other administrative titles.

The pedagogical supervision of kindergartens, in collaboration with the General Supervision of buds scouts, formed a team of buds kindergarten children.

Objectives of the project:

- Instill patriotism and Islamic teachings.
- Familiarizing children with buds scouts through physical games and competitions.
- Preparing children for enrollment in cubs or buds stages.

Among other achievements, there are “A guide in kindergarten” for the third millennium, which provides the teacher with educational goals and overall objectives of education in the State of Kuwait, and the characteristics of kindergarten children in addition to the characteristics of growth in early childhood. It also defines the roles of the teacher and how to cope with children and the daily activities in kindergarten, models of preparation notes and other activities.

The project of integrating Down’s Syndrome children in kindergartens.

Objectives:

A- Create individuals with their entity in the community able to exert an activity, which guarantees them a decent life.

B- Provide educational and psychological care for these children within the natural environment of their peers in ordinary kindergartens and enable them to spend the required stages according to their abilities.

Environment corner

Objectives:

- Promote environmental awareness.
- Develop the concept of environmental education.
- Identify natural sources of the environment.
- Identify sources of environmental pollution.

Literacy swimming project.

This project includes second level kindergarten children. Selection is based on certain conditions and specialists within a pre-set time limit train children.

Educational innovations in the field of physical education.

- Physical education has been incorporated in the curriculum of kindergartens overseen by the pedagogical supervision of physical education – women.
- Preparing a kinetic education curriculum for kindergarten, where fixed and mobile body movements are taught, as well as how to deal with environment.

8- Training courses:

Many training courses have been implemented during the period of 2003 / 2004 and 2005/ 2006 for teachers in kindergartens. They included the following areas:



- A training course for kindergartens teachers on educational software for the educational competencies 2003/2004.
- An affirmative training to build self-confidence in children 2003/2004.
- Procedures and techniques to modify the behavior of Down's syndrome children and how to help them acquire the basic skills 2003/2004.
- Skills development for kindergarten teachers 2004/2005.
- Kinetic Education in kindergarten 2004/2005.
- Qualifying session for kindergarten teachers on educational software for the educational competencies 2004/2005.
- A session for kindergartens female teachers for Levels I and II on educational software 2004/2005.
- Promotion of the supervisory titles of kindergartens Heads of department 2004/2005.
- Qualifying session for teachers and assistant teachers in kindergartens on educational programs 2005/2006.
- Kinetic Education in kindergartens 2005/2006.
- Developing the pedagogical supervisor's skills in kindergartens 2005/2006.

9- Health aspects.

The State of Kuwait attaches a noticeable importance in health care for the children of the community. The Ministry of Health adopts the State's policy in this regard. The health services are available through hospitals, governmental units, hospitals in the private sector, and hospitals of oil companies, the Center of Islamic Medicine, maternity care centers and child-care centers, which constitute 96 health centers, an equivalent of 28.4% of total health centers in the State of Kuwait. These centers provide full medical care for children. The statistics indicate that the number of deaths in children's wards and children's surgery in public hospitals is 94 children, from 31594 children subscribed in the category of out alive. As in the private sector, in general, the patients of children's wards reached 3572, a portion of 35.8% are males and 46.2% females. Generally speaking, the services provided by the Ministry of Health for children starting from pregnancy are divided as follows:

- Health services provided to the mother during pregnancy.
- Health services provided to the child after birth.
- Health services provided to the child at school entrance.
- Health services provided to children after school.

The efforts of the State of Kuwait in the area of health care have yielded significant positive results. With respect to children, these results are summarized as follows:

- Almost all Kuwaiti children are born in public or private hospitals, and consequently are born under medical care in a manner that ensures proper maternity and health care to preserve the lives of newborn children.

- Providing medical care for almost all pregnant mothers.
- An increase in the average life expectancy at birth for both males and females on a regular basis.
- A relative stability in the death rate.
- The extinction of polio disease in the State of Kuwait.
- Full spread and enlargement of the scope of quality health care services.
- Caring for the quality of health care centers for children and women, health clinics and school health care within the system of preventive health services.

Other concerns of the health aspect:

- Caring for nutrition for children.
- Caring for vaccination.

10- The main institutions involved in the field of childhood.

It should be noted that most of the institutions and authorities in the State of Kuwait draw attention to childhood in a form or another. There are some authorities, which are directly and mainly concerned with childhood. These authorities are notably mentioned as follows:

A- Department of Special Education at the Ministry of Education:

It is one of the most important authorities concerned with disabled children. It includes two schools for the care of people with visual disabilities, two schools for the care of people with an auditory disability, two schools for the care of people with mental retardation, two schools for people with motor disabilities and two schools for the care of children with Down's Syndrome.

B- Department of Women and Children at the Ministry of Social Affairs and Labor.

This department sets policies for qualifying Kuwaiti women and promoting them. It conducts research and studies on the difficulties facing Kuwaiti women, and proposes appropriate solutions to meet the basic needs of children through the inclusion of these needs in the development plans. It also coordinates efforts with the authorities, organizations and associations concerned with children on both public and private levels. Of the departments concerned with women and children at the Ministry of Social Affairs and Labor, we mention the followings:

Department of women; some of its duties are:

- Addressing family problems and working out appropriate solutions in coordination with the concerned authorities within and outside the ministry.
- Preparation and follow-up of family and women programs in a way that allows women to act their social and cultural roles.
- Setting an integrated plan for the advancement of Kuwaiti women based on the values and teachings of our Islamic religion.

Department of private kindergartens.



Private kindergartens play an important role in helping parents to provide safety for children in particular, and working mothers, or female student in institutes or university. They provide a healthy, secure and educational place where the child spends his day under the care of qualified nursery teachers who contribute to the development of his abilities and prepare him psychologically and socially in the kindergarten stage. Therefore, the Ministry provides licensing to private kindergartens for any normal people with legal entities in accordance to the requirements specified by the Ministerial Decree No. 73/1994. In addition to that, the Ministry approves the general framework of the nursery, and the building design of kindergartens on an area of 1000 meters square.

Department of children's clubs:

The department is in charge of the preparation of programs and activities for children's clubs, and supervises the work to achieve effective services to its members because these clubs are considered effective means to serve and care for children socially and leisurely in their free time. The department also contributes in the completion of the mission of the school environment. The Ministry has laid conditions for the distribution of land reserved for the building of children's clubs in the areas of the housing model.

11- Kuwaiti Association for the Advancement of Arab Children.

One of the most important objectives of the association is to identify the factors and circumstances relating to facilitate or impede expansion of educational services for children in pre-primary stage, and conduct research and studies in the fields of psychological and social development of children from various aspects of health, body and psychology, as well as diagnose the problems of childhood and seek solutions.

Some of the most important studies and educational projects implemented by the association in the field of childhood:

- 1- The project of Mubarak Al-Abdullah Al Mubarak Al-Sabah for the seasonal specialized scientific studies.
- 2- The association issued, in the framework of this series, 30 researches on the problems and needs of children in the Arab world.
- 3 - The project of the child's monthly book.
- 4- The project of educational indicators and building of national capacities in Kuwait-the second phase from 2001 and 2004.
- 5- The project of designing and generalizing of Kuwait's diagnostic test to evaluate pre-school children.

The objectives of the project:

A - Preparing a test to assess pre-school children, measuring various aspects of growth (cognitive-linguistic- skills - psychological -social-behavior compatibility)

B- Caring for the early detection of children with special needs.

12- Kuwait Center of autism

The Center provides education and training services to meet the needs of children who suffer from autism. Some of the programs and activities of the Center are as follows:

- The educational training program
- The early intervention program.
- Summer camps.
- The evaluation and diagnosis.
- Consulting and training.
- Spreading public awareness of autism.

13- The Supreme Council for the Disabled.

It is an independent entity, designed to rehabilitate and integrate the disabled into society. The council grants the disabled varied services and privileges. The council is also in charge of educating the disabled and following them up in schools and providing them with the necessary remedial classes. In addition to this, Law No. 49 of 1996 on the care of the disabled stated in article 4 of chapter 2 on the rights of people that the State is responsible for the ongoing medical treatment services inside or outside the country, when necessary, and for the appropriate preventive services. The state is working to reduce the causes of disability during pregnancy and after birth.

14- Semi Regional Center for Childhood and Motherhood.

The center of motherhood and childhood in Kuwait has been approved by UNESCO as an affiliate in the Arabian Gulf region, and a liaison between all those concerned with children and maternity and UNESCO. Some of the programs offered by the Center are:

- Holding several exploration sessions related to early childhood.
- Conducting a regional workshop of proficient specialists in early childhood.
- Running a Gulf seminar entitled (How can we protect our children from abuse?)
- Publishing books and studies on children.
- Submitting national reports to analyze the situations of childhood in the State of Kuwait.
- Providing educational counseling.
- Holding several training courses on childhood.

15- Other parties concerned with childhood:

There are some organizations in the State of Kuwait, which are in a way or another concerned with childhood. Among these, are the followings:

• The Ministry of Information.

The Ministry of Information is concerned with children through the preparation of many educational programs that benefit the kindergarten stage. Some of these programs are:

- Children's Television Program.



- The country's children program, intended to activities at the kindergarten stage. It is an awareness-raising educational program for children.

In addition to this, there are several radio programs related to this stage.

16- The National Conference on kindergartens.

The Ministry of Education held a conference on kindergartens in December 2005 to document the efforts that had been made in the area of kindergartens and their development. The conference hosted many experts, specialists and practitioners in the field of education. The conference commemorated the fiftieth anniversary of the opening of the first kindergarten in the State of Kuwait in the academic year 1954/1955. This conference was a clear evidence of the State's interests in childhood and its faith in the right of care for children, their protection and upbringing them according to the principles of our Islamic religion. It also stressed the pride that the State of Kuwait is the only region where kindergartens are a stage in the educational ladder, and consequently, in practice, part of compulsory education. Hence, the kindergarten stage stands on an equal footing with other educational stages in the educational ladder in terms of public attention and provision of all requirements of appropriate qualified labor and pedagogical expertise for a suitable educational environment. The conference concluded with several recommendations based on what had been presented and discussed, as follows:

First- With regard to creativity:

- The development of the child's creative thinking through the provision of material equipment for the kindergarten, varied useful educational programs, and continued communication between family and kindergarten.
- Playing must be considered a means for creative thinking among children.
- The media, in all its forms, should contribute in the development of children's creativity and provide them with programs to enrich their skills and creative abilities.

Second- With regard to development.

- Support educational experiences in early childhood.
- Adoption of the quality of kindergarten programs on the philosophy of interactive trend among children, and considering them as active learners relying on manual expertise and exploration.
- Adoption of the developed curriculum to go on with the child throughout the primary stage.
- Emphasis on the adopting of story telling as an educational technique. Stories need to be well chosen and appropriately introduced to meet the educational level and abide with the recommendations of the pedagogical supervision to well serve the curriculum.
- The need to raise the efficiency of kindergarten teachers through training courses inside and outside the country, and encourage exchange visits both locally and externally to keep track of the recent trends in educational experiments, administration, supervision,

programs, evaluation and teaching techniques.

- Catching up with contemporary and modern studies, research and reports, tests and projects to enrich and invest results in the application that conform to the Kuwaiti environment.
- Involving officials to care for the quality of management of kindergartens and provide a spirit of competition between kindergartens in the quality of performance, offers, standards, and an attractive environment.
- Considering the provision of language labs in kindergartens and equipping them with the necessary computers, with an emphasis on the attractive environment of the labs to be like by children.
- The need for the involvement of the administration in the ongoing evaluation of the performance of the programs, teachers and children.

Third- Other areas.

- Considering the compulsion of kindergartens to become part of the basic education stage to ensure the preparation of the child to be the man of tomorrow, and hope of the future.

- Expanding the construction and furniture of kindergartens, and supplying the financial allocations to cope with the aspirations of the future, and to provide better educational services with the modern and contemporary techniques.

17- Difficulties

- The aims are not compatible with the levels of mental, physical and emotional growth of pre-school children.
- Lack of experience in the teaching and administrative staff, and therefore ongoing training is required.
- The increase in number of administrative employees in relation to teachers constitutes a financial burden and waste at this stage.



Project of development and improvement of kindergarten education:

Field	Aspects of the development project
Educational experiences	Inclusion of Arabic, English and mathematics in kindergartens.
School building	Development of the architecture of school buildings to comply with international architecture.
Furniture	Renovating and developing the furniture in kindergartens regarding design and materials used to comply with the modern technology and guaranteeing child's safety.
Educational technologies	Development of in-use materials and including active boards. Equipping each classroom with an overhead projector, tape recorder and computer.
Educational games	Renovating educational games to comply with the child's mental development to encourage discovery and creativity.
The teacher	On-going teacher's training. Inclusion of kinesthetic education in the requirements of graduation for kindergarten teachers, in collaboration with the faculty of education in Kuwait University and the faculty of basic education in the Public Authority for Applied Education and Training.





Chapter Three

Assessment of Basic Formal Education





1st. What is basic education?

1- The definition of basic education : (Primary and intermediate stages)

It is an educational stage which lasts for nine years, starting from first grade and extends to grade 9, according to the new educational ladder. It is a compulsory free educational stage for all Kuwaiti children, girls and boys, according to the Ministerial Decree No. 76/2003 concerning the amendment of the educational ladder, on which results the expansion of compulsory education to include grade 9. The basic education is composed of two stages:

- The first stage of basic education includes the primary stage; five years.
- The second stage of basic education includes the intermediate stage, four years.

Article 1 of Law No. 11 of 1965, concerning compulsory education states that education, in Kuwait, is compulsory and free for all male and female Kuwaiti children from the beginning of the primary stage until the end of the intermediate stage. The State undertakes to provide school premises, books, teachers and any other human or material resources, which guarantee the success of education.

2- The role of basic education:

Educational leaders, in the State of Kuwait, agree on the importance of applying basic education until the end of the intermediate stage to functionally make education link theory with practice and provide learning opportunities to prepare individuals work in different jobs required for the overall development.

The educational policy, in Kuwait, strives for the provision of the necessary material resources to achieve the application of basic education through the ongoing development in numerous fields, the most important of which are the curriculum, teachers' development, and modern technologies of teaching, school buildings, and others.

The application of basic education in the State of Kuwait, based on the goals of basic education, aims at providing pupils with the minimum necessary information and concepts, skills and attitudes necessary for good citizenship, and that would be needed by every individual to assume his full responsibilities in the subsequent stages of growth, and able to competently and effectively contribute to the development of society.

This requires the individual to possess essential personal characteristics, the most important of which are assertiveness, effectiveness, cooperation and innovation.

3- Legislation of basic education.

Article 2 of Act No. 4 of 1987, concerning public education, states that education is a right for all Kuwaitis guaranteed by the State, as a protection of the young from exploitation and from moral, physical and spiritual neglect, as an encouragement of scientific research and as an endorsement of the progress of society.

Article 3 of the Act clarifies that education aims at providing opportunities for individuals to achieve full and comprehensive spiritual, moral, intellectual, social and physical devel-

opment to the greatest extent permitted by their aptitudes and capacities in the light of the principles of Islam, the Arab heritage and contemporary culture and the nature, customs and traditions of Kuwaiti society, and instilling in individuals spirits of socialization and loyalty for the Nation and His Highness the Amir.

4- Aims of basic education:

A- Aims of primary education

- Enabling students at the age of basic education to join schools on a compulsory basis.
- Eliminating of disparity in enrollment between the sexes in the primary stage and achievement of the principle of equal opportunities and responding to individual differences including care of those with special needs.
- Improving the qualitative aspects of education, especially in reading, writing and arithmetic skills.
- Meeting the needs of the learner and providing him with skills at the end of the stage of basic education.
- Developing the individual's self-awareness and identification of capabilities and potential to develop and invest them for both his benefit and the benefit of society.
- Building learners' bodies through the provision of opportunities for them to practice sports activities.
- Improving quality elements in the educational system and ensuring its openness to other educational systems.
- Achieving the principle of education for all by offering equal educational opportunities for both boys and girls, in all areas of the country, with a diversification of these opportunities to meet individual differences among the educated.
- Developing scientific, innovative and critical thinking to solve problems faced by the individual and society.
- Accustom students to respect time and use of leisure time more productively and usefully.
- Development of a sense of aesthetic and moral harmony with the values and goals of society.
- Development of beginners' emotions and directing them to proper disposition of the various situations of life.
- Development of the individual's self-awareness and detection of his capabilities and potential to fully develop and invest them.
- Preserving school environment and social situation of the learner and accustoming him to the right habits.
- A radical change in concepts, methods and practices of education and the shift from quantity to quality, from teaching to learning, from teacher to learner and from reciting and



rote learning to thinking, reflection, imagination and creativity.

- Ongoing training courses for teachers and supervisors to change the traditional roles and support social ambition to work on the development of a culture of innovation.
- Creating the individual Muslim who is conscious of the fate of the Islamic and Arab nation, able to understand his religion away from fanaticism and extremism, and able to adapt to change, acculturation and dialogue with the culture of others.
- Achieving higher levels of educational attainment compared to universal standards.
- Encouraging learners' respect to commitment to the law and making them aware of its importance and dangers resulting from breaking the law.
- Accustoming learners to take responsibilities, make decisions, and avoid indifference and hesitancy.
- Making learner aware of the importance of cooperation between individuals and citizens to achieve successful projects.
- Preparing learners to deal with the developed pedagogical techniques and the different means such as satellite channels, computers and information networks and all forms of scientific and technical patterns.
- Teaching pupils learning skills so that they can teach themselves, develop their potential, deal with impediments and successfully overcome them depending on the acquired skills in his education.
- Encouraging lifelong learning.
- Having children acquire another language, from which they benefit in dealing with the requirements of life, in addition to mastering their mother tongue, Arabic.
- Helping learners acquire basic academic skills such as communication science, mathematics, science, languages and information technologies that lead to self-learning skills. Learners should be able to identify available options for work that match their abilities and potential and can be linked to the demands of integrated and harmonious development of the individual.

B - Aims of Intermediate Education:

- Deepening the previously mentioned aims of literacy.
- Implementation of the approved curricula of intermediate education and achievement of its general and specific aims.
- Making use of adults' experience in facilitating the process of education in this stage.
- Enabling learners to improve their productivity in the fields of their employment in public and private sectors through the spread of awareness and ability to benefit from the school attainment achieved by the individual.
- Enabling brilliant learners to easily pursue their secondary education.
- Enabling learners to rely on themselves in developing their potentials and widening their

knowledge when they drop out.

- Working to attract more people to complete their education, especially those who did not have the chance because of any reason to continue their education after the primary stage.
- Implementation of programs and training courses enabling adults to keep up with development in all fields, through influence and interaction, to actively participate in the service of the country.

2nd. - Learning opportunities.

1- Analysis of the current status of basic education :

Basic education in Kuwait is composed of two stages of public education, which are the primary stage and in the intermediate stage. The current status of each stage will be analyzed separately, as follows:

2- Analysis of the current situation in the primary stage:

The primary stage of basic education, which is the starting point to the proper implementation of education policy and the State's policy of compulsion in particular, is important for many reasons:

- It is the basic foundation for any further education.
- It has the largest number of pupils, is the base of the educational pyramid.
- It profoundly affects many aspects of the child's personality.
- It enables the child to understand himself as an individual, and therefore identify his role in the group to accept both his collateral and leadership roles.

3- Increase in demand for the service of primary education:

Kuwait is committed to provide educational services suiting the needs of citizens, and is compelled by the Compulsory Education Act of 1965, and Decree Law No. 4 of 1987 on public education, to provide this service free of charge to all of Kuwaiti children, males and females alike in all regions of Kuwait.

The geographical nature of the State of Kuwait makes one whole. There are no substantial differences between the different parts, namely, there is no territorial division within the State of Kuwait, but there is an administrative division for each province. The area of the State is divided into six districts: (Al-Ahmadi, Al- Jahra'a, Hawalli, Al-Asema, Farwaniya, Mubarak Al-Kabir). The centralized management system ensures distribution of educational services to all provinces to meet the needs of each region without discrimination.

4- The Intermediate stage:

The intermediate stage is the link between the primary and secondary education. It is the end of the compulsory education stage. It completes the primary stage in providing a level of knowledge that the State considers the right of every citizen.

The importance of this phase is expressed in the following reasons:



- It caters for the needs of learners according to the characteristics of early adolescence.
- It is concerned with the exploration of learners' interest, abilities and aptitudes, directing and developing them.
- It adds to the learner's knowledge, skills and basics of general culture.

5- Increase in demand for the service of intermediate education:

The State of Kuwait is concerned with the provision of intermediate schools with the same interest in primary schools. It applies the compulsory education law on cases of contravention. As already mentioned in the primary stage, there is no territorial division within the State of Kuwait, but there is an administrative division for each province. The area of the State is divided into six districts: (Al-Ahmadi, Al- Jahra`a, Hawalli, Al-Asema, Farwaniya, Mubarak Al-Kabir). The Ministry of Education appoints an educational area to oversee educational services in each district. The Ministry caters for the needs of various educational areas equally, without any distinction.

Table 3/1

Development of numbers of students in basic education from 2001/2002 to 2005/2006.

Type			2001/2002	%	2005/2006	%	
Primary Stage	Public	Kuwaiti	Males	45003	30.3	57054	28.1
			Females	45546	30.6	58392	28.8
			Total	90549	60.9	115446	56.9
		Non-Kuwaiti	Males	6486	4.4	8716	4.3
			Females	6463	4.3	8642	4.3
			Total	12949	8.7	17358	8.6
	Private	Kuwaiti	Males	6712	4.5	10116	5.0
			Females	3947	2.7	5412	2.7
			Total	10659	7.2	15528	7.7
		Non-Kuwaiti	Males	18243	12.3	27899	13.7
			Females	16312	11.0	26680	13.1
			Total	34555	23.2	54579	26.9
	Gross total		Males	76444	51.4	103785	51.1
			Females	72268	48.6	99126	48.9
			Total	148712	100	202911	100
Total number of Kuwaitis in public and private education		Males	51715	34.8	67170	33.1	
		Females	49493	33.3	63804	31.4	
		Total	101208	68.1	130974	64.5	

Intermediate Stage	Public	Kuwaiti	Males	40893	30.5	42891	30.4
			Females	40851	30.5	44584	31.6
			Total	81744	60.9	87475	62.0
		Non-Kuwaiti	Males	6935	5.2	6339	4.5
			Females	6618	4.9	6300	4.5
			Total	13543	10.1	12639	9.0
	Private	Kuwaiti	Males	3602	2.7	5324	3.8
			Females	2332	1.7	2442	1.7
			Total	5934	4.4	7766	5.5
		Non-Kuwaiti	Males	17280	12.9	17478	12.4
			Females	15645	11.7	15666	11.1
			Total	32925	24.5	33144	23.5
	Gross Total		Males	68710	51.2	72032	51.1
			Females	65446	48.8	68992	48.9
			Total	134156	100	141024	100
Total number of Kuwaitis in public and private education		Males	44495	33.2	48215	34.2	
		Females	43183	32.2	47026	33.3	
		Total	87678	65.4	95241	67.5	

Table 3/2

**Comparison of indicators of statistical results between
2001-2002 and 2005/2006 for basic education in the State of Kuwait**

No.	Indicator	Gross Assessment of the year 2002/2003	Gross Assessment of the year 2005/2006	Notes
		Total	Total	
1	The percentage of new entrants to the first grade of primary education	63.1	87	
2	The apparent rate of enrollment of first grade primary stage.	47.8	97.9	
3	Net enrollment ratio in first grade primary stage	67.4	52.4	
4	Gross enrollment ratio in primary education	100.6	99.5	
5	The net enrollment ratio in primary education	89.8	78.8	
6	Gross enrollment ratio in intermediate education	100.1	100	
	The net enrollment ratio in intermediate education	85.6	81.5	

Tables 3/1 and 3/2 show the following indicators:

For the primary stage:

- The growth rate in the primary stage accords with the population growth rate. The annual growth rate of Kuwaiti students is about 2.8% both in private and public education.
- Education is open to non-Kuwaitis in public schools for specific defined categories such as children of expatriate university teachers, children of Kuwaiti mothers and children of members of the diplomatic corps. The private sector contributes in the educational process at the primary stage by providing this service in Arab and foreign schools. It also serves different numbers of Kuwaiti students. In the year 2002/2003, the rate was about 10.5% of the total Kuwaiti students enrolled in primary private and public schools. This percentage rose to 11.9% in 2005/06. These students are under control to get basic compulsory education.
- The numbers of enrollment of male and female students are almost the same; except for a slight increase in number of females. This is consistent with the nature of the population growth in the State of Kuwait, and stresses the important fact that there is no discrimination between boys and girls in the State of Kuwait.
- There are no big disparities between the percentages of enrollment in the primary education and participants in childhood development programs in various educational areas in Kuwait. The percentage ranges between 92.5 and 97.6%.
- The gross apparent rate of enrollment in the first year of the primary stage in 2002/2003 amounted to about 97.8% and increased to 97.9% in 2005/06. It proves the efforts of the State of Kuwait in providing opportunities for its citizens to join the primary education. The statistics also prove how much the community abides by laws of compulsory education.
- The net enrollment ratio in first grade reached about 52.4% in the year 2005/06.
- The gross enrollment ratio of Kuwaiti children in primary education, regardless of age in relation to the age of stage (between 6 and 9), reached 100.6% in the year 2002 / 2003, and 99.5% in 2005/06, which explains commitment to the application of the law of compulsory education. The decrease of percentage is due to the exclusion of students enrolled in special educational programs, and those who are studying abroad with their families.

For the intermediate stage:

Table 3/1 shows the development of numbers of intermediate school pupils in public and private schools. The annual growth rate of Kuwaiti students is around 3% in both public and private education. The following conclusions can be made:

- Accordance of the annual growth rate of enrollment in the intermediate stage with the population growth rate.
- A noticeable closeness in numbers of enrollment of males and females supports the fact that there is no discrimination between males and females in Kuwait.



- The continuous growth rates during the previous period predict that the volume of demand for the intermediate stage in 2015 will reach 117805 Kuwaiti students, males and females. This number will be divided between public schools and private ones.
- Decrease in number of non-Kuwaiti students enrolled in public schools, where an exceptional category is accepted; children of expatriate teachers and children of the diplomatic corps ...etc. The private sector contributes in the educational process by providing education to non-Kuwaiti students, who are expected to be 41486 in 2015.

3rd. - The qualitative aspects:

1- The primary stage:

A- The educational plan:

The current educational plan of education at the primary stage consists of 35 classes per week for the five grades and divided on course materials according to the number of hours consistent with the relative coefficient of each subject, namely: (Arabic, Islamic Education, Sciences, mathematics, social studies, physical education, fine arts, music, English).

B- The system of education:

The primary stage consists of five years of schooling. , The Ministry lays the regulations related to the length of the school year, the number of years that students may fail, and certification. Cases of illness or physical or mental impairment are exempted from the obligation of compulsory education. The Ministry also determines schools, which offer education equivalent to compulsory education. These schools are subject to the pedagogical and administrative supervision of the Ministry, to ensure the required standard.

C- School building:

The Ministry of Education is responsible for the provision of public primary schools throughout the country. In fact, the Ministry is trying to provide every residential area with its services and allocates the school building for each stage. It does not permit co-education; but, with the changing population structure and the shift of population from a region to another, and the difficulty of construction work to catch up with the population change, some schools have become mixed, comprising two consecutive stages of one type until the provision of necessary school buildings. The Ministry is currently implementing the policy of detaching these schools and gradually getting rid of this situation.

School buildings are designed to include 24 classrooms, each suitable for 30 students; an estimated capacity of 720 students. In the context of developing the primary stage, Decree No. 579/2001 has been issued. It stipulated a reduction of classroom density in the primary stage reaching 25 students per classroom, gradually for a period of four years starting from 2002/2003.



Table 3/3

Increase in number of schools and classes and the average of students per class in the primary stage

Type		2002/2003	2005/2006
Schools	Boys	124	128
	Girls	120	114
	*Mixed	70	100
	Total	314	342
Classes	Boys	2109	3225
	Girls	2052	4257
	*Mixed	1034	1516
	Total	5195	8998
Average of students per class		29.7	22.6

* Mixed classes in private schools only.

It is noted from the above table that the state is working to increase the number of primary schools to fit the population growth and the increasing demand for educational services. The rate of growth in school buildings during the period from 2002/03 and 2005/06 was about 8.9%. It is also observed that the student – teacher ratio is in a continuous improvement. It reached 22.6 students per teacher, which would positively affect the educational process at the primary level.

