Kingdom of Saudi Arabia
Ministry of Education
Deputy Ministry for Planning
and Adiministrative Development
General Deirectorate for Planning

وزارة التربية والتعليم
MINISTRY OF EDUCATION

The Executive Summary of
The Ministry of Education Ten - Year Plan

1425 - 1435 H (2004 - 2014)

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بسم الله الرحمن الرحيم

Preface

Planning is an important practical and scientific means. It aims at organizing the available human resources and abilities to achieve aspirations that are translated into actions that achieve the highest degree of excellence through the most effective use of time and costs. Thus, planning strives to achieve a desired and intended change based on existing proposals, the examination of the present situation, and the prediction of the future to meet social and economic needs.

Educational planning is also an organized scientific process which aims at facilitating change in a human being's nature and development by activating his social and economical roles, by directing his education, and by taking advantage of resources and institutions towards intended future goals that fulfill his needs and those of society at the least possible costs and the highest quality of excellence in the shortest period of time.

The selection of a planning style and its methods is not less important than the planning process itself. Hence, a clear and specific planning philosophy will constitute an essential prerequisite to ensure its success, and it will provide the basis for institutional work and for the direction of educational decisions. Saudi Arabia, like other nations, has practiced the planning process to meet the requirements for successful comprehensive development, and to answer the needs of individuals and society in all fields. Through it, the Kingdom has achieved—with Allah's assistance—a deep physical structure and civilized experiences with distinguished standards and international measures of high degrees of excellence.

In the last decades, the Kingdom has rapidly moved towards the achievement of a major degree of success and educational development. Important financial resources have been assigned for the establishment of educational outlets with characteristics that meet the Kingdom's objectives of for different phases of change and development as well as for economic and social prosperity.

Despite the high degree of excellence achieved in the last decades, it is not an easy task to evaluate the suitability of the existing educational system and its institutions to meet society's future needs in view of the present social, economic, and technological changes ("the society of the third wave"--i.e., the meta-industrial society, the intervention of variables, and their speed, which require a more in-depth scientific methodology in the planning process).

The Ministry of Education has successfully completed educational planning during the past years through the effective actions of its loyal specialists. It has achieved many important goals that are characterized by quantitative descriptions and that require selective and qualitative efforts to face society's challenges and changes and to control their influence on its culture and values to satisfy the needs of its individuals and institutions.

The present ten-year plan takes into consideration factors that reflect society's present and future needs, and it aims at ensuring the continuation of the past successful path towards excellence. The following are the most important factors:

1. The increase of the number of students and the subsequent demand for education: in the year 1431 H (2010), the age segment raging from 0-15 in the total population of the Kingdom will be 41.9%.
2. The industrial and technological changes that have resulted in the transformation of society's needs and the nature of the labor market.
3. The social and economic change and growth which has resulted in an increase in the demand for education, both quantitatively and qualitatively.
4. The intervention of variables in the educational and instructional process which has resulted in an increase in the need for reform and innovation in view of future needs and the variety of educational forms.
5. The gap between educational and comprehensive developmental planning as well as the necessity to correlate educational plans in general with the educational process in particular, where the latter functionally integrates with the government's comprehensive plans.
6. The urgent need to provide symmetrical educational opportunities with a high degree of quality for all citizens in various environments and areas of the Kingdom.

Finally, I express my deepest gratitude to all that have participated in this project with their effort and advice, either as part of the Ministry personnel or outside the Ministry, as well as to all experts and specialists who have been part of the project development through their views and remarks for their positive co-operation that has resulted in the successful completion of this project.

May Allah reward all with the best, and may He assist us to work for our religion and country's strength. He is the Most Generous.

Minister of Education

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Introduction

The political leadership in the Kingdom has realized that the basis for its strength and success lies in the thinking and creative minds capable of making change and achieving development through the growth of the knowledge they possess. In order to achieve this goal, the Kingdom is seeking to develop, upgrade, and improve its educational system and its outcome. Hence, it is necessary to materialize such objectives and to translate them into national plans and specialized work programs. Moreover, to realize such goals, an academic educational system is required. This system should be able to provide internationally-competitive training through achievements that meet all current and expected needs. It is therefore required to adopt an effective planning approach that will warrant the successful accomplishment of the described goals and vision.