D- Other aspects

Many training courses have been conducted for primary stage teachers during the years 2002/03 and 2005/06 in several subjects, namely:

- 1- Physical education
- 2- Mathematics
- 3- Arabic language
- 4- English language
- 5- Fine Arts
- 6- Islamic Education
- 7- Computer
- 8- Social studies

E- In the field of evaluation and measurement:

Many projects have been achieved during the period from the year 2004 to 2006 in the primary stage, including:

- Measuring the efficiency of schools as an educational system. (A field study on primary schools in Al Asema Educational Area, Kuwait.)

- Preparing model questions for mathematics and Arabic language.
- Exposition of science and mathematics curricula. (Seminars)
- Evaluating students' school attainment in mathematics; all grade four students in the State of Kuwait in the 2005/2006.
- Designing a primary stage mathematics teacher's evaluation.
- Evaluation of practical science tests from the grade 1 to grade 12 in public education.
- Completion of the development project of primary education in 2006/2007.

Curriculum development:

The primary stage witnessed a full development in all aspects including the curriculum. The progressive implementation of the new curriculum started in 2002/2003. The curriculum development was carried out according to the following guidelines:

- The need to address textbooks in an unconventional manner adequate to the technological development.
- Providing varied levels local-author textbooks taking into account students' individual differences.
- Production software on CDs as adjuncts to multilevel extra-curricular activities for students to carry out at home.
- Achieving integration between course materials so that the student would feel the inter-relationships between different school subjects. The integration does not only rely on competencies and topics but extends to methods of learning and teaching. Arabic language is considered the best subject in the process of integration between classroom materials.
- Development of the school environment to achieve the goals of primary education.
- Development of teaching methods and techniques, and adopting methods based on exploration, survey and linking school subjects to the lives of learners and their needs.

Within the framework of continued development, new textbooks have been written for the primary stage in:

- National Education
- Learning Computer
- Life skills
- My country Kuwait
- English language

The Arabic curriculum has been modified and developed for all grades of the primary stage.

Some primary textbooks have been amended by using the computer.



The project of computerization has been implemented in the primary stage of education.

The philosophy of the project was twofold:

First: teaching simplified material to teach basic knowledge and skills of computer and its uses for the primary stage pupils.

Second: using the computer to serve other areas of study (integration) with an aim of using the computer as a tool in a positive way.

Some of the objectives of the project:

- Providing learners with basic computer skills and knowledge through the design of computer courses for all primary grades.
- Using the computer in the primary stage as a tool to serve the teaching of various subjects.
- Enriching the educational environment of different school subjects through the provision of educational software serving these areas either in aspects of teaching in the classroom or as extra-curricular activities for teachers.
- Developing male and female primary teachers' computer skills and knowledge and encouraging them to implement their computer knowledge and skills in their professional careers.

F- Educational innovations:

The Achievement File:

In line with the overall strategy of the state and directions of the development strategies and plans and strategy of Education (2005 / 2025), the Ministry of Education adopted a policy of comprehensive development in various educational levels and educational work. Evaluation systems and methods have been amended. Concepts and aims of evaluation have been developed to ensure the quality of the educational process. Necessary modifications and improvements have been implemented to achieve effective, continuous formative and constructive assessment in response to the aspirations of learners to improve their performance and upgrade it. One of these improvements is the achievement file, which includes all activities of students during the school year and is stored in the computer. It is manipulated by the teacher and used as a reference by parents to know the standard of their children. There are two types of the achievement file:

1- Working Portfolio:

It contains the overall work of the pupil during the year or in a specific school subject.

2- Presentation Portfolio:

It is designed to include the most important work of the student, and the best during a learning period or at its end. This type is used for final evaluation.

The most important objectives of the implementation of the achievement file:

- 1- Students participate in the process of their evaluating.
- 2- Support stages of the learning process, and promote successful performance.
- 3- Support and document collaborative ideas and projects through the development of students' work and encourage them to work as a cooperative team.
- 4- Document the progress of pupils.
- 5- Involve parents and teachers in personal and professional follow-up of students.

Helping classes:

They are used as a method of dealing with each of the distinguished, middle and weak pupils in a cooperative manner, which raises the level of the weak, pushes the average forward, and enriches the quality of excellence among the distinguished. The Ministry of Education in the State of Kuwait has recently adopted this within its development of the primary stage.

Some of the objectives of helping classes:

- 1- Treatment and enrichment of skills that were taught in the previous week only in the following subjects:

Arabic language

English language

Mathematics

Science

- 2- The idea of helping classes is aimed at eliminating success and failure and focusing on pupils' acquisition and mastery of certain skills.
- 3- Helping classes are intensive remedial classes added as new classes in the primary stage, in order to ensure students' understanding of basic skills of some courses to guarantee that they are fully assimilated.
- 4- Allocating only Sunday, Monday and Tuesday for the application of the helping classes, leaving it to the school administration to determine the weekly classes for the implementation of the course during the week, according to the nature and circumstances of the school time schedule.
- 5- The technical supervision designs a diagnostic test two weeks after the beginning of the school year for pupils of grade 2 till grade 5, leaving grade 1 till the beginning of the second semester, the introduction of the helping classes.

Education ladder:

5-4-3- has been implemented in public schools starting from the year 2004/2005 in all stages of public education; primary, intermediate and secondary. The mentioned project is one of the most important development projects in education, renovating and improving outputs



for many educational considerations, including:

- To achieve educational and teaching harmony between the development and renovation projects targeting all aspects of the educational process such as educational plans, courses and sources of education, like textbooks, modern technologies and new educational systems of standardization of the educational system at the secondary level and the development of vocational technical education at the secondary level along with public education.
- Catching up with the global organization of education ladder in all educational systems in developed and developing countries.
- Considering learners' age, characteristics and different age needs.
- Providing an attractive school environment for this period of growth for both intermediate and secondary stages in terms of facilities and equipment, and areas of mental and physical activity and the school curriculum.

Educational innovations in the area of Physical Education:

- Physical education has been adopted as a main subject as the rest of other school subjects, with its own practical exams for aptitude tests.

Some of the most important educational researches that have been implemented and reflected impact on the primary stage:

- Job satisfaction among primary school teachers.
- Identifying life skills and stimulating them among primary students.
- How to make school an attractive environment.
- The status of teaching methods in private primary education.
- Difficulties of novice teachers in the stages of public education.
- The feasibility of the application of the achievement file for primary pupils.

The teacher:

The primary stage depends on graduates of the College of Education at the University of Kuwait, and the College of Basic Education of the Public Authority for Applied Education and Training, holding a major in primary education programs. Graduates' capacities are reinforced and refined through training courses and field training.

Teachers' majors differed from a teacher of a group to a teacher of a specific subject. The teacher of a subject was the right choice starting from 2002/2003 as proved consistent with the requirements of promoting teaching at the primary stage.

Table 3/4**Increase in number of teaching staff in the primary stage of public education**

Type		2002/2003	Percentage	2005/2006	Percentage
Kuwaiti	Males	1316	16.2	1275	10.8
	Females	6813	83.8	10525	89.2
	Total	8129	100	11800	100
Non-Kuwaiti	Males	638	18.2	1252	15.2
	Females	2859	81.8	7004	84.8
	Total	3497	100	8256	100
Total	Males	1954	16.8	2527	12.5
	Females	9672	83.2	17529	87.4
	Total	11626	100	20056	100
Average of students per teacher		13.3		10.1	

It is noted, from the previous table, that the rate of students per teacher has decreased from 13.3 students per teacher in 2002/2003 to 10.1 students per teacher in 2005/2006. This demonstrates the interest in upgrading the educational process at the primary stage.

Table 3/5**Comparing results of statistical indicators in 2002/2003 with indicators of education in 2005/06 for primary education in the State of Kuwait**

No.	Indicator	Assessment of 2002/2003	Assessment of 2005/2006	Notes
6	Current government expenditure on primary education relative to GNP	1.3	0.8	
7	Government expenditure on primary education relative to government expenditure on public education	21.1	21.7	
8	The percentage of primary school teachers holding required qualifications	76.8	88.9	There is a commitment to specific conditions of students and teacher.
9	The percentage of primary school teachers licensed to teach	100	100	According to the conditions of the ministry concerning qualification.



10	The student-teacher ratio	13.3	10.1	Improved index
11	Repetition rate Public	3.7		Improved index
	Private	0.7		
12	Survival rate until the fifth grade Public	96		Improved index
	Private	75.1		
13	Efficiency factor Public			
	Private			

2- Intermediate Stage:

A- The educational plan:

The current educational plan at the intermediate stage includes thirty-two classes for boys and thirty-four for girls weekly for the four grades and divided between school subjects in a number of hours suitable for each subject, namely:

(Arabic language, English language, Islamic education, mathematics, social studies, Physical Education, Practical education, Arts, computer, music, the Holy Quran). The additional classes for girls are assigned to teaching home economics.

- The implementation of many projects in the year 2004/2005 of the intermediate stage.
- Evaluation of samples of the final tests in mathematics for grade 4 for the academic year 2002-2003.
- An evaluation study of activities in the intermediate stage from the sixth grade to ninth grade in public schools in the State of Kuwait for the academic year 2005/2006.
- Evaluation of practical tests in the field of computer in the intermediate stage of public education in the State of Kuwait.
- Evaluation of practical tests in science from fifth grade to 12th grade of public education in the State of Kuwait.

B- The system of education:

The intermediate stage currently consists of four years of schooling. The Ministry lays the regulations related to the length of the school year, the number of years that students may fail, and certification. Cases of illness or physical or mental impairment are exempted from the obligation of compulsory education. The Ministry also determines schools, which offer education equivalent to compulsory education. These schools are subject to the pedagogical and administrative supervision of the Ministry, to ensure the required standard.

C- School building:

The Ministry of Education is responsible for the provision of intermediate schools throughout the country. In fact, the Ministry is trying to provide every residential area with its services and allocates the school building for each stage. It does not permit co-education; but, with the changing population structure and the shift of population from a region to another, and the difficulty of construction work to catch up with the population change, some schools have become mixed, comprising two consecutive stages of one type until the provision of necessary school buildings. The Ministry is currently implementing the policy of detaching these schools and gradually getting rid of this situation.

School buildings are designed to include 24 classrooms, each suitable for 30 students; an estimated capacity of 720 students.

Table 3/6

Increase in number of schools and classes in the intermediate stage during 2002/2003 and 2005/2006

Type		2002/2003	%	2005/2006	%
Schools	Boys	110	42.1	114	39.4
	Girls	118	45.2	116	40.8
	*Mixed	*33	12.7	59	11.4
	Total	261	100	289	100
Classes	Boys	2069	46.3	2187	45.1
	Girls	1972	44.1	2095	43.2
	*Mixed	*432	9.6	569	11.7
	Total	4473	100	4851	100
Pupil/teacher ratio		30.1		29.1	
* coeducation only in private schools					

Table 3/7**Comparing results of statistical indicators in 2002/2003 with indicators of education in 2005/06 for intermediate education in the State of Kuwait**

No.	Indicator	Assessment of 2002/2003	Assessment of 2005/2006	Notes
6	Current government expenditure on intermediate education relative to GNP	1.3	0.7	
7	Government expenditure on intermediate education relative to government expenditure on public education	17.5	20.8	
8	The percentage of intermediate school teachers holding required qualifications	91.2	91.7	There is a commitment to specific conditions of students and teacher.
9	The percentage of intermediate school teachers licensed to teach	100	100	According to the conditions of the ministry concerning qualification.
10	The student-teacher ratio	11.2	10.8	Improved index

It is observed from the previous table that the State is working on increasing the number of intermediate schools to fit the population growth and increasing demand for educational services. The rate of growth in school buildings during the period from 2002/03 to 2005/06 is about 10.7%.

The improvement of the rate of pupils per classroom illustrates the modest increase in the actual rate due to the attention to the provision of school buildings or additional classrooms in the intermediate stage.

D- Other aspects:

- Implementation of many training courses for teachers during the years 2002/03 and 2005/06 for the intermediate stage in the following areas:

- Computer and its use in the teaching of science.
- Mathematics
- Music
- English language
- Islamic Education
- Social studies

E- Educational innovations in the area of Physical Education:

1- Physical education has been considered as a main like the rest of school subjects. A

pupils' book has been issued containing a theoretical aspect of the curriculum along with the practical side for the secondary stage.

F- Educational innovations for home economics school subject since 2003:

Amendment of the curriculum for grade 4.

- Combining first and second year intermediate textbook in a new textbook after selection of skills and topics needed to be acquired by girl students. It is now taught in grade six of the intermediate stage.
- Addition of the culture of consuming in grade 9 after exclusion of secondary first year.

G- The Curriculum:

Curricula of the intermediate stage have been developed during the academic years 1984/1985 and 1989/1990. Following this trend, the Arabic curriculum has been developed and the teaching of the Holy Quran has been introduced, in addition to the computer instead of free activities. Practical application of the teaching of English proved that the textbooks were unfit to the Kuwaiti environment, which called on the ministry to contract with an international company to develop an integrated textbook to all grades starting from the academic year 2002/2003. Textbooks of mathematics, Arabic grammar and rhetoric for the intermediate stage have been modified and adjusted.

H- Educational researches related to the intermediate stage:

- Orientations of fourth year pupils and their parents towards vocational education. "survey".
- How to make the school an attractive environment.
- The phenomenon of the students' absence in the stages of education in the State of Kuwait (size, causes and how to address the phenomenon).
- Disciplinary problems of students in the intermediate and secondary schools.

I- The teacher:

The intermediate stage depends on graduates of the College of Education at Kuwait University, and College of Basic Education at the Public Authority for Applied Education and Training in some disciplines. Teachers' competencies are developed and refined through training courses and field training.



Table 3/8**Increase in number of male and female teachers**

Type		2002/2003	2006/2005
Kuwaiti	Males	1562	1888
	Females	4752	4565
	Total	6314	6453
Non-Kuwaiti	Males	3659	4033
	Females	1858	2336
	Total	5517	6369
Total	Males	5221	5921
	Females	6610	6901
	Total	11831	12822
Pupil/teacher ratio		11.4	11.0

The previous table shows an increase in the numbers of Kuwaiti male teachers estimated by 14.6% in 2005/06. The rate reached 31.9% of the total male teachers in the same stage. On the other hand, Kuwaiti females accounted for 66.2% of the total female teachers in the same year.

The pupil/ teacher ration in the intermediate stage is observed to have been decreased from 11.4 in 2002/2003 to 11 in 2005-2006, which is a reasonably low rate.

J- Enrichment programs:**Evening centers for enrichment programs in the Intermediate Stage.**

The enrichment centre was located from the year 2002-2003 until the year 2005-2006 in a primary school for boys. The gifted students from the Intermediate Stage joined this centre, and the duration of study was 6 months distributed into two semesters (each semester lasted for 3 months). Two days were for boys (Saturday & Monday) and two days for girls (Sunday & Tuesday).

K- Program for involving and teaching Down Syndrome children into Kindergartens and the elementary stage:

The program aims at providing the maximum degree of educational, psychological and social care for children with Down Syndrome within a natural environment similar to their equivalents in the kindergarten and primary stage. It also aims at providing them with the suitable skills that help them depend on themselves, and make them productive force in the future within the limits of their capabilities and skills.

Table 3/9**Number of Down Syndrome children in the year 2001 in the chosen schools:**

Schools	Number of learners	Number of classes
Saad Ibn Oubada	6	1
Mohamed Ismael Al Ghanim	8	1
Khaled Ibn Al Oualeed	7	1
Joueeria Bint Al Haret	7	1
Jleeb Al Shuwaikh	5	1
Oum Al Maradem	6	1
Souda Bint Zamaa	10	1
Total	49	7

Table 3/10**Number of Down Syndrome children in the year 2005/2006 in the chosen schools:**

Schools	Number of learners	Number of classes
Saad Ibn Oubada	5	1
Mohamed Ismael Al Ghanim	11	2
Khaled Ibn Al Oualeed	19	4
Joueeria Bint Al Haret	18	4
Oum Al Maradem	18	3
Total	71	14

The previous table shows the development of the numbers of Down Syndrome children enrolled in kindergartens and the primary stage. It is observed that there is an increase in receiving these children; from 49 in the year 2001/2002 to 71 in the year 2005/2006; an annual increase of 17.03%. Classes also increased; from 7 in 2001/2002 to 14 in 2005/2006. Classes doubled in number. This explains the spread of classes for such a category of children.

L- Children with learning disabilities:

Act No. 4 / 1996 related to the establishment of special classes for students with learning disabilities was issued, and regulations concerning its implementations were laid down.

The project began in 1996-1997 and the total number in 2005/2006 was 90 students, males and females, at the primary stage and 221 male and female students at the intermediate stage distributed among schools of the primary and intermediate stage.



The objectives of the project:

The project aims at developing the potential of children with learning disabilities to achieve the maximum of their education.

The following table shows the increase in number of pupils with learning disabilities distributed among the educational stages.

Table 3/11

Increase in Numbers of classes and pupils in the program of learning disabilities in the primary stage.

Years	Number of classes	Number of pupils	Class density
2003/2004	9	48	5.3
2004/2005	11	85	7.8
2005/2006	10	90	9

Table 3/12

Increase in Numbers of classes and pupils in the program of learning disabilities in the intermediate stage.

Years	Number of classes	Number of pupils	Class density
2003/2004	22	203	9.2
2004/2005	19	184	9.7
2005/2006	23	221	9.6

M- Caring for brilliant students in the State of Kuwait since 1989:

It has been clearly noticed that caring for brilliant students should not be left to individual judgments or circumstances, and that it is important to undertake intensive efforts to achieve the best return possible. For this reason, the Ministerial Decree No. 135 / 1986 was issued for the care of brilliant students and resulted in the establishment of the Higher Council for the care of brilliant students, headed by the Minister of Education. The aims of the project have been identified as:

- Occupying the free time in this educational system in both Kuwait and the Arab Gulf region.
- Investment of the capacities of brilliant students to the fullest of their potential.
- Preparation of future leaders in various areas of scientific, artistic and literary specializations.
- Development of innovative thinking in the areas of science, language and arts.

- Helping brilliant students understand social responsibility and carry out their duties towards their homeland and succeed in their areas of specialization.
- Development of personality and how to psychologically compromise with it.

N- Integration program for the education of children with Down's Syndrome in the primary stage:

The program aims to provide maximum care, education, psychological and social care for children of Down's syndrome within the natural environment of their peers in the primary stage and to endow them with the appropriate skills to help them rely on themselves and become a productive force in the future within the limits of their abilities and potential. The following table shows the numbers of children in the 2005/06 in primary schools. The number was 95 students, males and females.

Table 3/13

Numbers of pupils of Down's Syndrome in the primary stage.

Years	Number of classes	Number of pupils	Class density
2004/2005	12	97	8
2005/2006	13	95	7.3

3- Analysis of the status of religious education:

Religious education officially began in Kuwait with the opening of Religious Institute in 1947. It represented a scientific and cultural stimulation derived from the light of the Holy Quran. This stems from the concern of Kuwaiti people in the message of Allah, and their determination to uphold and implement the Islamic teachings. Since its establishment, the educational ladder consisted of four years each stage (primary, intermediate and secondary) and then, in the early seventies, studies were limited for the intermediate and secondary stages.

Objectives of religious education:

- Strengthen the student's relation with the Book of Allah and Sunnah of His Prophet (peace be upon him), to help him understand the teachings and objectives of Islam.
- Educating students in a faith-based way, with a balance between domains of this world and the Hereafter.
- Creating students equipped with science and culture to efficiently use the tools of modern knowledge and access the perceived problems of the community and nation.
- Commitment to the principles, identity and heritage of Kuwaiti society to achieve loyalty to religion, homeland and the Arab and Islamic nations.

The student in religious morning institutes is granted a scholarship as described below

- 15 Kuwaiti Dinars for the intermediate stage.
- 30 Kuwaiti Dinars for the secondary stage.

In addition to morning institutes, there are six evening centers.



- This is in addition to students who follow religious education at home.
- The current administration is seeking to reopen the primary stage, which was postponed in the 1970s for the benefit of integration between stages of this qualitative education to prepare generations, direct them in a more scientific manner.

Input of students:

The students enrolled in religious education are

- 1- Students, who apply for admission in the institute of religious education, have successfully completed the fourth grade in public primary education, or are enrolled in classes of the intermediate stage of public education.
- 2- Students applying for the second and third years of the secondary stage after passing a placement test.
- 3- Expatriate students with scholarships granted by the Ministry through its coordination with Kuwaiti National Commission for Education, Science and Culture-section of scholarships.

Transfer from public secondary stage to religious education is encouraged for those who find themselves oriented to religious education after passing an equivalent aptitude test in religious science and Arabic language.

Table 3/14

Type	Nationality	gender	2002/2003	2005/2006
classes		Males	31	35
		Females	19	17
		Total	50	52
Students	Kuwaiti	Males	667	776
		Females	482	429
		Total	1149	1205
	Non- Kuwaiti	Males	142	190
		Females	59	66
		Total	201	256
Total		Males	809	966
		Females	541	495
		Total	1350	1461

Teachers	Kuwaiti	Males	44	51
		Females	61	85
		Total	105	136
	Non-Kuwaiti	Males	69	80
		Females	8	13
		Total	77	93
Total	Males	113	131	
	Females	69	98	
	Total	182	229	
Pupil/teacher ratio			7.4	6.4
Class density	Males	26.1	27.6	
	Females	28.5	29.1	
	Total	27.0	28.1	

Table 3/14 shows the increase in numbers of intermediate school students in religious education. It is noticed that the demand to religious education of intermediate stage is limited. The male students outnumber female students, and the annual growth rate of Kuwaiti students is relatively low, about 4.6%.

It is anticipated that the number of intermediate school students to be enrolled in religious education in 2015 will reach 1360 students, males and females.

It is also noticed that the average class density in 2005/06 amounted to 28.1 students per class, which is lower than the standard used in public education.

Educational Plan

- Studies in religious institutes are carried out according to religious curricula taught to students in Al-Azhar Al-Sharif. In addition to religious studies, students receive an additional study of foreign languages, science, mathematics, social studies, arts and physical education.
- In the institute: there are two stages: intermediate, secondary, and a section for students of Islamic Missions, for Muslim students from most Islamic countries benefiting from scholarships provided by the government of Kuwait.

The teaching and administrative staff:

Religious education has a separate department headed by a principal and assisted by counselors and heads of departments and the consequential secretarial staff. There are also some pedagogical supervisors residing in the administration to oversee the teaching of Islamic studies. As for the rest of subjects, they are under the regular pedagogical su-

pervision as an implementation of the Ministry's policy to oversee the religious education. In each institute, there is a principal for each of the intermediate and secondary stage.

Table 3/12 shows the increase in the number of intermediate school teachers in religious education, which amounted to 25.8% in 2005/2006

10- Evaluation of students' school attainment:

Since 2003/2004, the State of Kuwait has adopted the implementation of educational indicators and students' evaluation. The project aims to provide the Ministry of Education a set of field data on the output of education at various levels of education, which reflects the efficiency of the educational system. There has been an assessment of the fourth and eighth grades in public schools as a first step. Tests were applied on 50 schools in the primary stage and 50 schools in the intermediate schools. Selection was done at random. The most important results were:

- Teachers with considerable experience were not satisfied with the work although they were teaching subjects where students' attainment was high, especially Islamic education and Arabic language.
- The study demonstrated superiority of female students over male students in attainment, an equivalent of 10 points in each subject.
- The least student attainment was recorded in Mubarak Al Kabir, Al-Ahmadi and Al-Jahra educational areas.
- From the two samples, it is noticed that there is a positive relationship between student attainment and student behavior in schools, i.e. students who had a positive attitude about school did better, while there is a negative relationship between the use of tuition and student attainment. It is also noticed that there is a positive relationship between student attainment and studying for an hour or two a day.
- The studies showed that there is a positive relationship between student attainment and educational attainment of the father or mother as the higher educational level of the father or the mother increased academic attainment of students. There was also a positive relationship between the standard of family income and student attainment in that the higher the level of family income increased, the better academic attainment was achieved. The size of family also had a role in student attainment. The smaller the family was, the more student attainment increased.

The study also recommended:

- 1- The need to find an integrated database in the ministry to be used for comparisons between schools and school districts to find out the various strengths and weaknesses in the performance of students and the educational system and outputs.
- 2- Building a national capacity well trained in the culture of evaluation in order to create a healthy basis for the establishment of a center specialized in measurement and assessment.

- 3- Call for a national dialogue to discuss the findings of the study project.
- 4- Establishing a clear policy for holding training courses at regular intervals for teachers and administrators to update their information in teaching and administration.
- 5- Work on the renovation of libraries in schools and assigning them an active role in the teaching and learning process.
- 6- Updating the potential of primary and intermediate schools in accordance with recent developments in contemporary educational systems.
- 7- The need to strengthen links between parents and school personnel to create a more positive cooperation between home and school.

4- Special Needs categories:

Special Needs Education in Kuwait takes care of individuals suffering from sight, hearing, physical, mental, behavioral, speaking, or learning disabilities. Those are called handicapped individuals.

Working in the Special Needs Education field started in the year 1955 with the establishment of AL-Nour School for boys. Kuwait kept continual interest in this field and achieved a great progress. The number of schools increased from 11 schools in the year 1970 to 13 schools in the year 2001/2002, divided into halves between boys & girls.

The Compulsory Education Law no.11 / 1965 is applicable to the special Education Students, as per the Article (4) which states:

“It is obligatory for the individuals with sensory or physical disabilities (hearing, sight or mental) to attend the Special Needs Education Schools as long as they are able to continue studying there”.

The Special Needs Education Department aims at achieving the following goals:

- Providing the handicapped individuals with all skills that enable him maintain an independent life, whether in relation to movement, social relations, starting a family, entertainment activities or other fields.
- Providing them with all possible forms of alternative learning and other compensatory means within their abilities according to the case he /she suffers from.
- Providing the handicapped, scientifically and regularly, with the social skills that enable him/her to enhance self-confidence on the one hand, and on the other hand, to establish proper social relations with other individuals in the society; this will enable him/her to involve in the society as far as possible.
- Developing the social , mental and physical capabilities of the handicapped to the best degree possible depending on his/her actual qualifications without imposing any limits that might arise in decreasing his/her growth and development.
- Providing the handicapped with the professional skills that enable him/her to get a job



suitable for his/her disability, taking into consideration the technological progress in the various professional fields.

- Working on improving the situation of the handicapped by all possible means, mainly when there is a case of multi-disabilities or severe disability, without comparing his/her case to other students' cases.

2nd.- Quantitative aspects:

Table 3/15

Exposition of the types of special education schools and stages

Notes	Stages	Type of disability	Date of establishment	School Name	
Secondary education is completed in public education or Al-Rajaa school	Preparatory stage	Visual	1955	Boys	Al-Nour
	Primary stage			Girls	
	Intermediate stage	Hearing	1959	Boys	Al Amal
	Kindergartens				
	Primary stage				
	Vocational preparatory stage				
First stage: divided into two. Experiences from society are presented.		Mental	1960	Boys	mental education
Second stage: divided into vocational qualification (theoretical studies) and educational workshops (practical studies)				Girls	
Students may join public education on personal or parental request.	Kindergartens	Sensory	1963	Boys	Al Rajaa
	Primary stage				
	Intermediate stage			Girls	
	Secondary stage				
Down Syndrome schools started in kindergartens and public primary schools to integrate students with their mates.	Kindergartens	Down Syndrome	1985	Boys	Al-Ouafaa
	First stage				
	Preparatory stage			Girls	
	Training stage				
A period of 6years. Education is theoretical according to abilities and preparedness.		Hearing and mental	1967	Boys	Preparatory mental education
			1968	Girls	
A period of 6 years. Education is practical according to abilities and preparedness.		Hearing and mental	1999	Boys	Educational workshops
				Girls	
A period of 4 years. Practical experiences from society are introduced.		Autistics	1999	Boys	Autistic behavior
				Girls	

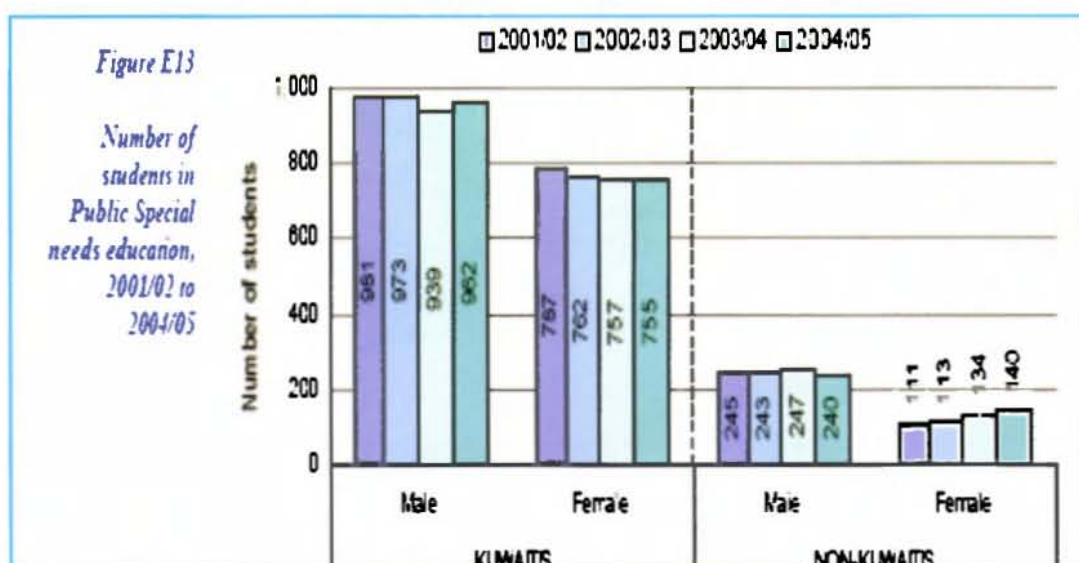
Table 3/16

**Special education schools and classes according to the kind of disability
from the year 2002/2003 to 2005/2006**

Type		Al Ataa kindergarten	Al Nour	Al Amal	Al Rajaa	Al Ouafaa	Mental education	Preparatory mental education	Educational workshops	Autistic behavior	Total	
2002/2003	schools	Boys		2	2	3	3	2	1		2	15
		Girls		4	2	4	4	2	2			18
		Total	0	6	4	7	7	4	3	0	2	33
	classes	Boys		9	24	20	12	21	37		14	137
		Girls		12	9	21	14	18	38			112
		Total	0	21	33	41	26	39	75	0	14	249
2005/2006	schools	Boys		3	3	3	3	1		1	17	
		Girls	1	3	1	3	4	2	2			16
		Total	1	6	4	6	7	5	3	0	1	33
	classes	Boys		11	23	21	12	18	19		13	117
		Girls	7	9	5	21	13	15	37			107
		Total	7	20	28	42	25	33	56	0	13	224

* Number of schools according to stages.

Chart 3/1



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Table 3/17

Special education students according to the kind of disability
from the year 2002/2003 to 2005/2006.

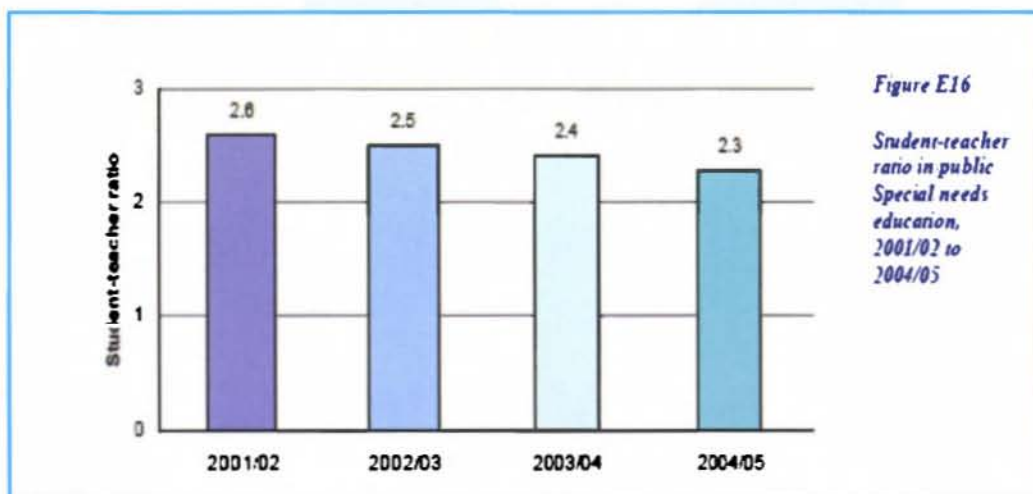
Type	2002/2003						2005/2006					
	Kuwaiti			Non-Kuwaiti			Kuwaiti			Non-Kuwaiti		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Al Ataa kindergarten										4		4
Al Nour	46	30	76	16	7	23	46	37	83	13	13	26
Al Amal	97	32	129	85	17	102	81	26	107	75	18	93
Al Rajaa	195	151	346	44	19	63	181	142	323	55	30	85
Al Ouafaa	69	84	153	11	14	25	55	63	118	7	15	22
Mental education	226	126	352	33	22	55	202	69	271	27	17	44
Preparatory mental education	420	394	714	51	45	96	346	362	708	59	50	109
Educational workshops	Students of Al-Amal and mental education											
Autistic behavior	20		20	3		3	14		14	3		3

Table 3/18

**Increase in number of special education teachers
from the year 2002/2003 to 2005/2006.**

Type		Al Ataa kindergarten	Al Nour	Al Amal	Al Rajaa	Al Ouafaa	Mental education	Preparatory mental education	Educational workshops	Autistic behavior	
2002/2003	Kuwaiti	Males		28	42	27	26	18	36	19	26
		Females		39	26	69	46	50	57	48	
		Total		67	68	96	72	68	93	67	26
	Non-Kuwaiti	Males		13	39	35	16	27	28	39	1
		Females		10	9	16	8	9	15	14	
		Total		23	48	51	24	36	43	53	1
2005/2006	Kuwaiti	Males		24	22	20	11	15	27	12	3
		Females	19	38	35	106	57	43	70	50	21
		Total	19	62	57	126	68	58	106	62	24
	Non-Kuwaiti	Males		15	34	31	12	26	41	54	4
		Females	4	14	12	22	8	10	17	17	
		Total	4	29	46	53	20	36	58	71	4

Chart 3/2



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

The previous tables show that there is a clear increase in the number of special education schools according to educational stages amounting to 33 schools; 17 schools for boys and 16 ones for girls. Classes also increased to be 117 for boys and 107 for girls. The total number of students was (2157) in the year 2002/2003, and became (2049) in the year 2005/2006. It is worth mentioning that the special education is different from the public general education; i.e.: the increase in the number of schools is not related to the increase of the number of students. The number actually decreased to about 108 students. The increase in number of schools reflects the progress in the educational process of the Special Education and the provision of educational stages that comply with the type of students and their educational needs.

As for the teaching staff in Special Education, their number decreased from (836) teachers in 2002/2003 to (799) in 2005-2006, with a decrease ratio of 4.4%. This decrease took place due to the resignation of non-Kuwaiti teachers, which was about (62) resignations during the mentioned period. The research stresses the increase in the number of Kuwaiti teachers working in Special Education, and this is complying with the policy of the State in providing national staffing for Special Education and graduating specialized teachers from the College of Basic Education in the Public Authority of Applied Education and Training.

Nevertheless, the student-teacher ration remained the same; 2.5 students for each teacher in the year 2005-2006, which denotes the interest of the Ministry in providing scientific care to special needs students according to the teaching requirements suitable for the sort of disability.

The quantitative progress for the elements of the educational process in Special Education highlights the following points:

- Assuring the State's interest in providing educational opportunities for individuals, with special needs, in public schools, which are responsible for providing education for mono-disability individuals.
- The decrease of students' numbers registered in the Special Education Schools is related to the decrease of their numbers among population due to the spreading of health-awareness, culture and knowledge.
- The State's commitment to provide suitable numbers of specialized teaching staff in Special Education to provide the proper learning environment for those disabilities.
- There is an increase in the number of educational stages in various disability schools in Special Education to reach (20) stages during the last four years, to meet the requirements of learners and to enhance the learning process in Special Education.

3rd) Quality Aspects:

1- Curricula:

- The curriculum of the Primary Stage of General Education is implemented in AL-Amal school then in Al-Nour school after adaptation of the curricula.
- The parameters for establishing the mobility and direction curriculum of the blind were set. The curriculum is prepared and completed.
- The parameters for establishing the mental educational curriculum are laid down.
- Opening a preliminary year for the blind to avoid the obstacles that arise upon the implementation of the General Education curricula in teaching the blind.
- A whole review & evaluation have been carried out to the worked-by study books in the Mental Education Schools to avoid the hardships & negative points found in the current system.
- Continuing the process of appropriate adaptation of the curricula in General Education with Special Education Schools (Mental Education, Mental Paralysisetc.)
- Taking into consideration the individual differences between disabled students in relation to the teaching materials.
- Simplification of curricula to be appropriate for the capabilities of the handicapped.
- Adaptation of teaching methods for the handicapped according to the sort of disability they have.
- Adaptation of the teaching materials to the abilities of the handicapped.
- The most prominent developments achieved in renewing the curricula are the following:

36 study books were distributed for various disabilities; 10 other books were adapted and 25 new books were composed for various educational stages in Special Education.

2- Schools buildings:

Many educational requirements were achieved and implemented in the building facilities of Special Education Schools as follows:

- Specification of an alternative centre for the artificial limbs.
- Equipping and extending the swimming pool for boys, besides the full maintenance of the swimming pool for girls.
- Preparing and delivery of the specialized library for Special Education Department..
- Preparing and delivery of the workshop of bookbindery.
- Establishing the greenhouse for the specialization of agriculture.
- Establishing and equipping many language labs for Special Education schools.
- Repair and equipping the central clinic.
- Above all, the Ministry of Education worked hard to execute the tremendous project of reconditioning and structuring Special Education schools according to the modern



features together with enhancing the educational process to comply with the recent developments in the field of teaching individuals with special needs.

3- Qualifying Kuwaiti Specialized Staff:

The Department of Special Education was clearly interested in qualifying Kuwaiti specialized staff in the field of Special Education for teaching, rehabilitation and training all types of disabilities. The most prominent type of this interest was clearly seen in the continuous arranging of training courses inside & outside Kuwait.

It is our duty to admit that Kuwait has achieved a great progress in the field of care and education for the handicapped. Kuwait has a leading role for enhancing this attitude by words and deeds. Kuwait has achieved a great leap in comparison with other Arab countries in this field. In continuation with these efforts and role, the Ministry of Education is concerned with all recent developments that can modify education, mainly for individuals with special needs. The Ministry views the handicapped as active individuals who can participate in the building and welfare of the society.

4- Teaching Staff:

The Ministry of Education depends on qualifying the teaching staff throughout training courses, which lead to:

Providing the teacher with the recent methods of teaching and education and the range of benefits for students; enhancing the concern of the teacher about providing the handicapped with the best experiences and skills required for preparing and rehabilitating him/her to be a good citizen of benefit to himself and the society.

Making teachers aware of the special social, psychological, rehabilitative & medical needs for the handicapped, which will enable them to perform their duties and roles in the rehabilitation and education of the handicapped.

A new position of “assistant teacher” is established in cooperation with the Civil Service Commission to set the conditions and qualifications for the recruits, due to the great necessity of this job to the handicapped.

The Department of Development and Growth takes the responsibility of arranging training courses to qualify teachers for Special Education:

- For staff with children of special needs (Slow Learners).
- Prelude to the Special Education
- Development and professional growth for teachers in teaching the deaf and lack of hearing sense.
- Diagnosis and treatment of hearing and speech disorders.
- Methods and means for modifying the behavior of children with Down syndrome, and the ways to provide them with basic skills.
- Room of sources and promotion of skills of learners with special needs.

- Developing the enrichment curricula to take care of the gifted students and enhancing their skills and hobbies in the secondary schools.
- Training to work for the integration of Down Syndrome learners in public education.

5- The Educational System For The Individuals with special needs:

The educational system in the Department of Special Education is divided into two parts:

First Part - Adopting the General Educational System; thus, it depends on the collective educational system in general, and the individual educational system in particular.

Second Part - Does not adopt the General Educational System; thus, it depends on the individual educational system.

1) Children with autism and lack of communication skills:

The Autism Centre in Kuwait was established in 1994 as the first educational and training centre in the Arab World offering comprehensive services to children with autism and meeting the requirements of all parents, researchers and the specialized people in the field of autism. Autism is considered one of the most difficult types of developmental disabilities because science is still unable to figure out the real causes and the best ways to deal with this disability.

Table 3/19

Numbers of students enrolled in the center between the year 2002/2003 and 2005/2006.

Schools year	Number of students
2002/2003	68
2003/2004	74
2004/2005	80
2005/2006	90

It is noticed that the number increased from 68 in 2002/2003 to 90 in 2005/2006.

Hardships and obstacles preventing children from joining the Autism Centre:

- Scarcity and lack of specialized staffing to deal with this special type of disability.
- Limited space of the centre and inconvenience to receive students due to small capacity areas, beside the high cost that the centre pays for providing the suitable places to the increasing number of students, variety of activities, and achieving the goals of the centre.
- The training courses for teachers are too expensive inside and outside Kuwait.
- Incomplete training for the family due to either the multiple responsibilities of the family, lack of awareness, or lack of understanding to the real capabilities of the student.
- The need for better media coverage to make the society aware of the nature of autism, its features and the needs of this type of disorder.



6- Problems and obstacles in Special Education:

There is no specific procedure in integrating learners of special needs in some sections in public education.

The private sector does not show cooperation in appointing graduates of special needs. Insufficient technical and material potentials to rehabilitate individuals with special needs according to their disabilities.

Double standards in dealing with those of special needs with slow learners and Down Syndrome.

No available special schools for handicapped in different areas of Kuwait.

Not enough available special recreation programs for the handicapped.

High cost of printing and publishing adapted materials suitable for hearing disabled in primary and intermediate stages.

Inconvenient school buildings for all disabilities.

Some schools depend on ready-made classes to suit individuals of special needs.

Lack of necessary equipment and services for the numbers of disabled and curricula.

7-The role of the private sector in providing educational services for children of special needs:

The private sector in the state of Kuwait takes part in the educational process for children of special needs by opening specialized classes added to private schools established in many areas of the state. The number of these schools in 2005-2006 was (10) with (190) classes and (1495) boys and girls, the percentage of Kuwaitis is 64.5 %. However, there are many remarks to be noticed:

- The ratio of the Kuwaiti pupils is 90.04 out of the total number of pupils.
- The male ratio of pupils is double the number of females.
- 250 male and female teachers, a percentage of 96.09%, most of them are non-Kuwaiti; carry the responsibility of teaching this category of pupils.
- The ratio of the pupils of this kind in schools is (149.5) pupils per school.
- The density of pupils in each class in these schools is (7.08) pupils per class
- These schools consider the particularity by providing enough numbers of teachers and this clearly shown in the student – teacher ratio 2.7.

Table 3/20

Private education	Gender	Schools	Classes	Stu- dents	Teach- ers	Educational indicators							
				Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total	Student- school ratio	Student-class ratio	Student-teach- er ratio	Teacher-class ratio
	Males		12	878	87	965		115	115	149.5	7.7	2.9	2.708
	Females	1	4	474	56	530	16	389	405				
	Mixed	9	176			185							
	Total	10	192	1352	143	1495	16	504	520				

8- Kuwait Dyslexia Association: (KDA)

It is one of the associations of public interest in the civil society of Kuwait. KDA has carried out a field study by the end of (1999) to identify the dyslexia phenomenon and to know how big it is through a statistic study, which was the first one, achieved in the Arab world. The study showed that the ratio of dyslexia is about (6.29) of the population i.e. there are 30.000 male and female pupils suffering from dyslexia in Kuwait where the total number of pupils is half a million pupils.

To face this phenomenon, the British experience was consulted through the friend schools program for dyslexia in England. KDA began to apply this programme in public schools in Kuwait in 2005 through identifying early diagnosis in kindergartens and helping pupils to be merged in primary ordinary classes, which is called group treatment. Then sever cases were considered to be treated individually.

To discover all cases, KDA applied (cops program) and its Arabic translation that is achieved by using computerized games to diagnose the case. This test is the first one accomplished in Arabic all over the Arab World which diagnoses and sorts dyslexic cases. The number of pupils discovered having reading difficulties was about 30.000 male and female pupils. So according to the statistical study, which was carried out in all the governorates of Kuwait, the test was applied to 5000 pupils. However, the average period of treatment was different according to the case and the conditions of each individual. Some could be treated through group treatment in public schools. Their cases improved through treatment diagnosis, which went through stages requiring a month or more.





Chapter Four
Secondary Education





The context of education.

First: the definition of secondary education:

The secondary stage meets with a distinctive age period in the learners' stages of growth, which is adolescence. It comes between the ages of 14 and 18 in general. It is the stage of physical and sex quick and successive changes, which trigger emotions and needs. It is a period of development of values and trends. It highlights capabilities and capacities, and crystallizes orientations and skills. It is a period that increases the desire for independence from parents. Adolescence is a period of fluctuations in mood. It is characterized by calmness and revolution, cooperation and indifference and optimism and despair. The adolescent is mixed with his childhood memories and aspirations of manhood. Due to its position in the educational ladder, the secondary stage requires essential and vital conditions to meet the needs of learners in a stage of their most important stages in life, and to help them continue their studies and contribute in the provision of labor for the society.

1- The objectives of secondary education :

In order to provide the best and modern learning opportunities for secondary school students to help them develop their abilities to achieve a balance in multiple tracks, and in respect for the mentality of learners, their inclinations and aptitudes, and to prepare them for life or the beginnings of their professions, the overall objectives have been shaped accordingly to “provide learners with expertise, necessary skills to prepare the Kuwaiti society as a rapidly developing community, and prepare students at this stage-by its nature and its place in the educational ladder-to continue their education in colleges and higher education, or meet the requirements of practical life. “

Goals are a set of general principles that reflect the aspirations and hopes of Kuwaiti society from the secondary stage. They work as general guidelines for the educational work at this stage, which are as follows:

- Creating individuals able to face the future with emphasis on the cultural identity of national, Arab and Islamic intolerance, which does not reject advancement of global thinking and respect for others.
- Preparing individuals capable of innovation and analysis by providing intellectual and mental skills necessary for the process of self-learning.
- Consolidation of religious values and behavior in the minds of learners and exploration for development of aptitudes, abilities and skills.
- Preparing learners to continue their higher education for the achievement of overall development.

- Caring for brilliant learners and providing endowed learners with suitable opportunities to refine their talents and develop their abilities.
- Teaching students scientific concepts about humanity of this age for the benefit of society.
- Helping learners to take responsibilities and be aware of their rights and duties.
- Developing skills and abilities with a good sense of artistic taste.
- Identifying the needs of the community and preparing a generation that contributes to the advancement of society and its development.

In order to achieve these goals, the secondary stage should the following abilities and skills:

- High capacity to express orally and in writing and enjoy communication skills with others.
- Proficiency in the Arabic language and literature, social sciences and particularly what helps students to understand the world around them and how it progresses.
- Math proficiency and the ability to use and apply it in the different life requirements.
- Mastering the natural sciences and identifying the relationship of these sciences with environment surrounding the learner.
- Proficiency in, at least one, foreign language that allows the student to learn the culture of others.
- Proficiency in the use of computers and information technology.
- The ability to identify problems, analyze and search for innovative and creative solutions.

In general, it should be considered that these objectives should express measurable learning outputs such as:

- Able to employ information in one's life, solve problems, develop surrounding environment, and address his cases.
- A systematic thinking based on scientific methods.
- Mastering self-learning techniques and the ability to refer to sources of knowledge and take advantage of them.
- The ability to make decisions based on documented information and taking into account objectivity.
- The ability to deal with the modern techniques through selection of what is appropriate and be aware of maintaining and developing them.
- Scientific capacity for analysis, interpretation and inference.

2- Learning opportunities:

A- Quantitative aspects:



Table 4/1

**Increase in numbers of secondary students in public and private
education 2002/2003 – 2005/2006**

Type		2001/2002	%	2005/2006	%	
Public	Kuwaiti	Boys	31024	28.2	23332	25.7
		Girls	37527	34.1	30897	34.1
		Total	68551	62.3	54229	59.8
	Non-Kuwaiti	Boys	4710	4.3	3690	4.1
		Girls	5693	5.2	4529	5.0
		Total	10403	9.5	8219	9.1
Total public		Boys	35734	32.5	27022	29.8
		Girls	43220	39.3	35426	39.0
		Total	78954	71.7	62448	68.8
private	Kuwaiti	Boys	3955	3.6	3886	4.3
		Girls	1805	1.6	1990	2.2
		Total	5760	5.2	5876	6.5
	Non-Kuwaiti	Boys	13307	12.1	11574	12.8
		Girls	12020	10.9	10829	11.9
		Total	25327	23.0	22403	24.7
Total private		Boys	17262	15.7	15460	17.0
		Girls	13825	12.6	12819	14.1
		Total	31087	28.3	28279	31.2
Kuwaiti		Boys	34979	31.8	27218	30.0
		Girls	39332	35.7	32887	36.2
		Total	74311	67.5	60105	66.2
Non-Kuwaiti		Boys	18017	16.4	15264	16.8
		Girls	17713	16.1	15358	16.9
		Total	35730	32.5	30622	33.8
Grand Total		Boys	52996	48.2	42482	46.8
		Girls	57045	51.8	48245	53.2
		Total	110041	100.0	90727	100.0

Table 4/2

**Increase in number of teachers in public and private secondary education
2002/2003 – 2005/2006**

Type		2002/2003	%	2005/2006	%
Kuwaiti	Males	1087	8.9	1185	10.3
	Females	3861	31.4	3466	30.1
	Total	4948	40.3	4651	40.4
Non-Kuwaiti	Males	4572	37.2	4182	36.3
	Females	2759	22.5	2673	23.2
	Total	7331	59.7	6855	59.6
Total	Males	5659	46.1	5367	46.6
	Females	6620	53.9	6139	53.4
	Total	12279	100.0	11506	100.0
Student / teacher ratio		9.0		7.9	

Table 4/3

**Increase in numbers of schools and classes in the secondary stage between the years
2002/2003 and 2005/2006**

Type		2002/2003	%	2005/2006	%
Schools	Boys	90	41.9	87	40.8
	Girls	92	42.8	86	40.4
	*Mixed	33	15.3	40	18.8
	Total	215	100.0	213	100.0
Classes	Boys	1018	41.0	925	42.1
	Girls	1143	46.0	988	45.0
	*Mixed	322	13.0	283	12.9
	Total	2483	100.0	2196	100.0
* * Student / teacher ratio					

*** Mixed classes (coeducation) only in private schools.**

**** For the two semesters system only.**

It is noticed from the quantitative development for the numbers of students in secondary education that there is a decrease in numbers of students enrolled in the secondary public and private schools, as a result of the application of the new educational ladder (5-4-3), which produced a reduction of classes in the secondary stage.



It is also noticed that there is an increase the percentage of Kuwaiti students enrolled in private secondary school; from 7.7% in 2002/03 to 9.7% in 2005/06. There is no doubt that this rise parallels with low enrollment numbers in public education where the ratio was 92.2% in 2002/03 and dropped to 90.2% in 2005/06.

As for the teaching staff in secondary schools, the table shows a decrease in the total members of teachers; from 12279 in 2002/2003 to 11506 in 2005/2006. This decline parallels with the application of the new educational ladder and the reduction of secondary school classes from 4 to 3.

The student – teacher ratio shows interest the Ministry provides to the secondary stage; an improved rate from 9.0 students per teacher in 2002/2003 and 7.9 in 2005/2006.

There is no doubt that the number of secondary schools has also dropped off due to the application of the new educational ladder.

B- The qualitative aspects:

The Ministry of Education has been concerned with the development of the system of education at the secondary level in the State of Kuwait. One of the most prominent features of this development is the inclusion of the credit system, which started in 1978/1979. The aim behind this system is to meet the needs of the learner, requirements of growth and the demands of the community to prepare citizens having a role in society. The Ministry found that the expansion in the application of the credit system is not possible. Therefore, it resorted to the two-semester system, which was described as a compromise between the credit system and the traditional (full school year) system. Its application started in the academic year 1984/85. One of the most important objectives of this system is to leave an impact of the educational process on students' personality and thinking pattern. It is hoped that this system would help learners acquire a sound method of dealing with things and expand their cognitive and cultural horizons using self-learning techniques.

The credit system:

The concept of the credit system refers to an integrated approach, which divides the curriculum into courses, and divides the school year into a number of semesters. The system uses an evaluation technique characterized by diversity, inclusiveness and continuity, compared to the traditional system of the complete school year with its evaluation focused on the final judgment at the end of the academic year.

It is also described as a system of accredited classes, a technique used in scheduling classes in the secondary stage, and characterized by freedom of choice and graduation requirements. It gives value to each course in the study plan.

The two-term system:

This system divides the school year in two semesters. The final grade is distributed according to the regulations of each school subject, 50% for the first semester grade and 50% for the

second. The final grade for each school subject is 100, and minor grade is 50. The grade of the school subject is made includes 50% of daily work plus 50% for the final exam. The final school year grade is composed of grades of the two semesters.

The importance of the educational system:

Both systems (credit – two semesters) aim to achieve the objectives of mental, emotional, cognitive and social growth, and identify the learner’s capabilities and preferences; scientific or literary, and rely on reasonable thinking.

Both systems try to help students achieve integrated growth, provide opportunities for students to pursue activities consistent with their abilities, and teach them the skills of learning, research and self-development. This represents the aspirations of the modern educational systems as a State’s development and experiences are measured by the development of its educational systems. Evaluation of the performance of each educational level should be consistent with the educational needs of society to achieve its objectives and aspirations of the future.

1- School buildings:

The Ministry of Education is responsible for the provision of public secondary schools throughout the country. More than that, it is trying to provide every residential area with its services and allocates the school building for each stage and type. It does not permit co-education. School buildings are designed to include 30 classrooms, each suitable for 30 students; an estimated capacity of 900 students.

2- Curriculum development:

The Ministry of Education is concerned with the development of curricula to keep abreast of educational innovations and modern development. Some of the exerted efforts up to 2005/06 are as follows:

Educational innovations in English language:

- The introduction of short tests (Quizzes) as part of evaluating oral activities.
- Application of English textbooks (Emirates curriculum) for grades 11 and 12.
- Application of unified tests at the end of the first semester for students of the general secondary system; science and arts sections at the ministry level.
- Focusing on oral fluency in teaching the subject as it is part of evaluation.
- Deletion of parts of the Pupils’ workbook (exercises) for grade 10 (2006/2007), and parts of the Pupils’ book and workbook for grade 11.
- Deletion of the first unit of Pupils’ book and workbook for grade 12. (two-semester and credit system) 2004/05.

Educational innovations for clerical studies:

- Developing the curriculum according to educational innovations by the publication of a new book entitled “Access to information and scientific research” in 2002/2003, which was intended to provide learners with new knowledge and to enable them to consult



modern sources of information to carry out a research in a scientific way.

- Preparing the book “Writing Reports and Scientific Research”. It has been authored in the current year 2006/07, which aims to prepare learners capable of writing reports and scientific research in all areas. This book focuses on the principle of linking educational outputs with labor market.
- Conducting scientific research in the classroom through workshops to link competence with skill.
- Promoting students’ learning styles to master school subjects through graded input in various educational situations providing continuing, comprehensive and sustainable learning.

Educational innovations in physical education:

- Changing the system of evaluation and exams and unifying them for all stages of education. There have been four periods, and at the end of each period there is an assessment covering all the material.
- Curriculum development and the introduction of optional courses in secondary education system.
- Physical education has become a main subject, like the rest of school subjects. A book was issued for students, for the first time, containing a theoretical aspect in addition to the practical side, for the secondary stage.
- Physical education has become one of the school subjects, which have designed free courses in secondary education to be taught in grade 11.

Educational innovations for practical studies:

- Adoption of volunteering subject (free choice of the future) for unified secondary education, not applied yet.
- Designing a textbook on traffic awareness suiting the new stage of education (unified system), and introducing an electronic simulator for the application of the school subject and a step to transferring the subject to e-learning.

Educational innovations in research and curricula:

- Fundamentals and values of the cultural identity of secondary-school students in the State of Kuwait.
- Measuring the critical thinking skills of secondary-school students in the State of Kuwait.
- The feasibility of the contribution of the private sector in the management of vocational secondary education in the State of Kuwait.
- The school of brilliant students in the secondary stage in the State of Kuwait.
- The role of school administration in the State of Kuwait in creating students for the labor-market.

- How to make the school an attractive environment.
- The feasibility of the contribution of the private sector in the management of career education in the State of Kuwait.
- The possibility of providing the material capacity and adequate school buildings for the expected increase of numbers of students over the next ten years from 2005 to 2015.
- Behavioral problems for students in intermediate and secondary stages in the State of Kuwait.
- Kuwaiti secondary-school students' trends in computer use and its role in their educational attainment.

Educational indicators related to secondary education:

Table 4/4

Comparing results of statistical indicators in 2002/2003 with indicators of public education in 2005/06 for secondary education in the State of Kuwait

No.	Indicator	Assessment of 2002/2003	Assessment of 2005/2006	Notes
6	Current government expenditure on secondary education relative to GNP	1.2	0.6	
7	Government expenditure on secondary education relative to government expenditure on public education	15.8	19.5	
8	The percentage of secondary school teachers holding required qualifications	94.7	94.6	There is a commitment to specific conditions of students and teacher.
9	The percentage of secondary school teachers licensed to teach	100	100	According to the conditions of the ministry concerning qualification.
10	The student-teacher ratio Public Private	8.8	7.7	Improved index
11	Repetition rate Public Private			Improved index

Fourth- Religious education;

Analysis of the current situation of religious education:

Religious education in Kuwait officially started in 1947 and since then it was a lighthouse of scientific and cultural enlightenment that brought its brightness from the Holy Quran. This



stems out of Kuwaitis' care for their duty towards calling people to worship Allah and their will to heighten Allah's power and to make the religion of Islam applicable.

From the start, religious schools were divided into 4 years of teaching for each stage; primary, intermediate and secondary. Then starting from the seventies, it began to be devoted to the intermediate and secondary stage only.

1. Goals of religious education:

- Linking the student with the Holy Quran and the Prophet's practices (Peace Be Upon Him) to lead him to a good understanding of Quran and the Sunna and its purposes.
- Giving students a straightforward education based on true and original beliefs and the balance between life on the earth and that after resurrection.
- Bringing up a student with large scientific and cultural knowledge and who is able to use new sources of knowledge to have a thorough awareness of problems of the society and the nation.
- Commitment to the principles and heritage of the Kuwaiti society to achieve loyalty to the country, the Arabic and Islamic nations.
- Students in religious school in morning classes get a monthly scholarship as follows:
15KD for the intermediate stage.
30 KD for the secondary stage.

In addition to morning schools, there are 6 evening centers. Besides, there are students who register to have religious sciences as distance learners.

The present administration is working hard to open again the primary stage, which was postponed in the seventies, for the sake of establishing integration between the different stages of this type of education and in order to prepare successful generations guided in a good scientific way.

2- Types of students admitted in religious schools.

Students who join religious education are the following:

- Students having completed fourth year of the public primary stage or enrolled in the intermediate stage.
- Students who apply for second and third years of the secondary stage after sitting for placement test.
- Overseas students benefiting from a scholarship. Their number is determined according to a strategy set by the ministry through the Kuwaiti National Commission for Education, Science and culture; the scholarship Department.

To encourage religious education, it is allowed to move transfer from secondary classes of public education to equivalent classes in religious education especially for those who have the desire for religious education and after sitting for a placement test in religious sciences and Arabic language.

3- Expanding school buildings and opening new religious schools (for boys and girls)

Some areas were devoted for building new schools for the following reasons:

- Increase of parents' requests to register their children (boys and girls) in religious schools.
- Introduction of new sections in the secondary stage (Legislation – Arts -Science).
- Founding religious schools in more governorates for boys and girls will have a great effect to attract people to these schools,

4-Development of religious education curriculum and creation of new sections (Legislation-Art-Science) in the Baccalaureate exam of religious schools.

As the educational curriculum is one of the fundamental components of the educational process, it has become necessary to develop the curriculum of the religious education as quick as possible according to the requirements of the new era. Moreover, finding academic books for legislative science is highly recommended so that the diversity of religious education is guaranteed and provides graduates with chances equal to their fellows of general education.

Applying the two terms system in religious education evening schools.

The aim is to achieve equality and justice between evening classes in both public and religious schools, and reducing the burden on learners in religious evening schools.

5. Electronic Education:

One of the projects that have been realized is the inclusion of technology in the religious education to benefit from modern technology in conveying the syllabus in a simple and interesting way to the student, and to encourage students to use these modern technologies in searching for information. Special rooms have been equipped with modern devices and equipped with Internet facilities. Language labs have also been included accordingly to the most modern requirements. Demo lessons will be presented in CDs for grade 9.



Table 4/5

Increase in number of students' classes and teachers in the secondary stage of religious education:

Type	Nationality	Gender	2002/2003	2005/2006
Classes		Boys	40	42
		Girls	15	13
		Total	55	55
Students	Kuwaiti	Boys	798	494
		Girls	376	100
		Total	1174	594
	Non-Kuwaiti	Boys	163	177
		Girls	69	43
		Total	232	220
Grand Total		Boys	961	671
		Girls	445	143
		Total	1406	814
Teachers	Kuwaiti	Males	34	36
		Females	41	61
		Total	75	91
	Non-Kuwaiti	Males	102	112
		Females	12	18
		Total	114	130
Grand Total		Males	136	148
		Females	53	79
		Total	189	227
Student-teacher ratio			7.4	3.6
Classroom density		Boys	24.0	16.0
		Girls	29.7	11.0
		Total	25.6	14.8

6- The scholastic plan:

Studying in Religious schools takes the same form as religious syllabuses are taught in AL Azhar religious schools. Students also study foreign languages, science, Maths, social studies, Fine Arts and physical Education in addition to the religious education.

There are two stages in the religious school; intermediate and secondary, and a section for exchange students from all the Islamic countries who get scholarships offered by the government of Kuwait.

The administrative and teaching staff:

Religious teaching has an independent administration directed by a specialist director supported by two assistants, heads of departments and secretaries.

There are some resident supervisors, who oversee the teaching of Legislation subjects but the rest of the subjects are supervised by the normal supervision following the Ministry of Education.

Each religious school has a director for the intermediate stage and another for the secondary stage.

The following table shows the number of religious institutes according to stages between the years 2002/2003 and 2005/2006.

Table 4/6

Type		Intermediate	Secondary	Total
2002/2003	Boys	4	2	6
	Girls	2	1	3
	Total	6	3	9
2005/2006	Boys	4	3	7
	Girls	3	3	6
	Total	7	6	13

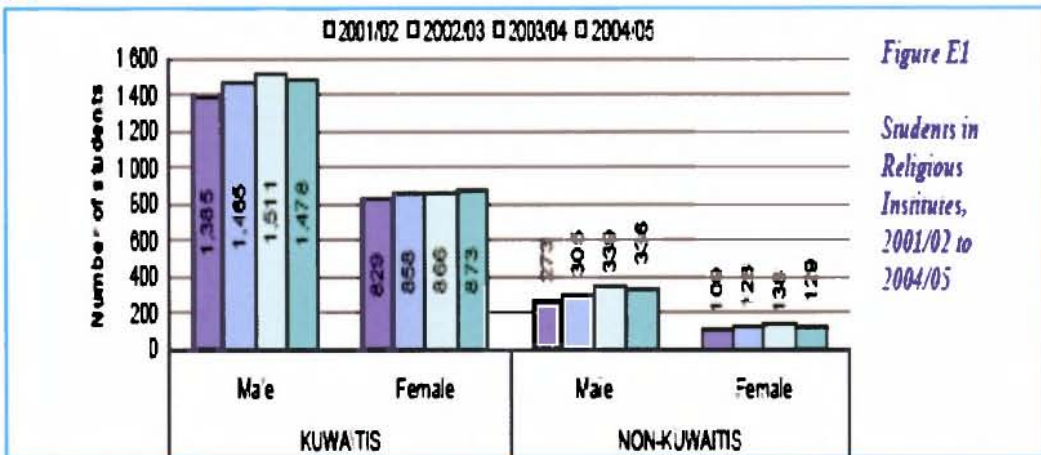
The previous table shows that:

- There is an increase in the number of religious schools. In 2005/2006, the number doubled that of 2002/2003.
- The number of classes in secondary stage (55) has been stable.
- Students enrolled in religious secondary stage decreased from 1406 in 2002/2003 to 1814 in 2005/2006. This indicates a shift in students' interest to join such schools.
- The number of teachers increased in the year 2005/2006, which lead to a decrease in student-teacher ratio; 3.6.



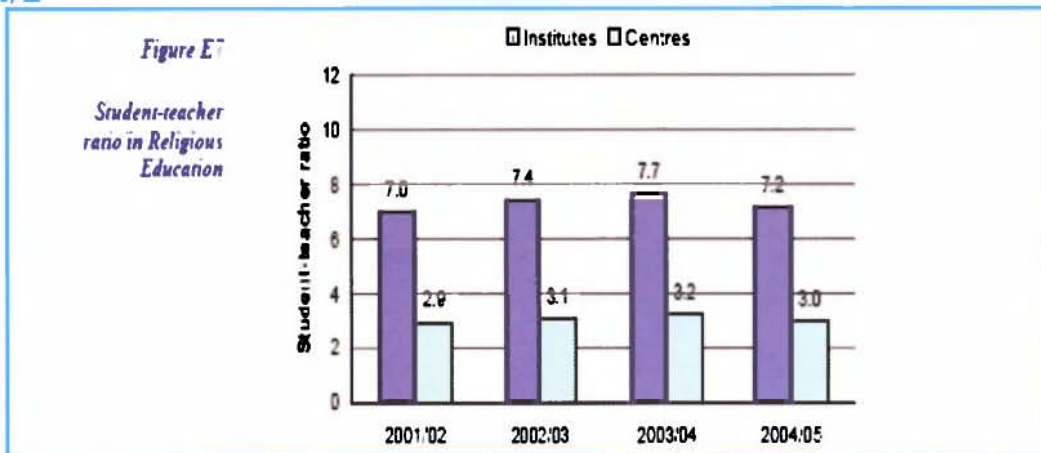
- With the decrease of the number of students, the administration of the religious schools was able to minimize the density of classes to reach 14.8 students per class.

Chart 4/1



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 4/2



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

The main obstacles of religious education:

1. Graduates of religious schools are only allowed to join limited sections in literary faculties in Kuwait University.
2. Not enough institutes in the governorates of Kuwait.
3. No primary stage.
4. The organizational structure of religious education has not been modified to cope with the development of administration and its institutes.
5. The educational ladder has not been modified to cope with the general education, and to facilitate transferring to and from the religious education.
6. No administration staff members for religious institutes.
7. Religious graduates are not included in scholarships of the High Education Policy.

Education for the gifted students in morning classes for the Secondary Stage:

Establishing enrichment classes for the gifted students in the secondary stage during the morning period in two schools; one for boys and another for girls. This is for facilitating administrative tasks for enrichment teachers. Selection of teachers for the gifted students in special classes is carried out based on certain criteria and qualifications. Those teachers attend training courses to prepare them for teaching gifted students and to provide them with full information about the characteristics, needs, and methods of teaching this type of students.

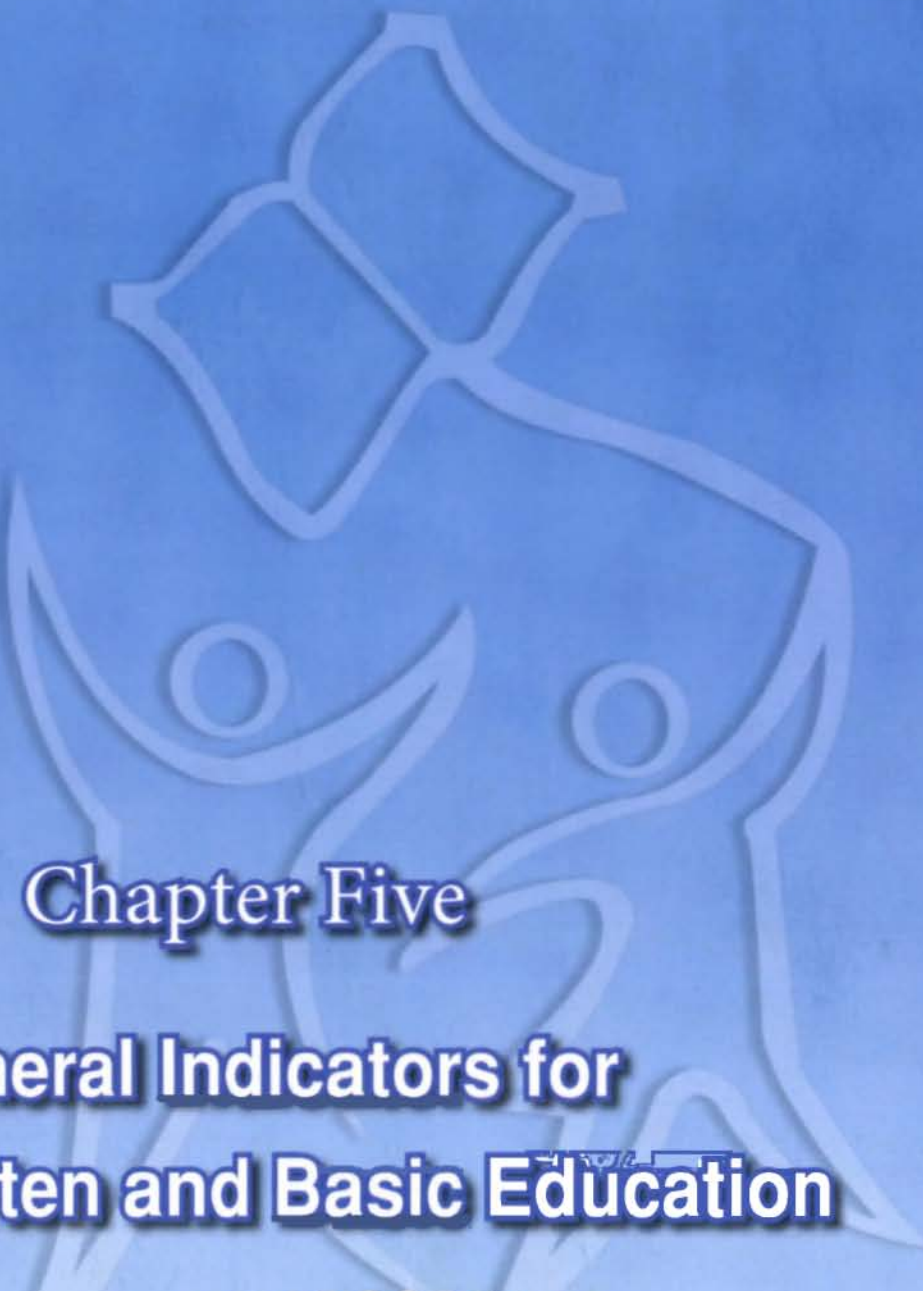
8- Educational experiences:

- Summer Course for gifted students (arranging training courses in English language and Computer).

Suggested future projects and programs:

- Free studies and research projects.
- Educational resources rooms.
- Trips, journeys and field visits.
- Weekend programs.
- Summer programs.
- Programs supplied by universities.
- Spring and summer camps.
- Apprenticeship programs.
- Program of developing thinking skills.
- Olympiads and competitions.





Chapter Five

**General Indicators for
Kindergarten and Basic Education**





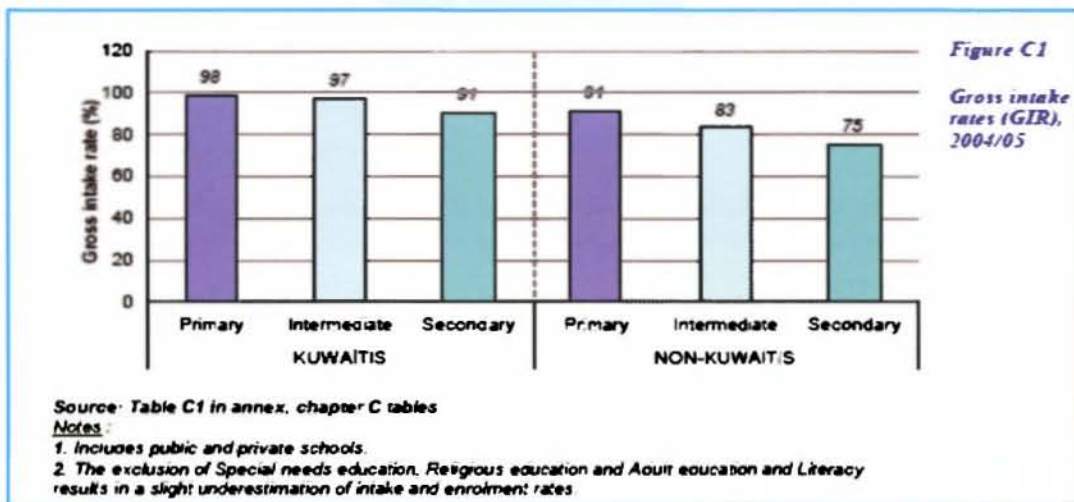
1- Apparent intake rate for grade 1:

This rate refers to the overall level of acceptance or contribution in different stages, regardless of age. It is the ratio of the number of new entrants in the first grade of each educational stage to the total population of legal age to join this stage, multiplied by 100

This rate shows the capacity of the educational system in each stage, knowing that the number of repeaters in the first grade is excluded for this rate to measure only the new students. This index can exceed 100% when it appears that the number of students in the first grade at any stage is less or greater than the legal age for enrollment in this stage.

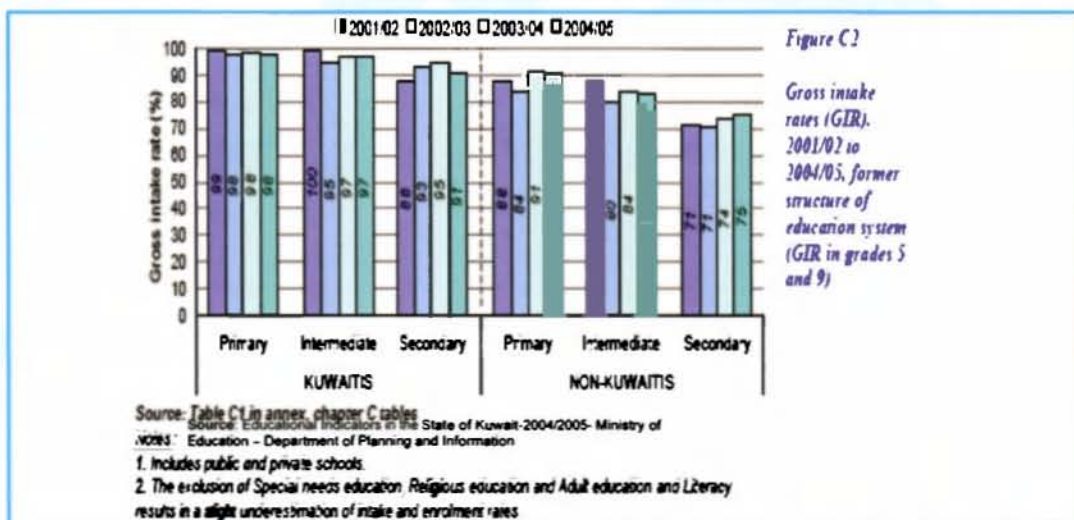
Chart 5/1 illustrates enrollment rates for Kuwaitis and non-Kuwaitis from the primary stage to the secondary stage for 2004/2005. Chart 5/2 shows this rate for the same stages during the four years. It also shows that the apparent intake is decreasing in the secondary stage to reach 48%.

Chart 5/1



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 5/2



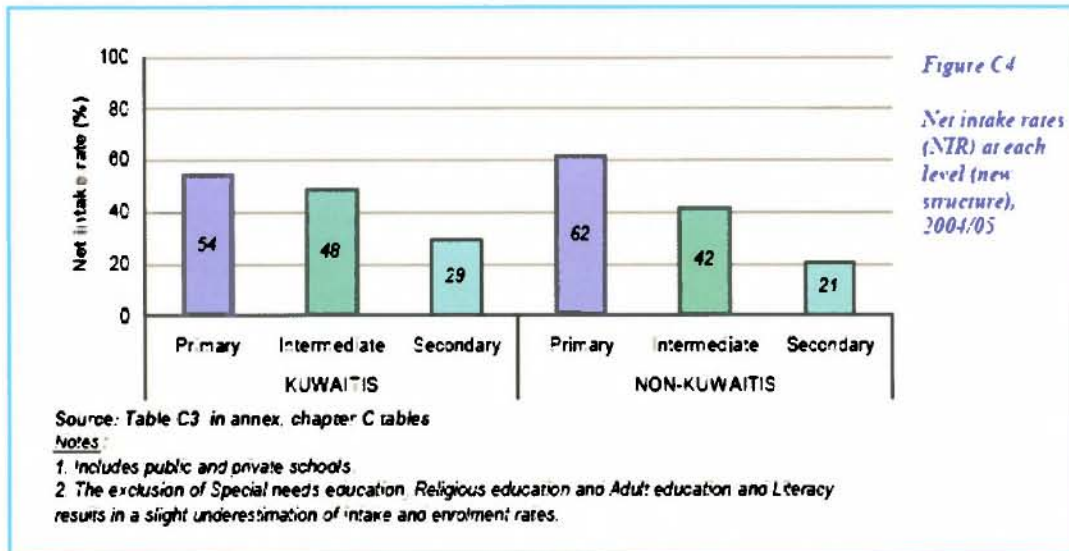
As for non-Kuwaitis, this rate is less than Kuwaitis in all stages, especially in secondary schools, where the figures reached 75% in 2004/05 and this reflects the fact that education is not free for most students. Therefore, some of them are forced to leave school early to either be involved in the labor market or return to their country.

Net intake rate for grade 1

This rate refers to the number of enrollment at the beginning of each stage from primary to secondary for a number of legal age populations in each stage. In this report, we have not excluded students who repeat the first year of each stage as long as their age is in line with the legal age for enrollment in this stage. It should be noted that the net intake rate is less than the apparent intake rate, which exclude students who are older or younger than the legal age.

Chart 5/3 shows the net intake rate for all stages of education for the Kuwaitis and non-Kuwaitis for the year 2004/05 (for the new educational ladder). In 2004/2005 the percentage of Kuwaitis who at the age of fifteen entered secondary schools was 29%, while for non-Kuwaitis it was 21%.

Chart 5/3

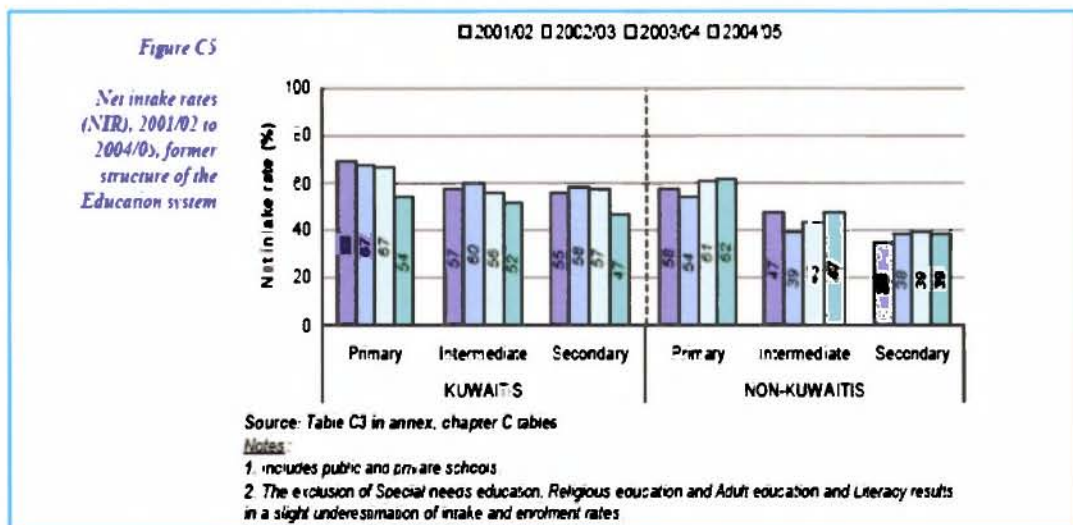


Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 5/4 the net intake rate of Kuwaitis and non-Kuwaitis, over the past four years. In 2004/05 the percentages for grade 5 and 9 were stable over the past three years and that there was an increase in 2004/05. In general, the rate was higher for females than for males. This increase is attributed to males' repetition, which proves the entry of male students in an older age for each stage.



Chart 5/4



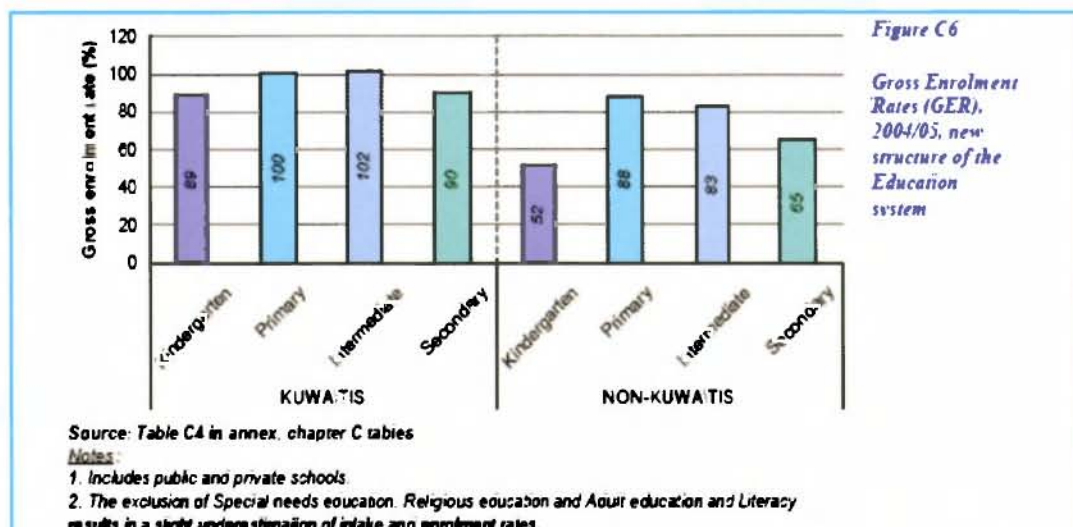
Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Gross enrollment rate

This rate measures the overall participation of the educational process in all stages. This rate is calculated by counting the numbers of enrolled students of any age in any grade of any stage or in all stages as a percentage of the age group that is supposed to include students at this stage. This measurement may be greater than 100% in stages of education, where the number of students is bigger or smaller than the number students having the legal age for this stage.

Chart 5/5 shows the gross enrollment rate in the various stages of education for the year 2004/05 in the new educational ladder. It is noted that the gross enrollment rate reaches 90% at the secondary level.

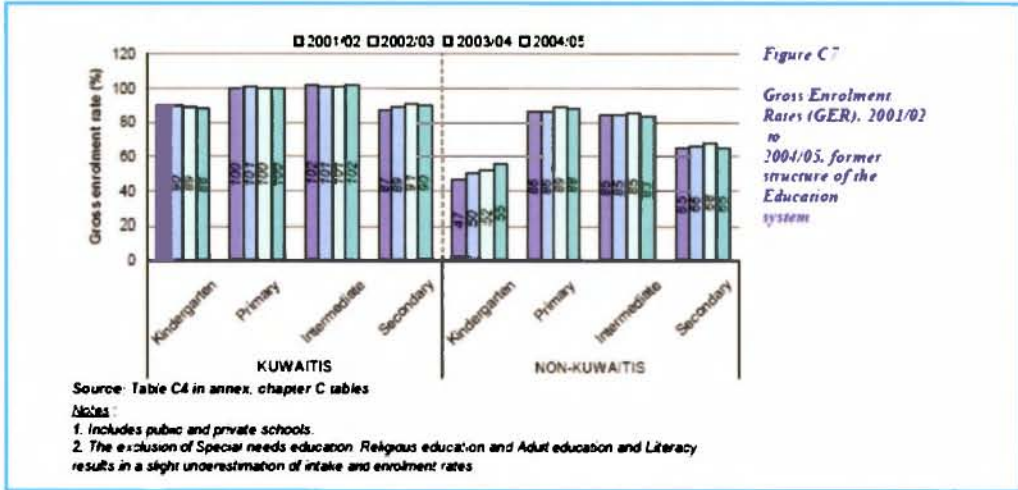
Chart 5/5



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 5/6 shows the gross enrollment rate from kindergartens to secondary for the Kuwaitis and non-Kuwaitis for the past four years where the gross enrollment rate of the Kuwaiti reached up to 90% at the secondary stage, with an increase from 87% to 91% in the secondary during the previous years from 2001/2002 to 2003 / 2004. As for non-Kuwaitis, the gross enrollment rate at the secondary level reached 68% and decreased to 65% in 2004/05.

Chart 5/6



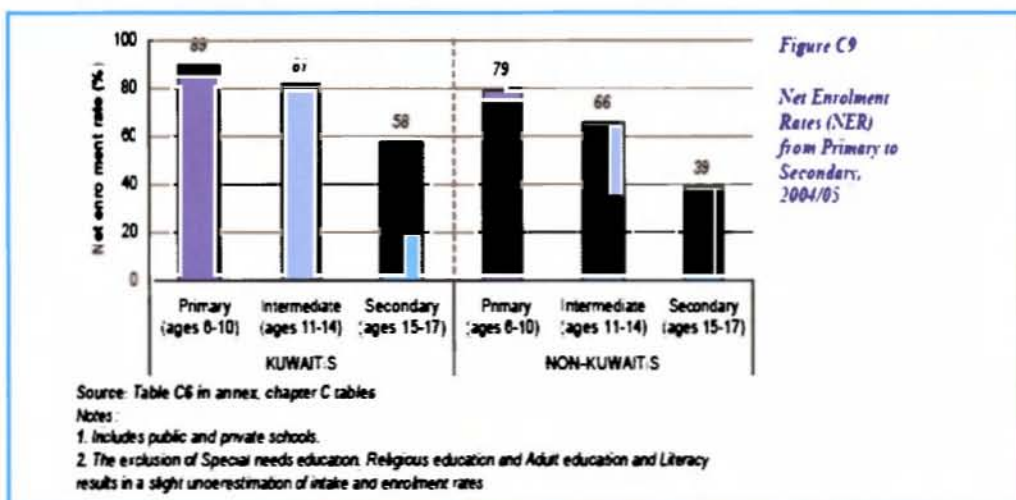
Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Net enrollment rate:

This rate indicates the extent of contribution of an age group of population in the expected or appropriate educational stage for this category. This rate differs from the gross enrollment rate because it excludes students are older or younger than the legal age for an educational stage. It is calculated by counting the number of students in the age group enrolled in a given school as a percentage of the population age categories corresponding to this stage. If the net enrollment rate is less than 100%, it points out that there are some students of a given age group who are not enrolled in their own classes.

Chart 5/ 7 shows the net enrollment rate from primary to secondary stages for Kuwaitis and non-Kuwaitis for the year 2004/2005, which shows that the net enrollment rate for the Kuwaiti students in the age group of 15 to 17 is 58%. As for non-Kuwaitis, the net enrollment rate for the age group from 15 to 17 is 39%.

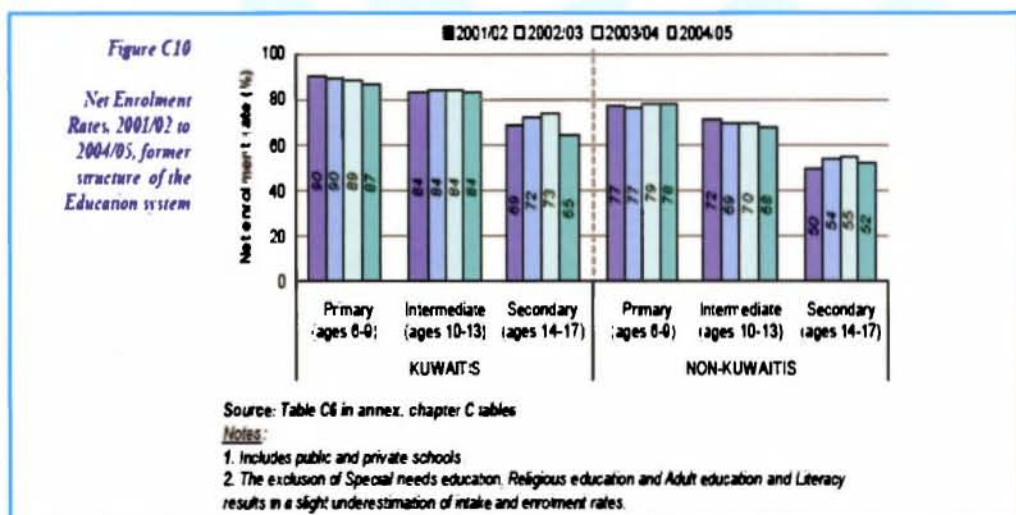
Chart 5/7



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 5/8 shows the net enrollment rate of Kuwaitis and non-Kuwaitis in each of the primary, intermediate and secondary schools during the past four years. In 2004/2005, the net enrollment rate was 65% for the age group 14-17. This rate remained somewhat stable. As for non-Kuwaitis, it reached 52% for the age group 14-17.

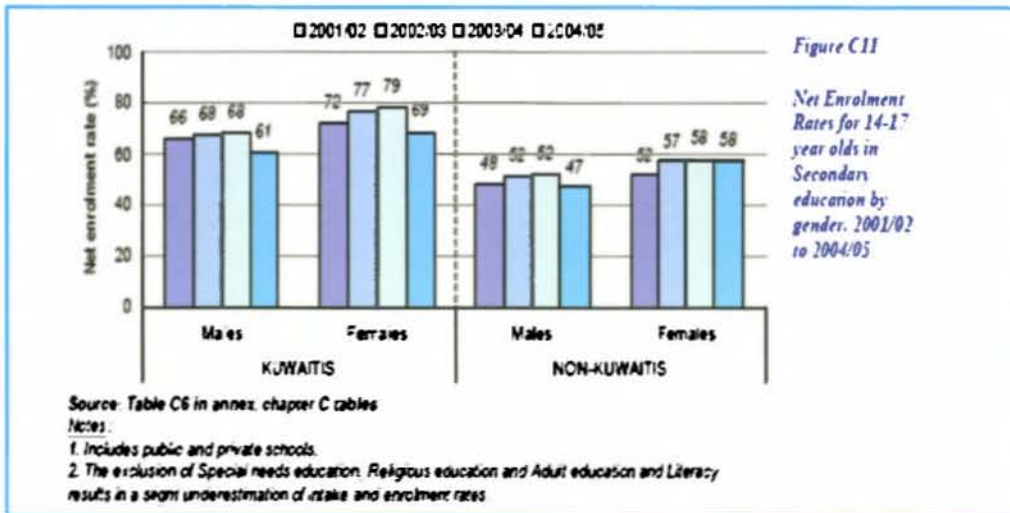
Chart 5/8



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

It is noticed that the net enrollment rate in the secondary stage for females was high. Chart 5/9 shows that the net enrollment rate for the age group 14-17 for both males and females at the secondary stage in the past four years. Generally speaking, the net enrollment rate between 2003/04 and 2004/05 decreased from 68% to 61% for male Kuwaiti students, and from 79% to 69% for females.

Chart 5/9



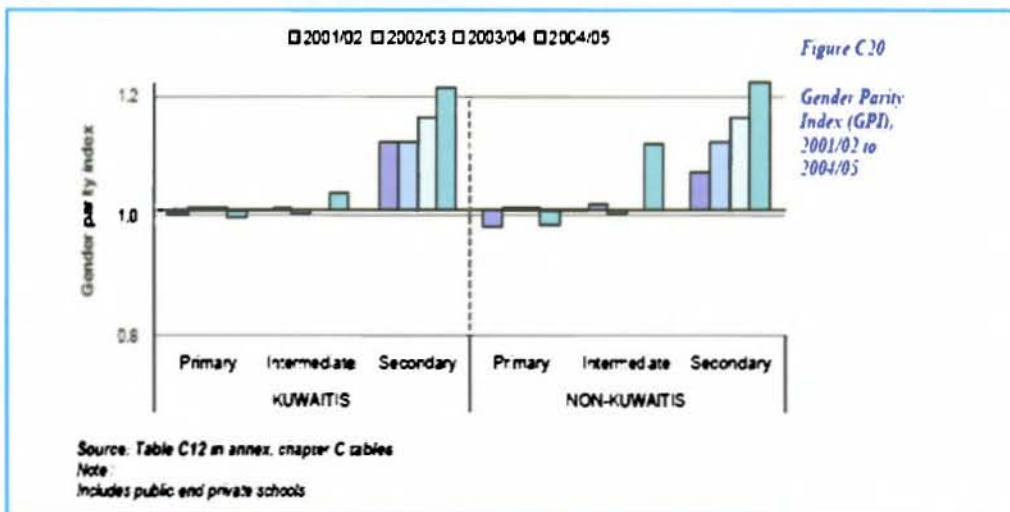
Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Gender Parity Index:

It is important to know the percentage of equal gender participation in comparison to the overall participation in the educational process. This index indicates the relative difference of the rates of females and males. If the value is 1, it indicates that the rates of females and males are equal. If the value exceeds 1, it means that the rates of females are higher than males. If the value is less than 1, it means an increase in male rates over females.

Chart 5/10 shows the qualitative parity index for Kuwaitis and non-Kuwaitis. It is noticed that the index is close to one for all stages except in the intermediate stage of the year 2004/2005 and secondary stage in all years.

Chart 5/10



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

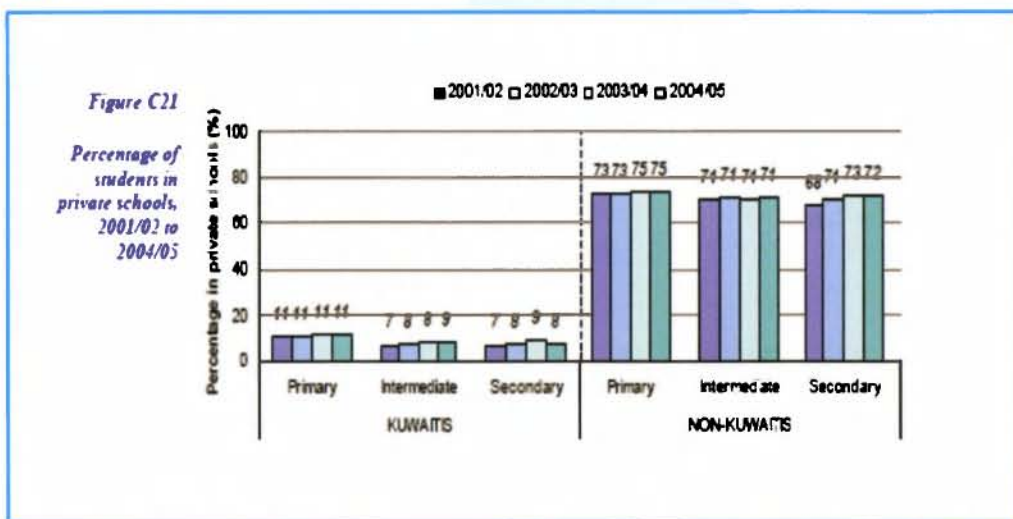


It is noticed that the enrollment of female students is higher than male students for both Kuwaitis and non-Kuwaitis. For the Kuwaitis, it is due to the existence of alternative pathways for post-secondary such as the Police and the Army.

Students in private schools:

Chart 5/11 shows the percentage of both Kuwaiti and non-Kuwaiti registered in private education during the past four years. In 2004/05, the percentage of non-Kuwaiti students in private education reached more than 70% of the total of non-Kuwaiti students in public schools and private. Whereas, the percentage of Kuwaiti students, in private education, reached 10% of the total number of Kuwaiti students in public and private schools.

Chart 5/11



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Progression and completion of educational stages:

This section reviews the flow of students in education and mobility between different stages and includes analysis of rates of repetition, dropout, survival, transition and transfer.

Gross completion rate

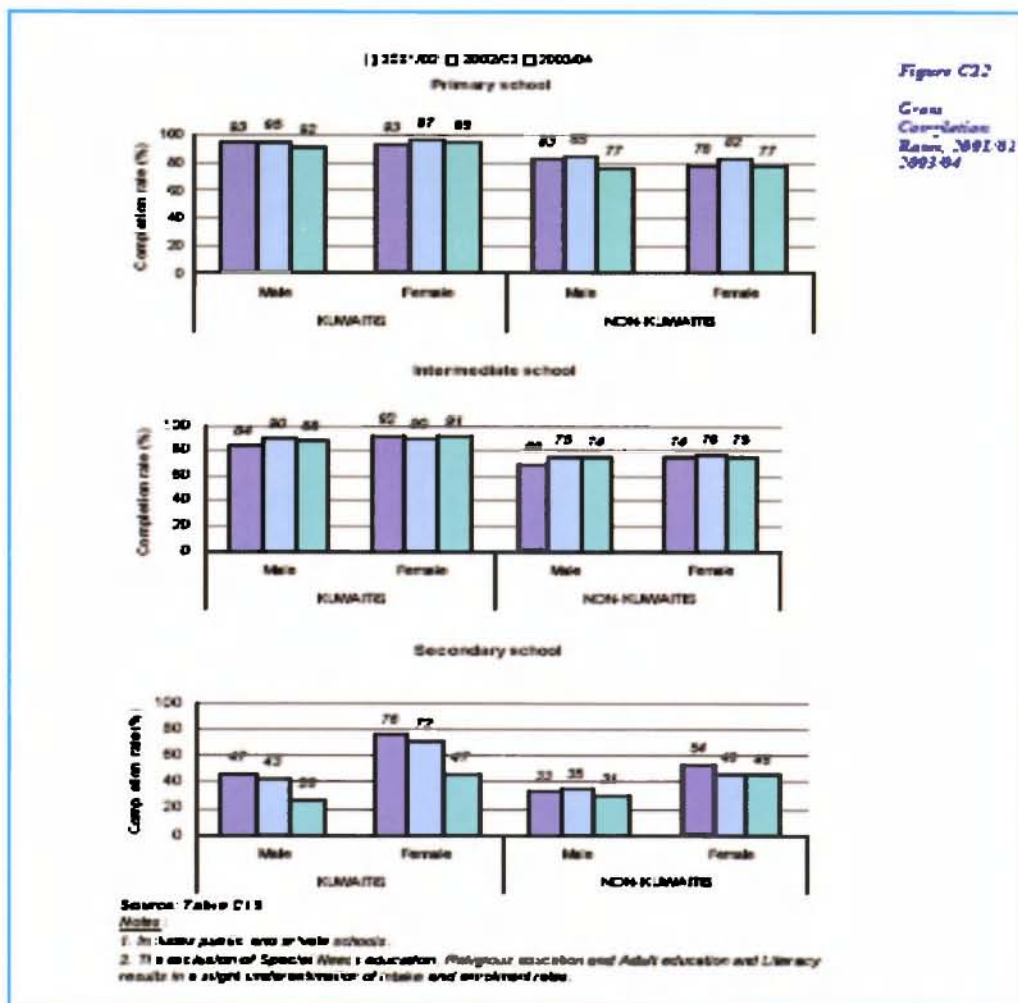
This rate refers to the proportion of the population in the age groups (who completed stages of the primary school, the intermediate and secondary stage). This rate is measured by calculating the number of students at any age who have completed the last year in a given stage as a percentage of the population in the legal age for the completion of this stage.

This rate is based on the number of population since it gives the percentage of students who completed the stage as a percentage of the population and not as a percentage of the students who started this stage.

Chart 5/12 shows the gross graduation rates. This rate has decreased for Kuwaiti males in secondary education from 43% in 2002/03 to 26% in 2003/04. It also dropped out for Kuwaiti females from 72% in 2002/03 to 47% in 2003/04. As for the non-Kuwaiti males, the rate fell

down from 35% in 2002/03 to 31% in 2003/04. The rate of non-Kuwaiti females remained stable in 46%.

Chart 5/12



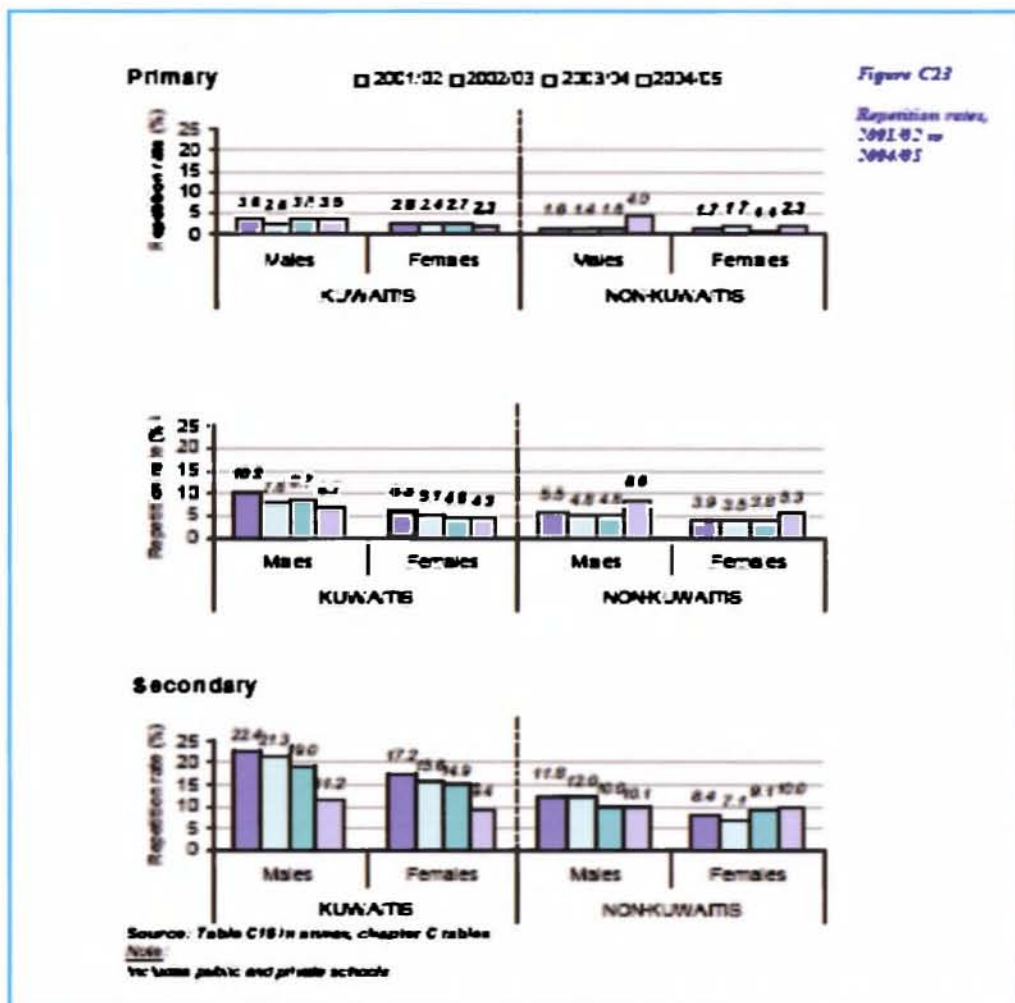
Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Repetition rate:

This rate indicates the extent of repetition of a group of students for the academic years in a certain stage and is a measure of the internal efficiency of the educational system. The repetition rate is estimated for each stage in each year through the calculation of a certain number of students repeating grades in various educational stages as a percentage of the number of students enrolled in the same stages in the previous year. It refers to the percentage of students in various stages studying the same courses in which they were enrolled in a specific year.

Chart 5/13 shows the repetition rate for Kuwaiti and non-Kuwaiti students in each of the primary, intermediate and secondary stages from the years 2001/02 to 2004/05 (For 2004/2005) public schools were considered according to the new educational ladder). The percentage of repeaters at the secondary stage is noticed to be high.

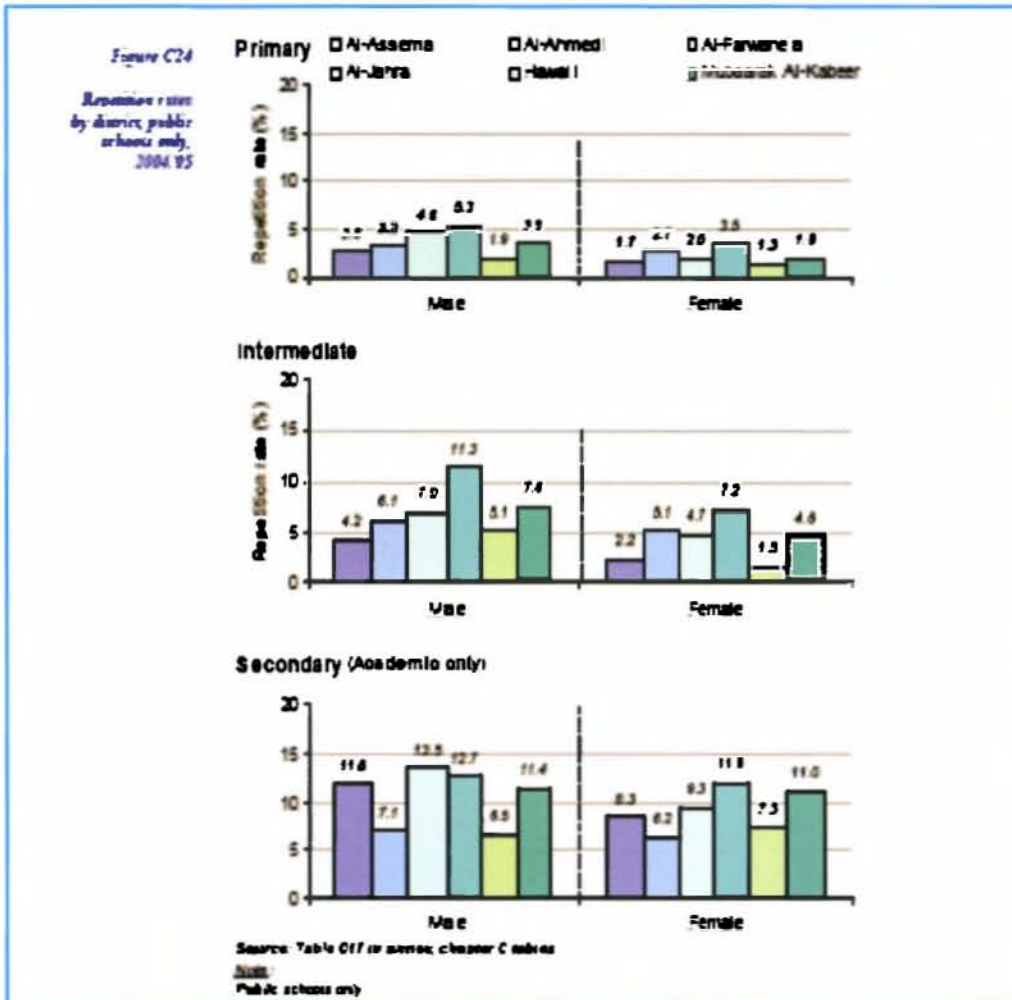




Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 5/14 shows the repetition rates between six educational areas, where the highest rate of drop-outs were recorded in Jahra educational area, reaching a percentage in the secondary stage of 12.7% for males and 11.9% for females. The lowest rate was in Hawalli educational area.

Chart 5/14



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

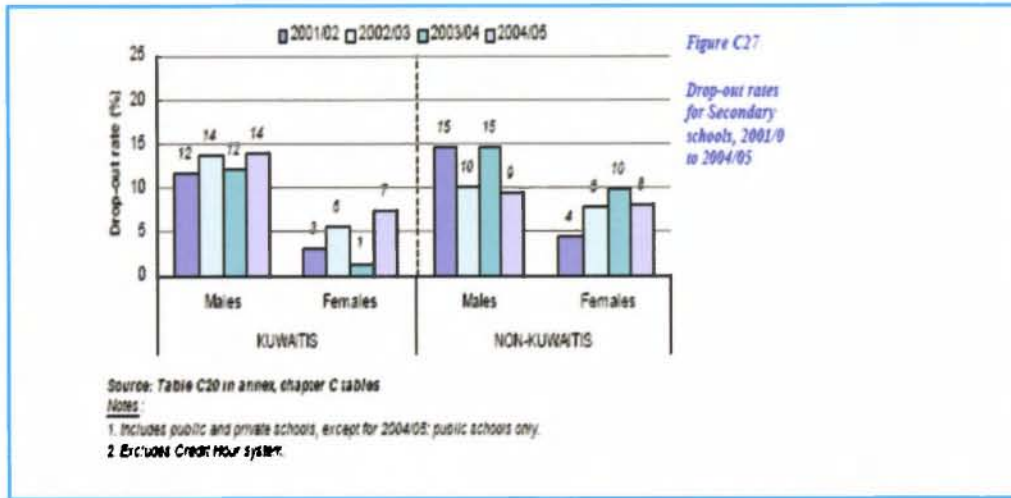
The dropout rate for each stage:

This rate refers to the percentage of students who leave school during the school year at all stages of education from primary to secondary school. Due to the lack of sufficient information about students who leave education at the present time it has been referred to the student who registered in a particular class and did not move (or graduate or re-enrolled in the same grade the following year). This is in addition to the students who completed their studies in other areas such as the Army and the Police. Therefore, this indicator is about students who have left the public education at various stages and did not return the following year.

Chart 5/15 shows the dropout rate in the secondary stage (Two-semester system only, and does not include the credit system) of Kuwaitis and non-Kuwaitis from 2001/2002 to 2004/2005. It is noticed that the rate of dropout of Kuwaiti females was 6% in 2002/03 and dropped down to 1% in 2003/04, while the rate of Kuwaiti males dropped from 14% to 12%.



Chart 5/15

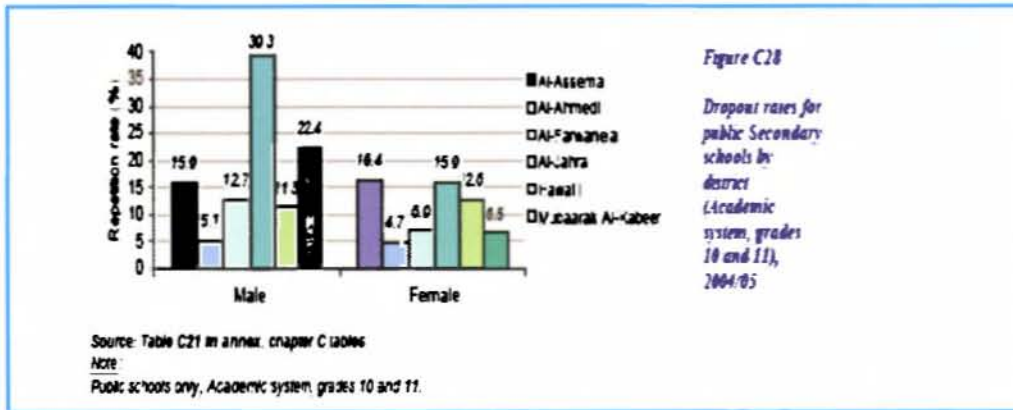


Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Between 2001/02 and 2003/04, the dropout rate for non-Kuwaiti males decreased from 15% to 10%, and then returned in 2003/04 to 15%. The dropout rate increased for the non-Kuwaiti females during the same period. It is not fair that the results be compared with the 2004/2005 subsequent years at the secondary stage because of the absence of a ninth grade for the year 2004/05. It should be noted that the results of dropout rates showed some improvement for the non-Kuwaitis, and remained somehow stable for Kuwaiti males.

Chart 5/16 shows the dropout rates among the six educational areas. It is noticed that Jahra educational area has the highest dropout rates reaching a percentage of 39.3% for males, while the dropout rate is less in Ahmadi educational area, 5.1% of males and 4.7% of females. It should be noted that there is a correlation between the dropout rate and the repetition rate, and this shows the failure of the educational system for the survival of the student at the secondary stage. It is also observed that the dropout rates among males are higher than among females.

Chart 5/16



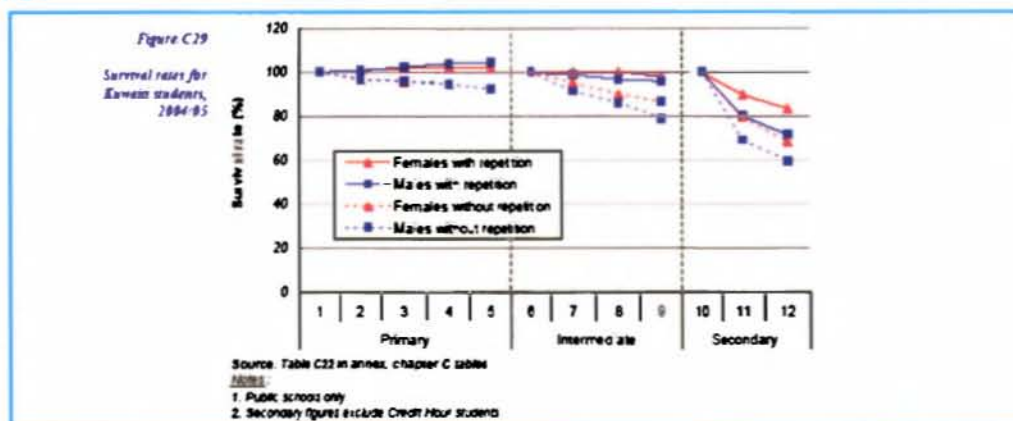
Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Survival rate:

The survival rate during the school semesters refers to the pattern of the educational system in retaining students. It is another indicator of the internal efficiency of the educational system. This rate measures the percentage of a group of students who reached the subsequent grades. It calculates the survival rate over the repetition and dropout rates and on several other hypotheses. Therefore, the survival rate is not real but an expected rate assuming constancy of certain values of passing or failing of a group of students and if the rate reaches 100%, it shows a drop to the lowest value and that the disparity in survival rates between grades refers to the existence of certain problems in grades either in the form of repetition or drop-out.

Chart 5/17 shows the survival rates of Kuwaiti males and females for the year 2004/2005. At the beginning of each stage, the survival rate is 100% and taking into account survival, repetition and dropout rates during 2004/05 and 2005/06 in the secondary stage, it is expected that 80% of the Kuwaiti males and 86% of females would complete the final grade of this stage.

Chart 5/17

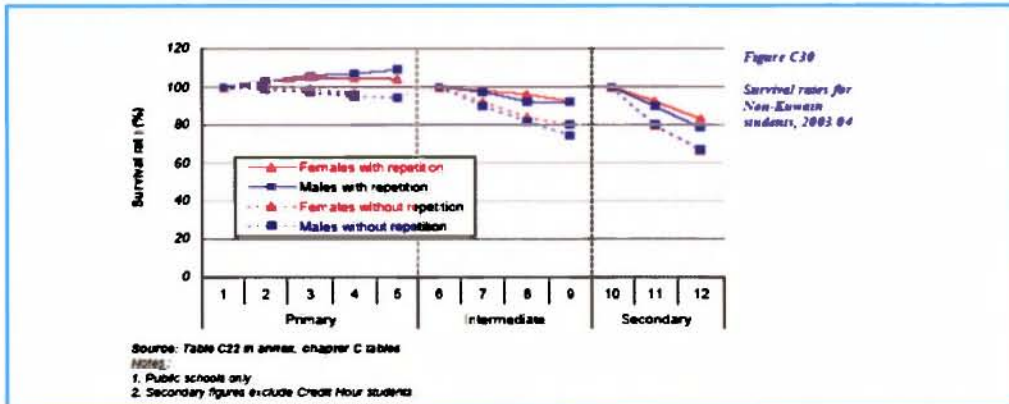


Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information



Chart 5/18 shows the survival rates of non-Kuwaiti males and females. Because of the movement of students, it is difficult to estimate the rate for such a category. Difficulty increases in locating them among educational areas. For this reason, this category is considered only in public schools, and it is observed that non-Kuwaiti males and females have the same pattern.

Chart 5/18



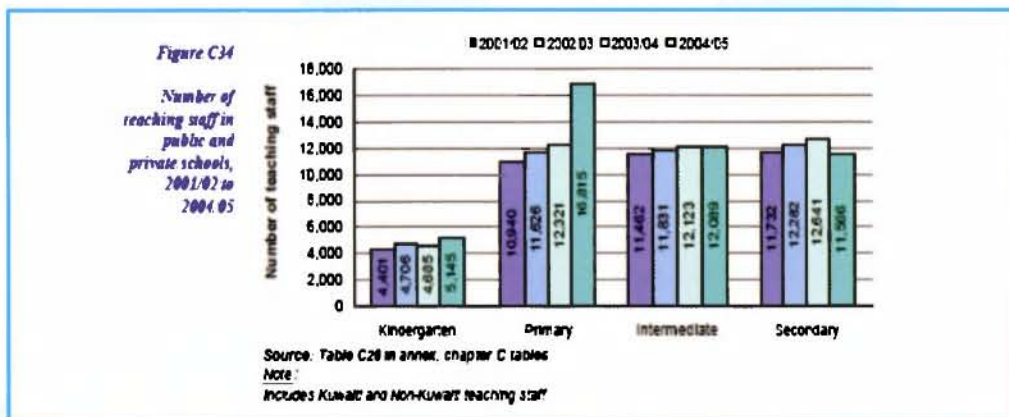
Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Human resources:

Teaching staff:

Chart 5/19 displays the numbers of teachers in public and private schools during the past four years. During the years 2001/2002 and 2004/2005, the number of teachers in the secondary stage dropped from 12641 to 11566.

Chart 5/19



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

From what preceded, we can conclude the following:

- 1- Gross enrollment rate: “the percentage of students enrolled in an educational stage in relation to the number of population of the legal age for enrollment in this stage”. The gross enrollment rate for Kuwaitis reached about 100% in the primary stage, but in kindergartens it was 90%, and in the secondary stage 84% (starting from grade 10). As for non-Kuwaitis, the gross enrollment rate was 55% in kindergartens, 88% in the primary, 83% in the intermediate and 65% in the secondary stage for the year 2004/2005.
- 2- Net enrollment rate: “the number of students in legal age for the stage in relation to population in legal age for this stage”. For Kuwaitis, the net enrolment rate for the year 2004/2005, was 89% of the age group between 6 and 10 in the primary stage, 81% of the age group between 11 and 14 in the intermediate stage and 58% of the age group between 15 and 17 in the secondary stage. As for non-Kuwaitis, the rates were lower; 79% of the age group between 6 and 10 in the primary stage, 66% of the age group between 11 and 14 in the intermediate stage and 39% of the age group between 15 and 17 in the secondary stage.
- 3- The enrollment rate is influenced by the increase percentage of repetition and later enrollment than the time limit of enrollment. It is also influenced by the varied distribution of age groups in the secondary stage and the late completion of secondary education by some female students in some educational areas.
- 4- The percentage of gender in secondary education was clearly in increase through the past four years; it reached 102 in the year 2004/2005, which shows the increase of enrollment rates of girls over boys in the secondary stage.
- 5- The repetition rates are high among Kuwaiti students in the secondary stage, but improved in the year 2004/2005 and reached 11.2% for boys and 9.4% for girls. Meanwhile, the repetition rate for non-Kuwaiti boy students reached 10.1% and 10.0% for girls. The repetition rates are varied among the educational areas. They are high in Jahra and low in Hawalli.
- 6- Based on repetition and dropout rates in public and private schools in the year 2004/2005, it is expected that a percentage of 71% of Kuwaiti males and 83% of Kuwaiti females in the secondary stage will complete their final year; and 60% of boys, and 68% of girls will finish the secondary education without repetition. As for non-Kuwaitis, 64% of boys and 73% of girls are expected to complete their secondary education with repetition. 52% of boys and 63% of girls are expected to complete their secondary education without repetition. About two thirds of this number are expected to complete the secondary stage without repetition.
- 7- The progression rate from the primary to the intermediate stage reached 100% even after the amendment of the educational ladder. However, the progression rate from the inter-



mediate to the secondary stage was 73% (Kuwaitis and non-Kuwaitis); 73% of boys and 86% of girls.

- 8- The number of teachers in every stage increased between 2001/2002 and 2004/2005, especially in the primary stage where the percentage of increase reached 54% (taking into account the change in the educational ladder in the primary stage; from four years to five years.)
- 9- The majority of teachers in the private schools are non-Kuwaitis, except for a small percentage of Kuwaitis. The majority of teachers in public schools are Kuwaitis. The teaching staff in kindergartens is composed of females only. The number of male teachers is about half of teachers in intermediate and secondary schools.
- 10- The student – teacher ratio in public schools is lower than in private schools. For example, the average number of students per teacher in private primary schools is 20.1, whereas in public schools in 2004/2005, the rate was 10.0. In comparison to OECD countries, the general average student – teacher ratio is 12 students per teacher, much lower than the other countries, where the rate is 18 students per teacher.
- 11- Class density in Kuwait in 2004/2005 varied between 22 students per class in the secondary stage (two-semester system) to 30 in the intermediate stage. As for the perceived capacity for classes, it is 8 students in kindergartens, 10 to 14 in the intermediate and secondary stages. Compared to other countries, Kuwait has a lower class density.
- 12- Girls' school attainment is better than boys in all school subjects. The results have been taken from the achievement tests of the project of educational indicators and evaluation. The results revealed symbolic differences between students of different educational areas. The results were low in Jahra and Mubarak Al Kabir. It was also noticed that male students in Arabic private schools did not do well in the final exams of grade 12; end of secondary stage.



Chapter Six

Assessment of Other Types of Education





General Objective:

Ensuring the provision of all the educational needs for all the youngsters and the grown-ups through mutual benefit by means of programs, which are suitable for the learning process and acquiring the necessary life skills.

Life skills:

A skill is intelligence and properness. Life skills are the set of acquired methods that sustain the existence and growth of the individual and help improve the standard of living on literary, spiritual, social, hygienic and mental levels. They express human being's effectiveness in both forming relations and adapting one's self with others. Life skills help solve problems, explore branches of knowledge, control and regulate things properly. They are regarded as life-long needed skills and consequently interpreted as good habits and vital values that a person acquires gradually to practise as a means of success and supremacy habits, like listening, speaking, writing and relation-formation, self-confidence, apology and planning.

The Ministry of Education has included life skills to its primary stage syllabuses as a preliminary stage. The course is characterized by its compatibility with life .It also cares for individual differences; exploring and improving them under the supervision of specialized staff. Pupils' efforts will double the more they become aware of their capabilities and know well how to make use of their potentials in class activities and extra-curricular ones.

Life skills aim at building up personality fundamentals that have an overall steady growth; spiritually, socially, physically and mentally. This will qualify individuals to exert their rights and duties and enjoy life. Individuals will be able to interact with society and act effectively with the changes and challenges that face them. Life skills focus on classroom and home activities based on interaction.

The development of society needs specialized programmes for children, adults and family. It also needs varied training courses that satisfy the different age categories of society and cope with the technological development in the information world we are living today to elevate the scientific and cultural level and take part in implementing Islamic and National values.

Ongoing education (Life-long Learning)

It is what we call life-long learning which is regarded as the most human educational field in the world. It gives the individual a chance to develop his abilities, and improve his economic and cultural status. Learners study what they wish in evening classes without disturbing their social life, family and career. At the same time, the State benefits from their capabilities during morning shifts.

The concept of life-long learning for all.

The so many different world definitions given to life-long learning vary according to the state and its needs. A sort of adaptation is often made with the aim of appeasing citizens' needs. However, the definition needed, here, is that each individual has the following needs.

1. The social and financial circumstances that hindered his education in either public or higher education.
2. The great drop out rates in public education and universities.
3. Family and professional stability and incapability to pursue morning classes.
4. Family and social commitments urge people to adapt their time to the need for the resumption of their education in evening classes.

There are other factors that hinder a person's continuation of education, except only in times that suit his living conditions. Consequently, educational and training institutions have to adapt the concept to the people's basic needs in society and link their system with all social establishments and sectors to obtain the utmost available capabilities.

Consequently, the general aims of the application of continuing education are to strengthen the relationship between citizens and residents on one hand and the educational and training institutions on the other, and to create the appropriate scientific conditions conducive for upgrading the scientific, professional and intellectual level of the individuals as well as help them catch up with the latest developments in different disciplines without the individual's age or date of graduation being a stumbling block for him.

Goals of on-going Education:

1. To incessantly upgrade the abilities of the individual;
2. To provide the community with up- to- date educational and training services through modern media such as: distance learning, adult learning as well as providing the community with vocational rehabilitation programs that best meet the needs of the individuals.
3. To grant degrees and professional and vocational certificates from the concerned authorities in Kuwait.
4. To make the programs, curricula and specialties of the continuing education accessible to correctional facilities, psychotherapy and non-profit organizations working for people with special needs (the disabled).
5. To consider the needs of the members of the community and to accredit their practical experience that accords with what one desires to major in the future and to consider this as part of the education process.
6. To give full opportunity to members of the community to develop their talents, skills and interests in such away as to enable them to take a profession or a vocation either in a public or a private institution with the possibility of allowing them to continue their



further education in the future.

7. To help solve the problems the community might face such as:
 - a. marginal and unneeded employment.
 - b. unskilled workers.
 - c. Taking the pressure off the public educational institutes.

Continuing education for all will be a lifelong process to address issues such as the deterioration or declining of cultural and professional standards of the individual. Further, it will help reduce the cultural gap / divide between generations, especially with the rapid changes taking place. Continuing education programs and curricula are far from being conventional. They provide opportunities for the individuals to learn in flexible and sophisticated ways with more emphasis on the practical side, which the community needs most. It helps the individual develop to meet the needs of his family and community altogether.

Life changes rapidly, and this change requires education. Since the changes are ongoing and incessant, education and rehabilitation has to continue as long as the individual is able to work. Therefore, it becomes the duty of the state to promptly refine the abilities of the individuals to cope with the changes of the work environment.

The main points of the introduction of the on-going education in the community.

1. Specifying the future vision for the continuing education for all.
2. Defining the mission of continuing education.
3. Setting both general and special goals for the continuing education.
4. Defining accredited and non-accredited specialized programs.
5. Defining labor force requirements at all levels: academic, professional or vocational.
6. Specifying procedures for all the phases of implementing the continuing education system.
7. Naming the parties concerned to co-operate and co-ordinate with.
8. Structuring continuing education for all.
9. Assigning / Determining the tasks and duties of the continuing education for all.
10. Specifying the necessary labor requirements to start.
11. Specifying hardware requirements and needed equipment, etc.
12. Conducting a field study to investigate the possibilities of applying this system and the need for it.
13. Specifying educational, professional and vocational pathways for this system.

Community Service Programmes For All

Community service programmes are another vital part in connection with education for all. They are provided by Kuwait University and the Public Authority for applied Education and training in the State of Kuwait which gives due care to these programmes since they wid-

en the scope of knowledge and culture of the learners in the commercial, educational, health, family, sporting and technical fields. Each one of these sciences contains many programmes and courses that benefit different sectors of the society.

These programs aim at the following:

1. Helping the registered students to improve their skills and capabilities.
2. Enhancing trust and relations between the individuals and the educational and training institutions.
3. Participation in achieving security, safety and protection for all the members of the society against the dangers and the social and health diseases.
4. Taking part in rehabilitating the members of society who have aggressive or criminal tendencies both scientifically and professionally in connection with the relevant authorities.

These programs are social programs, children's programs and holiday programs. They last for one to eight weeks at the end of which the student gets a certificate that benefits him in his life but does not qualify him to get a job in the labor market. On the contrary, the specialization of the on-going education allows the student to get a scientific degree such as diploma, BA and other accredited degrees. The on-going education also contains programs and specializations, which qualify the student to get a certificate that enables him to work in the field, but it is unaccredited and the student cannot complete his education with it. As for the accredited scientific degrees, the student can use them to complete his education until the doctorate degree.

The continuous effort in providing the educational services to all nationals and residents aims, primarily, at eliminating the scientific, cultural and technical illiteracy to elevate the society to become free from all kinds of illiteracy.

On-going education in Kuwait University:

Since it was established, Kuwait University continued to cope with constant development calling for more brightness, progress and modernization, which meet the ambitions and aspirations of the society with its individuals, authorities and all general and civil institutions in accordance with the needs of the labor market. Therefore, it paid a great attention to the development of human resources through providing the scientific subjects, which serve all the sectors of the society in addition to holding programs and training courses in order to keep up the high standard of the individual towards more progress and advancement.



Chart 6/1

Comparison of the numbers of on-going education
For students in the University of Kuwait.

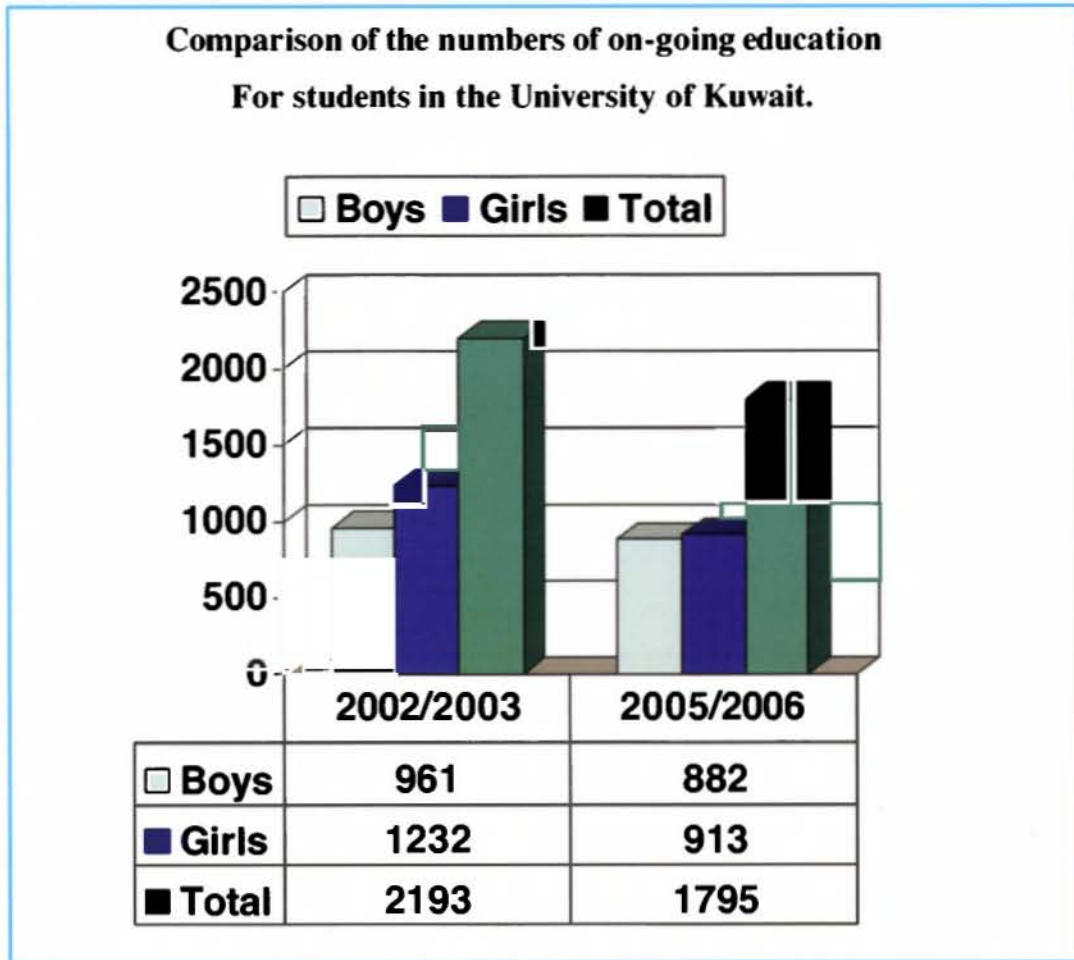


Table 6/1

Grand total of students and teachers in the branches of community service and on-going education in Kuwait University in the school year 2005/2006.

Department	Courses	Learners				Teachers			
		Males	Females	Total	%	Males	Females	Total	%
Main Khaldiya	On-going	619	692	1311	5.5	102	41	143	17
	Training	1055	866	1921	8.1	139	34	173	21
	Students' training	5848	13583	19431	82	380	13	393	47
	Information technology	175	252	427	1.8	40	16	56	7
	Qualifying graduates	4	35	39	0.16	2	1	3	0
Community development		198	371	569	2.4	29	40	69	8
Total		7899	15799	23698	100	692	145	837	100
	On-going	17	30	47	65.3	8	5	13	62
Al Ahmadi Branch	Training	0	3	3	4.2	0	1	1	5
	Information technology	3	10	13	18.1	2	1	3	14
Community development		5	4	9	12.5	0	4	4	19
Total		25	47	72	100	10	11	21	100
	On-going	14	7	21	91.3	3	3	6	86
Al Jahra Branch	Training	0	0	0	0	0	0	0	0
	Information technology	2	0	2	8.7	1	0	1	14
Community development		0	0	0	0	0	0	0	0
Total		16	7	23	100	4	3	7	100
Grand total for all branches		7940	15853	23793	0	706	159	865	0
Percentage %		33	67	100	0	82	18	100	0

From the previous table we notice the following:

- The Kuwait University on-going education is available in three governorates; Al Asema, Al Ahmadi and Al Jahra covering the needs of the society in these three governorates and the neighboring ones. This means that the service is decentralized and evenly distributed.
- The desire for the programs of on-going education is centered in Al Ahmadi governorate other than the rest of governorates.
- Disparity of the desires to join the Community Service Centre in the different governorates.
- Accordance of the learners' desires to join the different branches with the numbers of the teaching staff members in each branch of the on-going education.
- The desire of the learners to join different branches differs from governorate to the others.
- Females are more desirable to on-going education than male students are. The matter is different concerning the teaching staff since most of them are females.

On-going education in the Public Authority of Applied Education and Training:

The authority has never neglected communication with the society through providing numerous programs which interest all the categories of the society such as in-service training courses, vocational development courses, community service courses and on-going education which help the individual to keep pace with modern life in the fields of technology, culture, education, commerce, arts, health, language and humanity since training is considered as one of the windows through which we look at the society and interact with it by providing the latest in all scientific fields and allowing it to acquire the necessary knowledge and skills to elevate its standard.

These programs include:

- Programs of human sciences and arts.
- Commerce and language programs.
- Computer programs
- Nutritional and health science programs
- Vocational and technical science programs
- Children's programs
- Short-term vocational and specialized programs
- Special science programs

There are other numerous programs, which cope with the technological development and fast quality movement.

Table 6/2**Comparing numbers of registered learners in community service and on-going education in the Public Authority of Applied Education and Training.**

Programs		2002/2003	Percentage	2005/2006	Percentage
Technological Science	Boys	327	14.9	167	9.3
	Girls		0		0
	Total	327	14.9	167	9.9
Commercial science	Boys	80	3.6	192	10.7
	Girls	96	4.4	212	11.8
	Total	176	8.0	404	22.5
Health medicine	Boys	11	0.5	35	1.9
	Girls	326	14.8	260	14.5
	Total	337	15.3	295	16.4
Computers	Boys	186	8.5	84	4.7
	Girls	253	11.5	81	4.5
	Total	439	20	165	9.2
Arts & humanities	Boys	61	2.8	34	1.9
	Girls	217	9.9	150	8.4
	Total	278	12.7	184	10.3
Children	Boys	115	5.2	128	7.1
	Girls	244	11.1	148	8.3
	Total	359	16.3	276	15.4
Prisons Psychology Juveniles delinquency	Boys	181	5.3	242	13.5
	Girls	96	4.4	62	3.5
	Total	277	12.7	305	17
Total	Boys	961	43.8	882	49.1
	Girls	1232	56.2	913	50.9
	Total	2193	100	1795	100

From the previous table we notice the following:

- The commercial science programs have the biggest number of students because of their wide domain in preparing the trainees to work in the labor market.
- Similarity of request to join the field of commerce for both males and females.
- In 2005/2006, there was a noticeable increase in joining the fields of health sciences and psychiatric medicine.
- Rush of the females to join on-going education is greater than males.

On-going education in the Ministry of Defense:

A long term strategy has been set centering around education as a project for the military institution depending on sciences, knowledge and modern scientific research through which it can face the future challenges according to the variables and requirements of the age aiming at qualifying the militarists scientifically (academically and practically).

The future vision of the role of education in supporting the military institution has been determined through organized procedure to achieve the following aims:

1. Achieving connection between the development plans and the needs of the military institution through the human and technological resources.
2. Re-structuring some educational units according to the needs and qualification systems.
3. Providing well-qualified human potentials capable of dealing with the requirements of the age and the technological progress.
4. Activating the role of the military educational institutions and providing the requirements of their application in collaboration with the governmental and civil educational institutions in order to meet the necessary needs.
5. Developing self-learning and on-going learning based on developing the role of the teacher before the learner.
6. Availability of the sources of knowledge and education through educational and technological aids.

The education policy in the Kuwait Army depends on qualifying their members in the following educational institutions:

- a- Military educational institutions (local and foreign).
- b- Civil educational institutions:
 - Local institutions: Kuwait University/government and civil educational institutions.
 - Foreign institutions: universities and institutes outside the country.

The aim is to meet the needs in specializations and civil sciences such as medicine, law, administration, architecture ...etc), according to the regulations set by the Ministry of Higher Education.

Table 6/3**Annual rate of students in courses at institutes and faculties of the Public Authority of Applied Education and Training.**

No.	Faculty or Institute	Type	Total	Grand Total
1	Faculty of Australia	Officer	46	116
		Non-commissioned officer	70	
2	Faculty of Commercial Studies	Officer	45	102
		Non-commissioned officer	57	
3	Management and secretarial Institute	Officer	1	42
		Non-commissioned officer	41	
4	Communication and Navigation Institute	Officer	25	71
		Non-commissioned officer	46	
5	Nursing Institute	Officer		2
		Non-commissioned officer	2	
6	Business college	Officer	1	15
		Non-commissioned officer	14	
7	Shuwaikh Industrial institute	Officer		2
		Non-commissioned officer	2	
8	Faculty of Medical science	Officer		3
		Non-commissioned officer	3	
9	Institute of Special training courses	Officer		3
		Non-commissioned officer	3	
Total			356	356

The Obliteration of IT Illiteracy at the Commander's Headquarters of the National Guard

Procuring and providing knowledge and IT professional skills in the society qualify its members to become capable of contributing effectively in the social development plans and continual human development. This is also done to face the challenges of the advanced technologies and to promote performance to go along with this specific period of the world history, which is distinguished for its high progress in the fields of knowledge and technology. Due to these reasons, the leadership of the National Guard was and still very concerned about and interested in continuing to follow up its affiliates in different fields of knowledge and learning through an educational system that freely allows them to learn (lifetime), and to satisfy their



professional and cultural needs that enable them to create. The leadership took upon itself the organization of different courses in various fields such as smith works, electricity, aluminum, weapons, carpentry, electronics, mechanics, medical domains, firefighting, car-electricity, ... etc.

On-going Education at the Ministry of Awqaf & Islamic Affairs

The ministry, represented by the Administration of Islamic Studies, inaugurated many centers for the Holy Quran and Islamic studies for all levels and all social categories. Co-operating with the Ministry of Labor & Social Affairs, it inaugurated centers for the Holy Quran for serving delinquents. These centers take care of and reform youngsters through different human courses and Islamic legislation courses by using the most developed educational means available.

There is also a special centre for the deaf people for teaching them the science of Islamic legislation to promote their own skills and integrate them into the society. This centre uses the most developed educational aids that best suit the deaf.





Chapter Seven

Assessment of Adult Education and illiterates





The main objective of adult education and literacy:

The main objective is to achieve an improvement of 50% of eliminating adults' illiteracy by the year 2015, especially among women, and provide equal opportunities for basic education and continuous learning for all adults.

First- The general context:

The State of Kuwait directs great attention to literacy and adult education, for its importance in civilized upgrading of societies and the creation of trends in the application of scientific education for life, and making it an essential element of every individual. The most important aims of the State are as follows:

- Eradication of illiteracy in the Kuwaiti society.
- Providing new opportunities for learning for those who missed the opportunity.
- Upgrading the scientific, cultural and social standard of learners.
- Helping illiterate adults to face the development of civilization.

Education in both literacy and adult education stems from the basic needs of society in the public service to provide the needs of individuals for education to develop their capacities, enrich their experience and provide them with better opportunities for the workplace and public life. Education was not basically aimed at granting academic qualifications or degrees, but this came as a result of efforts to meet the community's needs and using the available potential of the State of Kuwait in the field of community service and continuing education.

Goals and objectives

A- Goals of the literacy stage:

- Enabling learners to read and write at a level, which helps them organize their lives and keep track of what is going on around them in public life, and communicate with their surrounding through writings in newspapers, magazines and books within their abilities and potential.
- Enabling students to know the basic rules for calculating with an extent that benefits them in their lives and leads them to success and development in the practice of their private and public work.
- Enabling them to organize their life experiences through reading, develop their national cultures and expand their linguistic, religious and national knowledge.
- Preparing gifted students to further their education in higher stages.
- Implementation of the State's policy in the area of literacy within the available means.

B- Goals of adult intermediate education:

- Stressing the former objectives of literacy stage.

- Application of the approved curricular of public intermediate education and its general and specific objectives.
- Exploiting adults' experiences in facilitating the educational process at this stage.
- Enabling learners to improve their productivity and proficiency in the areas where they operate using their academic attainment.
- Enabling gifted students to continue their education in secondary stage without a hitch.
- Enabling students to rely on themselves to develop and expand their horizons once they dropout.
- Attracting people, who missed education for different reasons, to continue education.
- Implementation of programs and courses that help prepare adults to cope with the emerging renaissance in the country in all fields and adapt to it to wisely to contribute in serving their country.

C- Goals of secondary adult education stage:

- Stressing the objectives of the intermediate adult education.
- Application of the approved curricular of public secondary education and its general and specific objectives.
- Facilitating the educational process at this stage for adults, and preparing them for higher education to achieve their hopes to address the service of their homeland.
- Paving the way for interested learners (males and females), who missed the opportunity of secondary education or their circumstances prevented them from continuing it, to complete their studies and achieve their ambitions.
- Enabling learners to organize their life experiences and choose suitable situations to benefit from and improve their social and financial standards to improve their abilities in the service of their community.
- Improving learners' talents and expanding their horizons in order to improve their production in their official and private businesses.



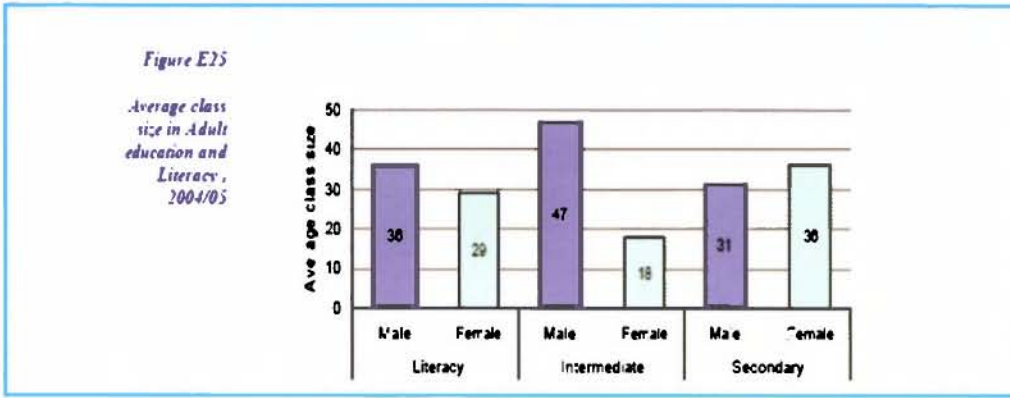
Second - Quantitative aspects:

Table 7/1

The main constituents of the educational process in adult and literacy centers

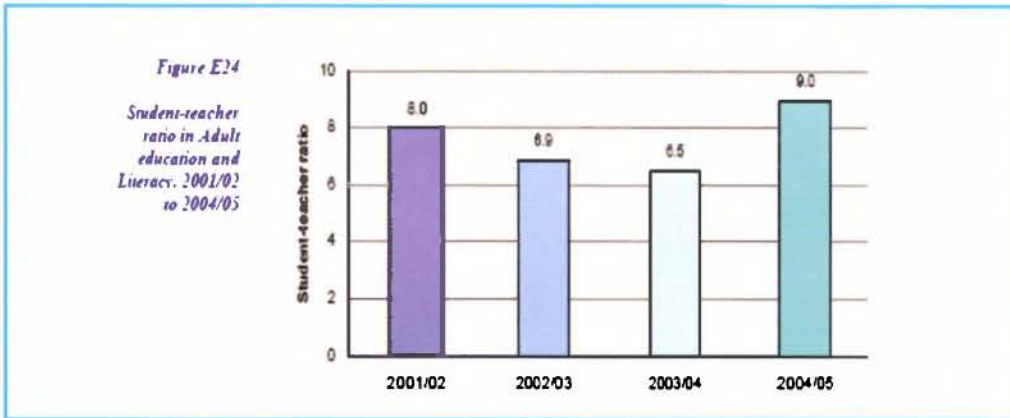
Type			Number of Centers	Number of Classes	Number of Students	Number of teachers	Indicators			
							Average center density	Average class density	Student-teacher ratio	Class-teacher ratio
2002/2003	literacy	Male centers	9	20	887	49	98.6	44.4	18.1	2.5
		Female centers	13	46	1287	104	99.0	28.0	12.4	2.3
	Intermediate	Total	22	66	2174	153	98.8	32.9	14.2	2.3
		Male centers	11	54	1575	237	143.2	29.2	6.6	4.4
		Female centers	15	74	1690	215	112.7	22.8	7.9	2.9
	Secondary	Total	26	128	3265	452	125.6	25.5	7.2	3.5
		Male centers	8	57	1639	283	204.9	28.8	5.8	5.0
		Female centers	7	72	1921	261	274.4	26.7	7.4	3.6
	Religious centers	Total	15	129	3560	544	237.3	27.6	6.5	4.2
		Male centers	3	14	425	78	141.7	30.4	5.4	5.6
		Female centers	4	32	725	86	181.3	22.7	8.4	2.7
	Total	Total	7	46	1150	164	164.3	25.0	7.0	3.6
		Male centers	31	145	4526	647	146.0	31.2	7.0	4.5
		Female centers	39	224	5623	666	144.2	25.1	8.4	3.0
	2005/2006	literacy	Total	70	369	10149	1313	145.0	27.5	7.7
Male centers			11	33	1136	89	103.3	34.4	12.8	2.7
Female centers			13	72	2067	185	159.0	28.7	11.2	2.6
Intermediate		Total	24	105	3203	274	133.5	30.5	11.7	2.6
		Male centers	11	79	3718	255	338.0	47.1	14.6	3.2
		Female centers	14	83	2455	235	175.4	29.6	10.4	2.8
Secondary		Total	25	162	6173	490	246.9	38.1	12.6	3.0
		Male centers	8	71	3129	308	391.1	44.1	10.2	4.3
		Female centers	10	74	2565	228	256.5	34.7	11.3	3.1
Religious centers		Total	18	145	5694	536	316.3	39.3	10.6	3.7
		Male centers	3	13	504	79	168.0	38.8	6.4	6.1
		Female centers	4	25	522	76	130.5	20.9	6.9	3.0
Total		Total	7	38	1026	155	146.6	27.0	6.6	4.1
		Male centers	33	196	8487	731	257.2	43.3	11.6	3.7
		Female centers	41	254	7609	724	185.6	30.0	10.5	2.9
	Total	74	450	16096	1455	217.5	35.8	11.1	3.2	

Chart 7/1



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 7/2



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

The previous table shows:

- Achievement of an increase in numbers of adult education and literacy by a percentage of 5.7% distributed among the different areas of Kuwait.
- Growth in the total number of classes by 22%.
- Increase in number of students (males and females) enrolled in adult education and literacy in the year 2005/2006 to 58.6% over the year 2002-2003.
- Increased growth in the number of teachers in literacy centers and adult education by 10.8% in 2005/2006.

These phenomena led to the following indicators:

- Increase of the average center density from 145 students per center in 2002/2003 to 217.5 in 2005/2006.
- Increase of the average class density from 27.5 students per class in 2002/2003 to 35.8 in 2005/2006.



- Increase of students – teacher ration from 7.7 students per teacher in 2002/2003 to 11.1 in 2005/06.
 - Improved rate m of teachers per class; from 3.6 in 2002/2003 to 3.4% in 2005/06.
- These findings illustrate the impact of efforts made in order to provide learning opportunities for adults and those who are outside the scope of basic education.

Table 7/2

Analysis of the phenomenon of illiteracy

Type		2002/2003			2005/2006		
		Males	Females	Total	Males	Females	Total
Illiteracy Adult educa- tion		887	1287	2174	1136	2067	3203
	Intermediate	1575	1690	3265	3718	2455	6173
	Secondary	1639	1921	3560	3129	2565	5694
	Religious centers	425	725	1150	504	522	1026
Total		3639	4336	7975	7351	5542	12893
Gross total		4526	5623	10149	8487	7609	16096
Average development in illiteracy					-5.0	5.1	1.3
Average development in adult education					44.3	21.7	34.4

- The previous table shows that there is a demand from the part of students to overcome their illiteracy by joining the literacy centers throughout the country.
- It is noticed that there is a growth in the number of students in adult education centers from 7975 in 2002/2003 to 12893 in 2005/2006, an increase of 4918, a rate equivalent to 61.7% of the total enrollment in 2002-2003. This increase is the result of many factors:
- The State's determination to provide learning opportunities for those who did not have the full opportunity before.
- Learners' willpower to complete their education after exposure to situation of incomplete formal education (early marriage- work-customs and traditions - joining the army and others)
- Determination of new literates to complete the stages of education.

Table 7/3

Average of literacy among population over age 15 and the indicator of gender parity for the year 2002/2003

District or area is added		Population		Reading and writing literacy		Average of literacy		Gender parity index	
		15	15-24	15	15-24	15	15-24	15	15-24
Kuwaitis	Males	252755	89059	245196	88963	97.0	99.9	0.97	1.0
	Females	273900	88551	237912	88366	86.9	99.8		
Total of population	Total	526655	177610	483108	177329	91.7	99.8	0.6	0.9
	Males	1163590	193832	1074675	192746	92.4	99.4		
	Females	670834	171480	595583	172385	88.8	100.5		
	Total	1834424	365312	1670258	365131	91.1	100.0		

Table 7/4

Average of literacy among population over age 15 and the indicator of gender parity for the year 2005/2006

District or area is added		Population		Reading and writing literacy		Average of literacy		Gender parity index	
		15	15-24	15	15-24	15	15-24	15	15-24
Kuwaitis	Males	284243	100095	277892	100046	97.8	100.0	1.00	1.0
	Females	311611	99071	276990	98990	88.9	99.9		
Total of population	Total	595854	199166	554882	199036	93.1	99.9	0.5	0.8
	Males	1546419	254806	1463048	253261	94.6	99.4		
	Females	801162	195964	730632	195119	91.2	99.6		
	Total	2347581	450770	2193680	448380	93.4	99.5		

The previous table shows:

- The number of Kuwaiti people aged over 15 is 44.1% of the total population in 2005/2006, an increase of about 21556 from 2002/2003, an estimated growth rate of 12.9% .
- The percentage of females over 15 is about 34.1%.
- The average literacy among the age group over 15 is about 93.4% of the total population, which means that the percentage of illiteracy is about 6.6% in this age group, compared to the situation in 2001/2002 when it was 8.7%.



- There are no differences between literacy rates for males and females, either in the age group over 15 or between 14 and 15. The gender parity index was one positive for this category.
- The literacy rate for the age group between 15 and 24 increased to about 100% of the total population of this age group. This indicates the commitment to the compulsory education act, which leaves no room for illiteracy to take place, and proves the determination of the State of Kuwait to eradicate illiteracy in the near future.

Third- Qualitative aspects:

1- Aims and policies that address the problems of the current situation and achieve the desired objectives of education for all.

The general aims of education in Kuwait stipulated that the principle of ongoing education should be adopted and all barriers including age should be broken so that it would not be an obstacle to the achievement of the individual's maximum growth permitted by his capabilities and aptitudes. From this principle stems the importance of adult education and literacy, as recommended by the principles of Islam, which urge us to seek knowledge from the cradle to the grave. On the other hand, the educational level of adults controls three things:

- The effectiveness of the current generation in the areas of economic and social development.
- Inverse proportionality between the educational level of the national labor force and the extent of reliance on foreign labor force.
- Providing the best educational atmosphere in the family for young learners. This was the main reason behind the law act on literacy in 1981, which is a step in eradicating illiteracy and developing adult education programs, as follows:

2- Enrollment rates and admission policies :

In the field of literacy :

The law, forcing Kuwaitis to join the centers, helped to eliminate illiteracy among the majority of current categories in the community.

In the area of adult education:

Adult education is still a general education, not different from the programs of public education for young people. Therefore, and because most learners belong to professional and career groups, this type of education must be directed to vocational education programs. The best candidates to start trying this system of education are the military men and housewives, while still keeping the opportunity to complete public education for those who want to.

3- Development of curricula and teaching materials:

The legislative and regulatory development of a long-term vision led to develop a massive educational curricula and materials for adult education and literacy, including:

- A qualitative move forward in the teaching materials based on textbooks and courses de-

signed specifically for literacy and adult education.

- An improvement in school plans for the two stages of literacy and adult education.
- The move was the result of field studies and researches oriented towards the educational field and the growth of social and demographic development in the light of social and cultural changes. The studies included:
 - Administrative management of adult education and literacy.
 - Analysis of study plans and co-activities.
 - Reconsideration of the regulations in evaluating adult education and literacy.

The results of these studies were developmental and a complete change, which led to:

- Adoption of a civilized concept of literacy.
- Modification of plans, programs and activities in literacy and adult education.
- Comprehensive change in the regulations of measurement and evaluation in the stages of literacy and adult education.

The development focused on the followings:

- Amendment in the plan of literacy stage to include two additional weekly classes for English in grades 1 and 2.
- Amendment in the plan of the intermediate stage to include two weekly classes of computer in the first, second, third and fourth years of the intermediate stage.
- Providing social and cultural activities and programs, including Holy Quran competitions, general information competitions, and works of art, calligraphy, exhibitions and seminars.
- Controlling attendance through a system of points to encourage those who are committed to attendance by giving them gifts and rewarding certificates.
- Amendment in the plan of the secondary stage by adding two classes for computer for the first year of the secondary stage and one for the second year.
- Modifying all measurement regulations in literacy and adult education (intermediate and secondary stages).
- Progressive application of the concept by adding general science and social studies in the stages of literacy.
- Following -up and evaluating the application of the new plans in all stages and trying to benefit from feedback of evaluation in all its forms.

- Rewarding students by officials of the Ministry in the following areas:

- Commitment to officially scheduled attendance.
- Participation in various activities.

C- Academic excellence.

A new regulation has been laid concerning measurement and assessment, and converting education to the two-semester system.



A set of educational innovations has been introduced in adult education and literacy. It was closely related to the nature of this type of education. Among these innovations:

Application of the new educational ladder in adult education and literacy, and changing the periods for each stage as follows:

Stage	Period of study
Literacy	3 years
Intermediate	4 years
Secondary	3 years

It should be noted that the literacy stage is equivalent to five years, the period of primary stage in regular morning classes, in the following form:

First year of literacy	Equivalent to first and second years of primary education in the morning.
Second year of literacy	Equivalent to third and fourth years of primary education in the morning.
Third year of literacy	Equivalent to fifth year of primary education in the morning.

4- Accredited curricula:

Some of the curricula of regular education in the morning have been implemented in adult education and literacy in the three stages (literacy – intermediate – secondary) according to the plans and courses of adult education and literacy system.

Of the new school subjects that have been decided to be taught after 2003/2004:

- The Holy Quran
- Information technology (computer)
- National education
- Legislation and human rights
- Science for the literacy stage (starting from 2008/2009)
- Application of the student's register in secondary adult education, with an equipment of computers.
- A ministerial decree concerning teaching science in first and second years of the literacy stage for the year 2008/2009.
- A ministerial decree concerning exempting students of non-identified nationalities from financial insurance in the literacy stage.
- Opening some new centers in some educational areas.
- Increasing salaries of the teaching staff by 100% and administrative staff by 50%.
- A decree was issued concerning the regulations of the supervision and teaching board in adult centers.
- A decree was issued concerning the regulations of appointment to work in adult centers in the educational areas.

5- Ongoing training:

The cornerstones for the success of training programs:

- Clearly identify objectives of the training program:

It is preferred that the objectives should be phrased in terms of trainees' expected behavior, and determine the performance to be mastered at the end of the training program.

- Meeting the trainees' professional needs:

The training program, which is intended to meet the trainees' professional needs, makes trainees feel the importance of the program in their professional life and be aware of their future careers.

6- Continuity of the training process:

The modern training programs look at the training process on the basis that it a continuous process that starts with pre-service training and continues throughout the professional life. The principle of continuous training is necessitated by the reoccurring requirements and the changing roles for development and improvement of the educational process.

- Investment of training programs of the research findings and studies:

One of the most prominent features of modern training programs is the adoption of the outcomes of the educational research and field studies for the development and improvement of the educational process.

7- Investment of modern technology:

One of the most important characteristics of modern training programs is the benefit of using technology in training practices, such as language laboratories and micro teaching laboratories and other varied equipment tools and training materials. In addition to using the computer, radio, television and video equipment as means in training.

8- Adopting a system of training:

This trend depends on considering the component elements of the training program (needs assessment, goals, design, implementation, evaluation) as being integrated and functionally connected to each other and exchange impact and influence complementarily.

Of the types of ongoing education and the opportunities open to those who wish to enhance their knowledge of the Islamic culture, an institute of Islamic Studies of the Ministry of Endowment and Islamic Affairs has been established. The following table shows the extent of male and female students' interest in this kind of education and culture:



Table 7/5

School year		2003/2004		2004/2005		2005/2006	
Institute		Number of Centers	Number of Learners	Number of Centers	Number of Learners	Number of Centers	Number of Learners
Men	Kuwaiti	13	762	13	2264	18	2205
	Non-Kuwaiti		1802		1892		1701
	Total		2564		4156		3906
Women Evening	Kuwaiti	16	3691	15	4002	19	4677
	Non-Kuwaiti		1718		1960		2245
	Total		5409		5962		6922
Women Morning	Kuwaiti	18	1842	18	2284	19	2371
	Non-Kuwaiti		2156		2580		2884
	Total		3998		4864		5255
Number of employees		1478		1758		2160	

From the previous table, we notice the improvement of numbers of learners with an increase from 11971 in 2003/2004 to 16083 in 2005/2006, an estimated rate of about 34.3%, which is an indicator of the extent of learners' interest in this type of education.

Fourth- Problems:

Subject	Problem
Diagnosis of the situation	Lack of sound studies in diagnosing the problems of the situation, and if they exist, they are rare.
Planning and management	<ul style="list-style-type: none"> - Lack of clarity on the overall strategy for literacy and adult education in conformity with the conditions and possibilities of the state. - Lack of a mechanism for the application of laws and legislation. - Lack of administrative educational planning in the areas of literacy and adult education, lack of comprehensiveness of the current management plans, lack of integration of scientific statistics and the need for centralization in planning and decentralized implementation and care in the management and organization of this type of education.

A summary of the achieved aims:

- The objective of education for all by the year 2015 has been achieved by a reduction of 50% of the illiteracy rate in 2005/06. There are attempts to eliminate illiteracy due to the current low percentage in the State of Kuwait.
- The phenomenon of illiteracy started to decline year after year.
- Trying to eliminate the drop-out of general education students by examining the reasons that lead to it.
- Follow up of the implementation of compulsory literacy law.

Achieving the above-mentioned factors will lead to speed up the complete elimination of illiteracy.

Fifth- Vocational education and post-secondary education.

This section discusses vocational education and post-secondary education, and includes students at Kuwait University and Public Authority for Applied Education and Training and Institutes of Music and Arts. Kuwaiti students studying inside and outside Kuwait are included in this chapter.

1- Participation in education.

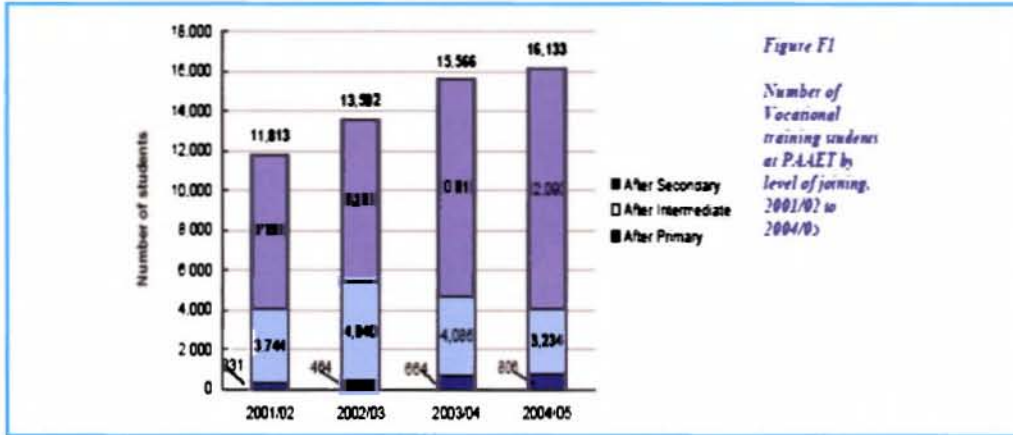
The number of students in public vocational training.

Students are enrolled in vocational training at the age of 14, for males, and 16, for females. The majority of entrants have completed intermediate or secondary stage. A small portion of entrants is accepted after completion of the primary stage.

Figure 7/3 shows the total number of students in vocational training in 2001/2002 to 2004/2005. It is noticed that there is an increase by 37% in the number of students during the period from 11.813 to 16.133 students. It is also observed that there is a change in the number of students, whether those who have completed the intermediate stage or secondary education, during this period. The number of students who have completed secondary school and were accepted in the Public Authority for Applied Education and Training increased from 7738 to 12092 students, while the number of students who have completed the intermediate stage decreased from 3744 students to 3243 students. As for students who have completed primary school and were admitted, their number increased from 331 students in 2001/2002 to 806 in 2004/05.



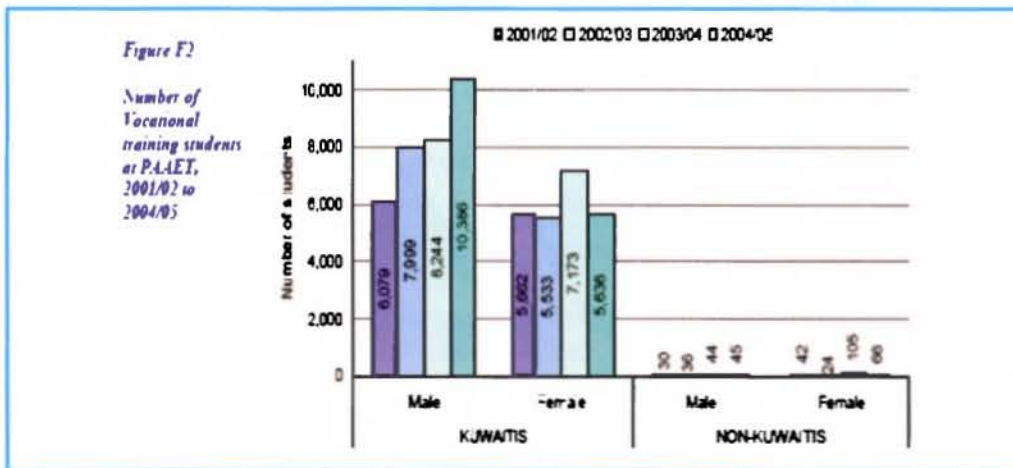
Chart 7/3



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 7/3 shows the number of Kuwaiti and non-Kuwaiti students, males and females, in vocational education during the past four years. The number of Kuwaiti males increased by 71%; from 6079 in 2001/2002 to 1386 in 2004/2005. During the same period, the number of Kuwaiti females increased from 5662 in 2001/02 to 7173 in 2003/04 and then fell in 2004/05 to 5636. The non-Kuwaiti students represent a very low proportion in vocational education; 1%, and the number of non-Kuwaiti females remained stable for the past four years, between 0.4% and 1%.

Chart 7/4

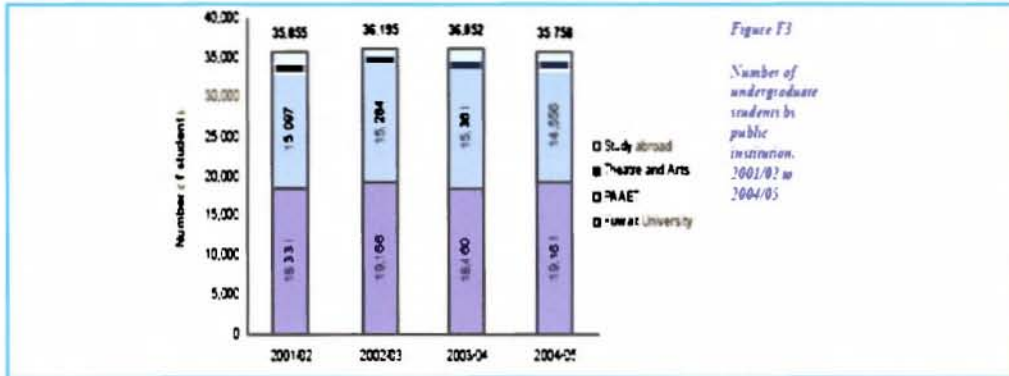


Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Number of undergraduate students:

Chart 7/5 shows the numbers of students enrolled in each of Kuwait University and the Public Authority for Applied Education and Training and Institutes of Music and Theatre as well as those enrolled in overseas studies (Kuwaitis only). In general, the total number of students remained stable during the past four years.

Chart 7/5

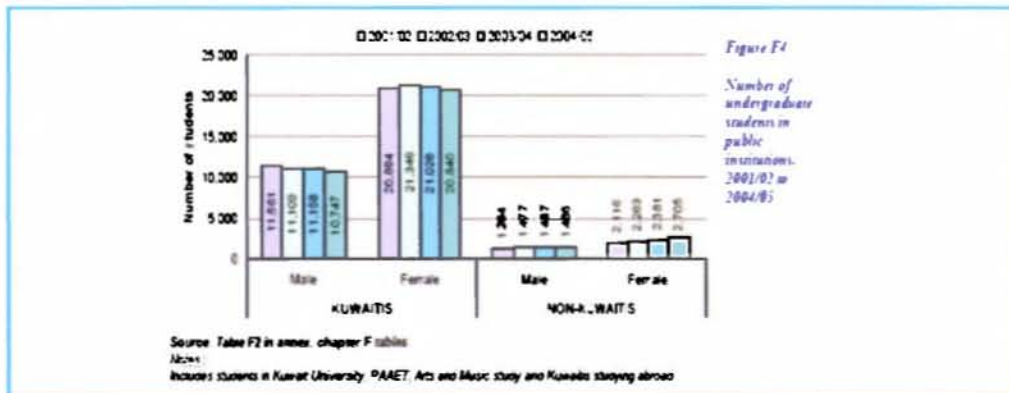


Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 7/5 shows the number of undergraduate students, enrolled for a bachelor's degree at Kuwait University and the Public Authority for Applied Education and Training. The number remained somewhat stable during the past four years. In 2001/02, the number of undergraduate students at Kuwait University reached 18331 and 19161 in 2004/2005. As for the Public Authority for Applied Education and Training, the number reached 15097 students in 2001/2002 and 14556 students in 2004/2005. The number of undergraduates in the Institute of Music and Theatre increased by 44%; in 2001/02 there were 431 students and in 2004/2005, the number reached 621. The number of Kuwaitis who are studying abroad decreased over the past four years by 29%.

Chart 7/6 shows that the majority of undergraduate students in public educational institutes are Kuwaitis. Females constitute the double of males in these institutes.

Chart 7/6



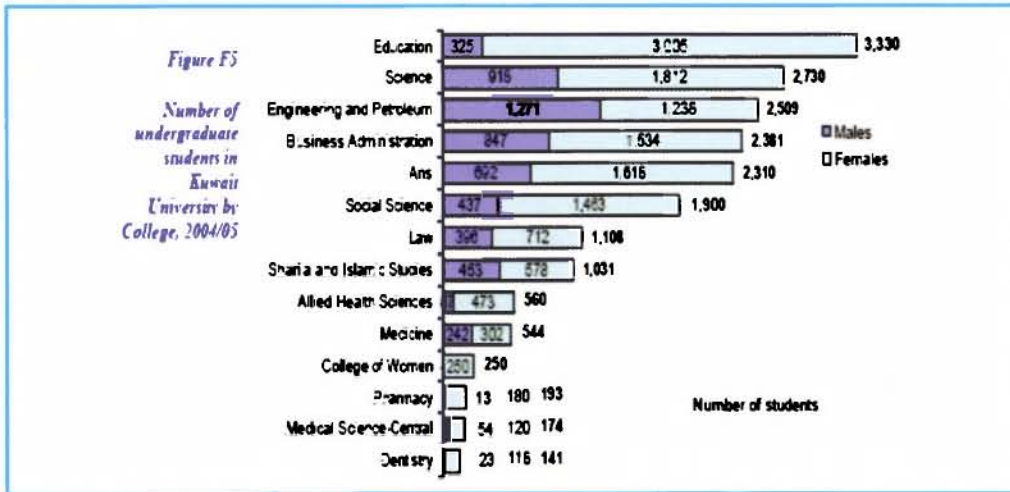
Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information



2- Undergraduate students by college:

Chart 7/7 shows the number of undergraduates in the colleges of Kuwait University for the year 2004/2005. The highest rate was in the faculty of education, 17% of the total number of undergraduates in Kuwait University. Females highly outnumber males in the faculties of Education, Science, Arts, Business Administration and Social Science.

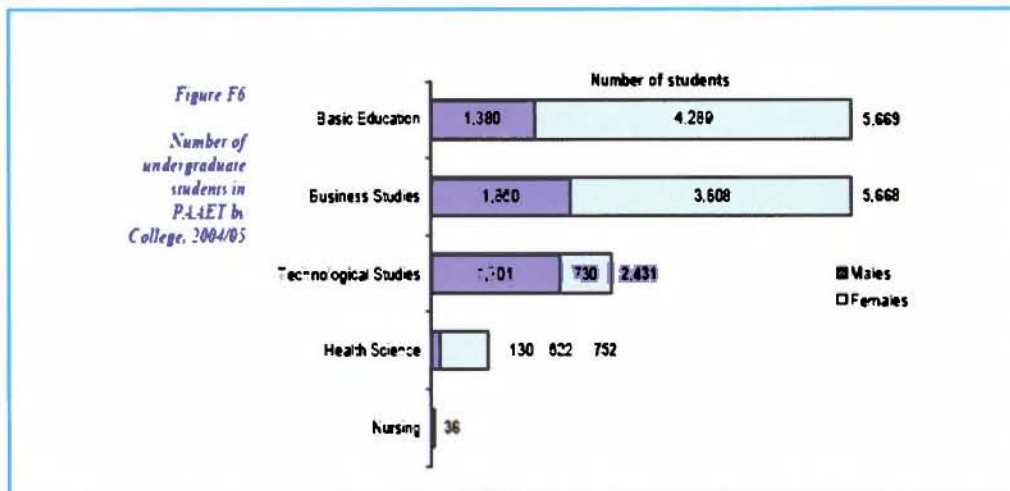
Chart 7/7



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 7/8 shows the number of undergraduates in the Public Authority of Applied Education and Training. The highest number was in the College of Administrative studies. It reached 40% of the total undergraduates. It is very important to note that the number of females is higher than boys, except for the College of Technological studies, as it suits boys more than girls.

Chart 7/8



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

3- Students in Private Universities:

There are five private universities in Kuwait. They are:

Gulf University for Technological Science

Arab Open University

Kuwait-Maastricht University

American University of Kuwait

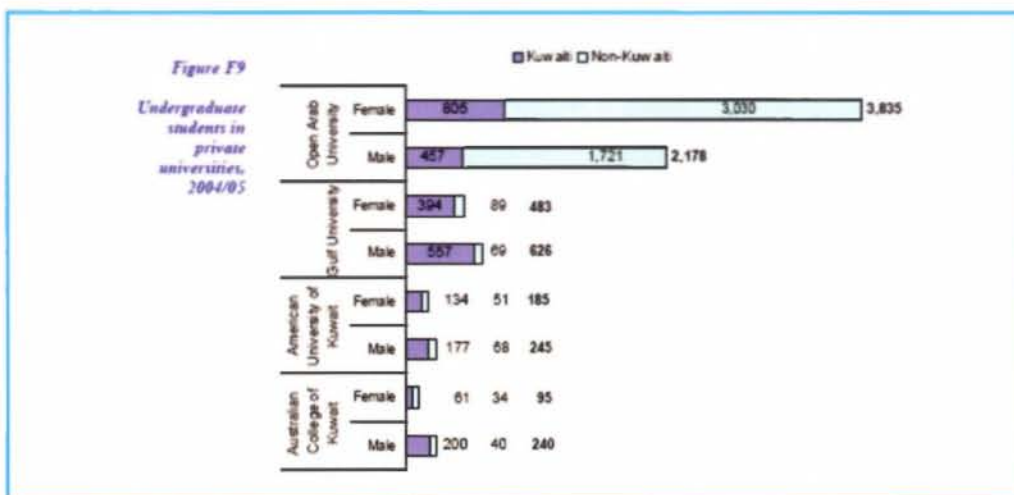
Australian University of Kuwait. (The study period is of two years.)

Students are granted a Universities Degree Diploma and of Higher Education Diploma.

Chart 7/9 shows the number of undergraduates in private universities in 2004/2005. The number of enrolled students was 7887. The Arab Open University had the biggest; about 6013 students. The number of non- Kuwaiti students enrolled in the Arab Open University reached 4751, a percentage of 79% of the total students enrolled in private universities.

As for the rest of the private universities, the number of Kuwaiti students is higher than non-Kuwaitis. As for female undergraduates, their number is lower than males, except in the Arab Open University (see chart 7/9).

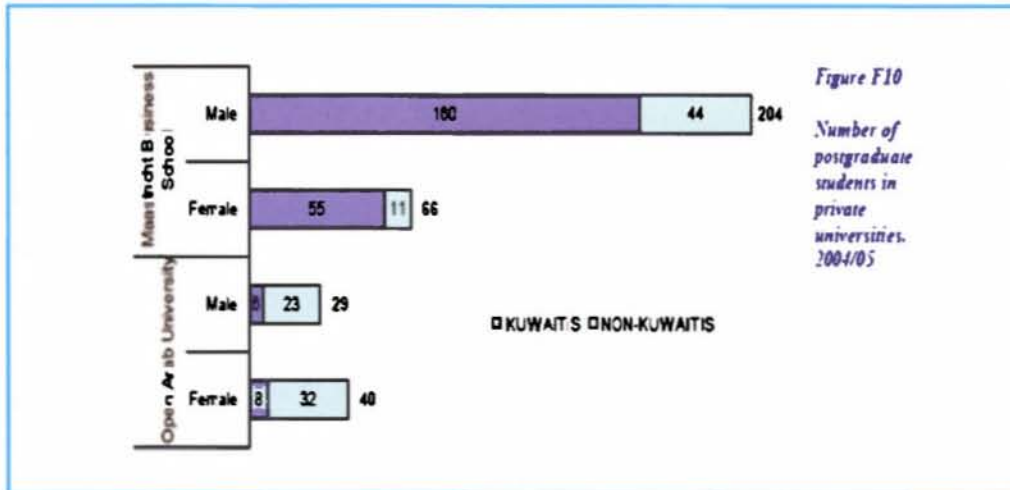
Chart 7/9



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

Chart 7/10 shows the numbers of graduates from Private Universities, which reached 379; from the University of Maastricht, 270 graduates, from the Arab Open University, 69 graduates. It is also noticed that the number of male graduates is higher than females; 230 males and 160 females. The number of Kuwaiti graduates is 229, compared to 110 non- Kuwaitis.

Chart 7/10

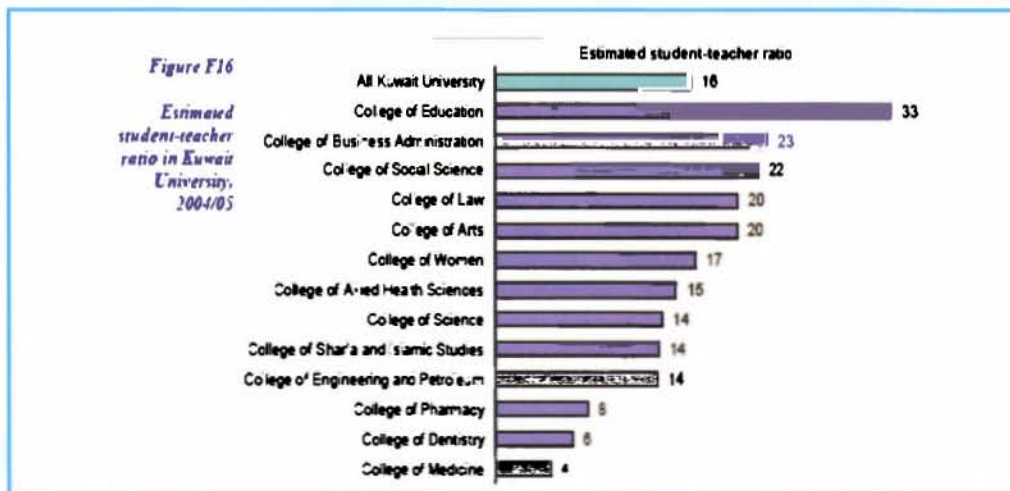


Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information

4- Student-teacher ratio:

The rate calculates the number of students per teacher in Kuwait University. The number of students is divided by the number of university teachers in the same university. Chart 7/11 shows the student- teacher ratio for each college in Kuwait University. It is noticed that the highest rate is in the College of Education; 33, while the lowest rate is in the College of Medicine, 3.

Chart 7/11



Source: Educational Indicators in the State of Kuwait - 2004/2005 - Ministry of Education - Department of Planning and Information





Conclusion



Conclusion:

Aspects of life are testimony to the harmonious cooperation between people. The spirit of interest in education for all is the concern of all social classes. Experts, teachers, directors and departments work together without claiming their own endless efforts and attributing success to themselves. Everyone contributes with a way or another to provide education for all.

The State is behind these consecutive efforts, sustaining, supporting and budgeting. It directs, makes policies, sets goals, and formulates objectives for designing programs and implementing projects. The Constitution gives the right to education for all and ensures the provision of educational services for each residential area and everyone and all those who live in the motherland; children and the youths, males and females, men and women, without slogans. Everyone knows that education is a right for all.

Since 2002, everyone has been responsive to the mission of education for all. Each in his own field, people have approved this trend and applied it with faith, appreciation and equality in accordance with the guidelines of the United Nations Educational Scientific and Cultural Organization, and as a commitment with the states parties to provide education for all.

The contents of this report reflect the situation of the medium-term assessment of education for all. The report started with an introduction about the philosophical framework for the need to achieve the principle of education for all, especially in the compulsory stages, in its comprehensiveness for all residential areas of Kuwait, to prepare citizens equipped with culture and education to face the challenges of life. The report is supported by statistical tables showing the services offered in early childhood education even before school, education for children and the youths and development of education for illiterate adults, with a clarification of the share of the private sector in education for all.

The report analyzed the social and economic context to stress that the State of Kuwait is one of the GCC countries in the Gulf States. The society of Kuwait has its special characteristics and principles, and has experience in the struggle for life and civilization with an ambition for a better future. The aspirations of Kuwait conform to global aspirations for the improvement of education. In this regard, we must not ignore the economic factor, which led to maximize revenues and the efforts being made to ensure we do not rely on only one source for funding, the oil. The close link between social and economic patterns affects labor in the context of population and productive capacities of males and females in the light of the fundamental characteristics of the population.

This large number of citizens and residents need health care from the State. The first clinic started in 1912, and since then, the health service has developed a lot to currently provide each residential area with a hospital, a health center and units including health clinics and allied medical services.

The report also included a description of the population status. Housing is considered to be one of the essential requirements for social development. There is a governmental authority, which is responsible for housing citizens or facilitating access to housing or loans for the construction and provision of facilities.

In addition to housing, there are industries, which contribute in the economic prosperity of the state. Some of the most important sources of national income are petroleum industries, and mining and quarrying, foodstuff industries, chemicals, textiles and clothing, metal and paper industry, vegetable oils, and building materials.

In addition to this, there is agriculture. An agricultural environment is available in reserves and areas for agricultural experiments. Vegetable production and fish farming are also available through specialized institutions. The State also provided ample services that help individuals to live a decent life.

The report provided an analytical description of the education sector, and expressed the quality rise in education. Education is associated with the absolute priority for the State's pride and dignity. The State relies on Education in the international balance of self-entity.

Although education officially started in 1936, the private sector had already provided education for all a long time before that, 1896. With the advent of independence and the emergence of the modern State of 1961-1972, education entirely moved to the responsibility of the State. Education went hand in hand with the global system and the revolution information, communications and electronics and modern technology. Laws and regulations to be organized, well oriented and developed governed education. Due to its link to the overall development of the State, education was assigned functional roles in the State's development through objectives and roles of schools in the society. Types of education varied from formal education, including kindergartens, primary, intermediate and secondary schools, to qualitative education in religious education, adult education and literacy. In addition to this, there is high education under the supervision of the Ministry of Higher Education, namely university education provided by the faculties of the University of Kuwait, and higher education offered by institutions of the Public Authority for Applied Education and Training, and vocational education institutes in the Authority. There is also non-formal education under the supervision of the government, whether in schools or private universities.

The report described also the development, which occurred in the educational ladder in Kuwait, which started in 2004/2005, the organizational structure of the Ministry, the most important components of the educational process in public education and kindergartens, the qualitative education in religious education, special education schools for people with special needs, and adult education and literacy.

The report mentioned that the educational budget had increases year after year since 2002/03. It has now increased by 7.30%, and this reflects the increase in the numbers of students, a rate of 1.7%.



The report presented a vision for the future and development of educational administration. There are plans for this vision of the future in curriculum development and teacher training. The second section of the report included a description of the current situation in the programs and goals of early childhood development, pre-school education, programs and objectives for the development of basic education, as well as programs and the goals set for the development of education for children and the youth, and others for the development of education for adults.

This section of the report mentioned the increase in numbers of kindergartens since 2002/03 in the form of statistics, which showed that the number of such enrolled children was 67060 children in public and private schools. It was observed that the enrollment rate for Kuwaiti children in both systems increased from 90.1% to 98.9% in 2005/06. The number of schools and classes for children also increased by 2.3% annually.

The report showed the rise in nurseries to 75 compared to 2002/2003, when they were only 29. This in addition to family nurseries and churches nurseries established under tolerance, goodwill and application of the provisions of the Constitution. The report mentioned also the institutions teaching children with special needs in public schools.

The report dealt with curricula in Arab and foreign kindergartens, and curricula in schools of children with special needs, as well as the administrative and teaching staff, buildings and equipment, health and nutritional care. The report also referred to funding and innovations in the implementation of advanced techniques in kindergartens, children's clubs and centers of autism, the Supreme Council for the Affairs of the Disabled, the semi-regional center for Childhood and Motherhood, and others institutions concerned with children such as the Ministry of Information, conferences held on kindergartens on the occasion of the fiftieth anniversary of the establishment of the first kindergarten.

In the second part of this section, the report mentioned the programs and objectives for the development of basic education, and the regulating system for this. The report outlined the definition of basic education and the role played by education in the primary stage (five years) and the intermediate stage (four years). Basic education services are provided in public schools free, according to constitution. The State is committed to provide buildings, books, teachers and all that guarantee the success of compulsory education from labor and material.

Objectives were developed for this education, aiming at providing educational opportunities for those included in the compulsion scope, through a continuous process of development according to the need for the service of primary and intermediate education. From the statistics included in the tables between 2001/02 and 2005/06 in both public and private systems, we notice the great improvements in the provision of education for all. The conclusions of indicators in statistical tables and charts prove the developments in the number of schools, classrooms, teachers and school buildings, and developments in teacher training and curricu-

lum development, as well as innovations in educational systems, and curriculum development.

Basic education for children with learning disabilities, care for brilliant students, appropriate programs for children with Down's Syndrome starting from the primary stage have all been included in this report.

The report analyzed basic education in its current situation in religious education, which constitutes of two stages, intermediate and secondary, where learners take Islamic studies in addition to subjects of public education. This type of education has its own plans, administrative and teaching staff, and an independent department, which is concerned with this type of education.

With regard to secondary education, the report addressed its context and highlighted its definition and objectives for creating individuals able to benefit from information. Methodology of thinking, mastery of independent learning techniques, decision-making, the ability to deal with modern techniques, and the ability to analyze, interpret and predict are all among the objectives of the secondary stage.

The report also touched on the quantitative aspects and developments of the period between 2002/2003 and 2005/2006 in public education. The report described the total numbers of enrolled students in public education. In 2002/2003, the number was 110041 male and female students. Statistics showed also the increase in numbers of the teaching staff in public secondary stage, as well as classes and schools.

It is noticed that there are indications of increasing numbers of Kuwaiti students enrolled in secondary private schools. It is also noticed that after the implementation of the new educational ladder, which resulted in a reduction of years in secondary education (three years) the numbers of students and teachers also decreased.

The report indicated that in building schools, a capacity of 30 students per class is considered leading to a total school capacity of 900 students.

There is also a development in curricula, especially in the curriculum of English language, clerical studies, physical education and practical studies as well as educational research.

There are indications of educational improvement in student-teacher ratio, repetition rate, survival rate and parity rate.

The report included a section about general indicators of kindergartens, primary education and secondary education. From the rates and tabular data, we can conclude that the net enrollment rates for all stages of education for both Kuwaitis and non-Kuwaitis, particularly in the new educational system, reached 90% in the secondary stage in 2004/05. As for non-Kuwaitis, the gross enrollment rate at the secondary stage reached 68% and decreased to 65% in 2004/05.

The indicators of participation parity rate between the sexes as well as the overall participa-



tion in educational process (this indicator measures the relative difference between the rates of females and males), and as shown in chart 5/10, the indicator is near 1 for all stages except the intermediate stage of the year 2004/2005 and secondary stage in all years.

The progression rate from the primary stage to the intermediate stage is 100%, while from the intermediate to the secondary stage is 73% for males and 86% for females. The teachers' increase rate especially in the primary stage reached 54% after increasing its years to five years in the new educational ladder.

There are indications of the relatively short academic year in Kuwait, in comparison to other countries. This results in fewer hours in school hours. The student-teacher ratio in public schools is lower than private schools. Class density varies starting from 22 students per class.

There is also an indication that females' school attainment is better than males in all school subjects. Some educational areas (Al Jahra and Mubarak Al Kabir) have lower school attainment. Grade 12 male students in Arab and foreign private schools also showed lower school attainment.

Other types of education have also been discussed. Special education, in all its forms, has been included in this report. Quantitative aspects of development with respect to numbers of students distributed according to their disabilities have been elaborated through statistics. Qualitative aspects of development related to curricular adapted to all disabilities, providing appropriate environment for each disability, have been included along with the provision of administrative, teaching and medical staff relevant to different disabilities. There was also an interest in children with Down's syndrome. Special schools have been provided for them.

Brilliant students have been well cared for. Intensified programs and projects have been prepared for them. There are also programs for teaching and integrating children, with Down's syndrome, either in kindergartens or in the primary stage. Dyslexics were also considered and cared for.

The report treated developments in religious education, especially curriculum development and making it an attractive environment and to identify difficulties and overcome them.

The report also reviewed the basic objectives of adult education and literacy, to which the State drew considerable attention to provide new opportunities for education and preparing illiterate adults to face of the developmental civilization. The report also reviewed the quantitative aspects of this type of education.

The report analyzed the phenomenon of illiteracy and demonstrated the State's successful efforts to provide educational opportunities for adults and those who are outside the scope of basic education in all regions of Kuwait. The numbers of enrollment have increased. Admission policies and legislative regulations have improved to guarantee, in the near future, complete elimination of the phenomenon of illiteracy. The school plan has been amended to

include additional two classes per week for English language and two others for computer in the intermediate stage.

It is noticed that commitment to formally scheduled education requires incentives for regular attendance from the part of learners. The new educational ladder has also been implemented in adult education and literacy. It is worth mentioning that illiteracy started to decline year after year. In lines with the implementation of the Law of commitment to literacy, there is hope that the phenomenon will soon disappear.

It should also be noted that the concern of the Ministry of Education in education is boundless. There are, in fact, efforts of various origins, all converging towards achieving human development, progress and prosperity for the people of the community. Among these efforts, there is the State's interest to implement a strategy for general educational development for the years 2005-2025, which was adopted by the Council of Ministers on 22/6/2003. The Ministry of Education started implementing the first stage, which consists of 20 programs included in the government program for the years 2006/2007 - 2009/2010. The programs consist of creative thinking, independent learning, computer, languages, and cultural communication between the generations to promote the concepts of democracy, freedom and rule of law, citizenship, a balance between rights and duties, environmental awareness, rationalization of consumption, upgrading the school curriculum standards, development of electronic platforms, development of technical and artistic education in secondary school, establishment of centers for learning sources, development of assessment and evaluation tools, decentralization of educational administration, promoting computer skills among the teaching and administrative staff, building a database and designing a web site for each school.

This presentation clearly shows how far the efforts of the State of Kuwait conform to the objectives and principles of the UNESCO to achieve education for all through the recommended programs and strategies leading to the achievement of the goals and objectives of education for all.



دولة الكويت

MINISTRY OF EDUCATION
Office Of Undersecretary



وزارة التربية
مكتب وكيل الوزارة

Ref. :

الرجوع :

Date:

التاريخ :

٢٥٨٧٠

قرار

بشأن : إعادة تشكيل فريق إعداد تقييم متوسط الأمد للتعليم الإجمعي

- بعد الإطلاع على قانون ونظام الخدمة المدنية لعام ١٩٧٩.
- واستجابة لطلب مكتب اليونسكو الإقليمي في بيروت إعداد التقرير الوطني بشأن التقييم متوسط الأمد للتعليم للجميع بدولة الكويت عن الفترة منذ عام ٢٠٠٢/٢٠٠٣ إلى عام ٢٠٠٥/٢٠٠٦ وذلك في إطار التقييم العالمي لهذا الموضوع بالتنسيق مع منظمه اليونسكو في باريس ، ومعهد اليونسكو للإحصاء ومعهد اليونسكو للتعليم مدى الحياة .
- وعلى القرار الوزاري رقم (٢٩٠ / ٢٠٠٧) بشأن تشكيل فريق لإعداد تقرير لمدى تحقق أهداف التعليم للجميع .
- وبناء على كتاب المكتب الإقليمي للتربية في الدول العربية بتاريخ ٢٠٠٧/٦/٢٠ بشأن الاستعجال في إعداد التقرير .
- وبناء على ما تقتضيه المصلحة الوطنية .

تقرر :

أولاً: إعادة تشكيل فريق عمل لإعداد التقرير الوطني لتقييم متوسط الأمد للتعليم للجميع بدولة الكويت وذلك من السادة التالية أسماؤهم :

١	د. حسن عبد الحسين صفر	خبير اللجنة الوطنية الكويتية لليونسكو - المنسق الوطني	رئيساً
٢	أ. محمد نصر مطلق	مستشار بمكتب وكيل وزارة التربية	عضواً
٣	أ. سلامة عبد الرحيم عمار	مستشار بمكتب وكيل وزارة التربية	عضواً
٤	أ. حصة عبدالله مرزوق	رئيس قسم اليونسكو باللجنة الوطنية لتقييم نيويسكو	عضواً
٥	أ. دلال أحمد الياقوت	رئيسة قسم الإحصاء التربوي - وزارة التربية	عضواً
٦	أ. فوزية مبارك الفقعان	باحث إحصائي - وزارة التربية	عضواً
٧	أ. موضحة سعد الظفيري	محلل إحصائي - وزارة التربية	عضواً

ص . ب ٧ الصفاة - الرم: البريدي 13001 الكويت - هاتف : ٤٨٣٩٨٢٥/١٧ - فاكس : ٤٨١٧٧٥١

٢٥٨٧٠ -٢-

عضوا	منسق إداري معاملات باللجنة الوطنية الكويتية ليونسكو	٨	أ. معالي محمد دشتي
عضوا	منسق إداري معاملات باللجنة الوطنية الكويتية ليونسكو	٩	أ. نواف ظلال الفلاح
عضوا	منسق إداري معاملات باللجنة الوطنية الكويتية ليونسكو	١٠	أ. عذاري علي القلاف
عضوا	منسق إداري معاملات باللجنة الوطنية الكويتية ليونسكو	١١	أ. بدرية درويش ترشيد
عضوا	مساعد منسق إداري معاملات باللجنة الوطنية الكويتية ليونسكو	١٢	أ. فاطمة أحمد الوهيب

ثانياً : مهام الفريق :

- ١- إعداد التقرير توضح حول التعليم للجميع .
- ٢- التنسيق مع مختلف الجهات ذات العلاقة بجمع البيانات المطلوبة لإعداد التقرير الوطني مع حصر ما تم إنجازه من دراسات وأنشطة في مجال التربية والتعليم خلال الفترة المحددة (٢٠٠٢/٢٠٠٣ - ٢٠٠٥/٢٠٠٦) .

ثالثاً : أسلوب عمل الفريق .

- ١- أن تكون اجتماعات أعضاء الفريق أثناء وخارج أوقات الدوام الرسمي .
 - ٢- يستعين فريق العمل بمن يراه مناسباً للمساهمة في إنجاز المهام المطلوبة .
 - ٣- تكتيف العمل صباحاً ومساءً بحيث يتم الانتهاء من إعداد التقرير في موعد أقصاه ٢٠٠٧/٧/١٥ .
- رابعاً: تصرف مكافأة مالية تناسب مع جهود الفريق والأهمية الوطنية للتقرير للسادة المذكورين بقدرها السيد وكيل وزارة التربية .
- خامساً : يعمل بهذا القرار من تاريخ عقد أول اجتماع للفريق .
- سادساً : يلغى ما يعارض معه من قرارات سابقة وعلى جميع الجهات العلم والعمل بموجبها .

أ. جاسم محمد العمر

وكيل وزارة التربية
نائب رئيس اللجنة الوطنية الكويتية
للتربية والعلوم والثقافة



نسخة لكل من :-

- الإدارة المالية
- اللجنة الوطنية الكويتية ليونسكو
- ملف المشار اليهم
- للملف



Ministerial Decree

Concerning the reconstruction of the team responsible for the preparation of a mid-term evaluation of education for all.

Considering the laws and rules of public service for the year 1979,

In response to the request of the regional office of UNESCO in Beirut to prepare a national report concerning the mid-term evaluation of education for all in the State of Kuwait, from the period between the year 2002-2003 and 2005-2006, in the context of the international evaluation of this issue in accordance with the organization of UNESCO in Paris, the Statistics Institute of UNESCO and the UNESCO Institute for Lifelong Education,

Based on the Ministerial Decree No.290 of the year 2007 concerning the construction of a team for preparing a report on how much of the objectives of education for all has been achieved,

Upon the request of the regional office of education in the Arab countries dated on 20/6/2007 concerning the immediacy of the report,

For the sake of the national benefit,

We have decided:

First,

Reconstructing a team responsible for preparing a national report on a mid-term evaluation of education for all in the State of Kuwait, including the following members:

Dr. Hassan A. Safar	Expert of the Kuwaiti National Commission of UNESCO. National Coordinator of the Education for All.	Chairman
Mr. Mohamed N. Mustafa	Consultant to the Office of the Undersecretary of the Ministry of Education.	Member
Mr. Salama A. Ammar	Consultant to the Office of the Undersecretary of the Ministry of Education.	Member
Mrs. Hessa A. Marzouk	Head of the UNESCO Department at the Kuwaiti National Commission of UNESCO.	Member
Mrs. Dalai A. Al-Balol	Head of Educational Statistic Department, Ministry of Education.	Member
Mrs. Fawzeia M. Alfaqaan	Statistic Researcher, Ministry of Education.	Member
Mrs. Wadha S. Al Zefiry	Statistic Analyst, Ministry of Education.	Member
Mrs. Maali M. Dashti	Administrative coordinator transactions at Kuwaiti National Commission of UNESCO.	Member
Mrs. Nouf T. Al-Falah	Administrative coordinator transactions at Kuwaiti National Commission of UNESCO.	Member
Mrs. Athari A. Al-Qallaf	Administrative coordinator transactions at Kuwaiti National Commission of UNESCO.	Member
Mrs. Badriya D. Al-Rashidi	Administrative coordinator transactions at Kuwaiti National Commission of UNESCO.	Member
Mrs. Fatma A. Al Wehaib	Assistant Coordinator administrative transactions at Kuwaiti National Commission of UNESCO.	Member

Second:

Duties of the team:

- 1- Preparing a national report on education for all.
- 2- Coordination with other concerned parties to gather required statistics to prepare the national report and determining what studies and activities have been realized in the field of education during the period between the year 2002-2003 and 2005-2006 .

Third:

Procedure of work:

- 1- Meetings of the team members should be held during and after working hours.
- 2- Contributions from other appropriate individuals are accepted for the benefit of completing the required job.
- 3- Working morning and evenings to finish the work before 15/7/2007.

Fourth:

A remuneration is awarded to the members of the team suiting the efforts of the team and the national importance of the report as estimated by the Under Secretary of the Ministry of Education.

Fifth:

This decree is put into action starting from the first meeting of the members of the team.

Sixth:

All that contradicts this decree is excluded and all parties should know and abide to it.

Mr. Jassim Mohamed Al Omar

Under Secretary of the Ministry of Education

Vice Chairman of the Kuwaiti National Commission for Education, Science and Culture.



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