Reasons of setting a ten year plan

- Planning is a strategic option with which the Kingdom cannot dispense and it is considered to be a model tool to analyze and characterize the existing human and material resources to invest them in the least possible time and at the most effective cost to successfully achieve goals. Moreover, it is an intellectual and technological tool that guides educational decisions and supports and enhances productivity, taking into consideration obstacles and difficulties facing the planning process and the adoption of a scientific approach.

- The creation of a comprehensive plan for educational development is considered to be a practical and essential requirement to achieve the Kingdom's strategic goals for general development.

  Education is considered to be the main source for the formation of the human capital which constitutes the essential element in all aspects of economic development, particularly in the achievement of high developmental economic rates. This implies that the educational process is not just a service provided to answer society's demands, but it is also an investment aiming at the improvement of the individual's standard of living and the achievement of the social and economic development of the community. Thus, it is imperative to correlate educational planning with the state's comprehensive plans.

- The treatment of our educational problems by the adoption of the scientific approach aims at raising the internal competence rates and the performance level of male and female teachers through the creation of programs for professional training and development and through the revision of course syllabi and content assessment. In addition, it is important to evaluate teaching methodologies and its approaches. There is also need to provide school buildings with appropriate educational conditions, and to achieve correspondence between educational outcomes and labor markets' needs. The accomplishment of these goals will result in the excellence of our education, which will bring us closer—Allah willing—to the international area of competition.

- Finally, the plan will address the growing increase in the number of students, both male and female and the demand to face this need and to grant equal educational opportunities with a high degree of excellence for all citizens in the Kingdom in various areas and regions.

Plan Determinants

Challenges that education faces in the Kingdom

The Ministry ten-year plan has been developed to face several challenges that affect the nature and motion of the educational system in the Kingdom. Therefore, the planning team has been keen on examining the most important attitudes and challenges as the springboard to define a vision and to establish goals for the plan. The results of the team's study and its conclusions are presented as follows:

1. The growing number of students:

Studies indicate that the next decade will witness an increase in the number of students in the Kingdom as a result of population growth. This will translate into an increase in the demand for education at various stages and the need to accommodate children from the age of six onwards by improving admission at the primary level and by providing these students with a suitable education.

This issue is considered to be a basic aim in itself and requires the expansion of the educational system and its programs. Consequently, the government will be forced to face additional financial burdens, which will entail the search for and application of various financing sources for education within the frame of resource conservation.

2. Development Requirement:

The entire indicators in the seventh state development plan show that education has achieved great success in achieving its established goals throughout those years. Moreover, the indicators and the eighth ambitious plan features indicate that the responsibility of education lies in its role in preparing human resources that are capable of creating and achieving comprehensive social development for the community in the various aspects of its social and economic life. This implies that development requires a highly skilled workforce, and, thus, it is necessary to provide individuals with effective education that will realize this societal need.

3. International Fluctuating Changes:

The effects of international fluctuating changes are reflected on all aspects of the economic, social, technological, and educational life of the Kingdom, and they impose various challenges on the educational system in order to successfully face international competition.

This situation points to the need to improve education so that learners will be able to compete with their international counterparts and will be capable of positive interaction. Studies indicate that the next decade will see an increase in the need for effective strategies to improve the system's ability to face the international changes while maintaining the Kingdom's traditional values.

The global economy's tendency towards free trade will result in the liberation of service worldwide, including educational services which will deem education and learning as no longer restricted to formal educational state systems, but rather as subject to privatization and to the private sector's participation. Therefore, the success of education will be evaluated in terms of investment projects in it. This means that the educational and learning services sector will face a great challenge in the presence of strong international, private competitors. Hence, it is imperative for the ten-year plan to raise the standards of education and to ensure the improvement of its outcomes, so that it can compete with other international systems in the field.

4. Knowledge Blast:

The knowledge blast that has resulted from the development of technology requires the improvement of the educational system to meet its challenges. That is, it has become imperative to revise the existing syllabi, and to organize knowledge, experiences, and skills to prepare learners for the successful

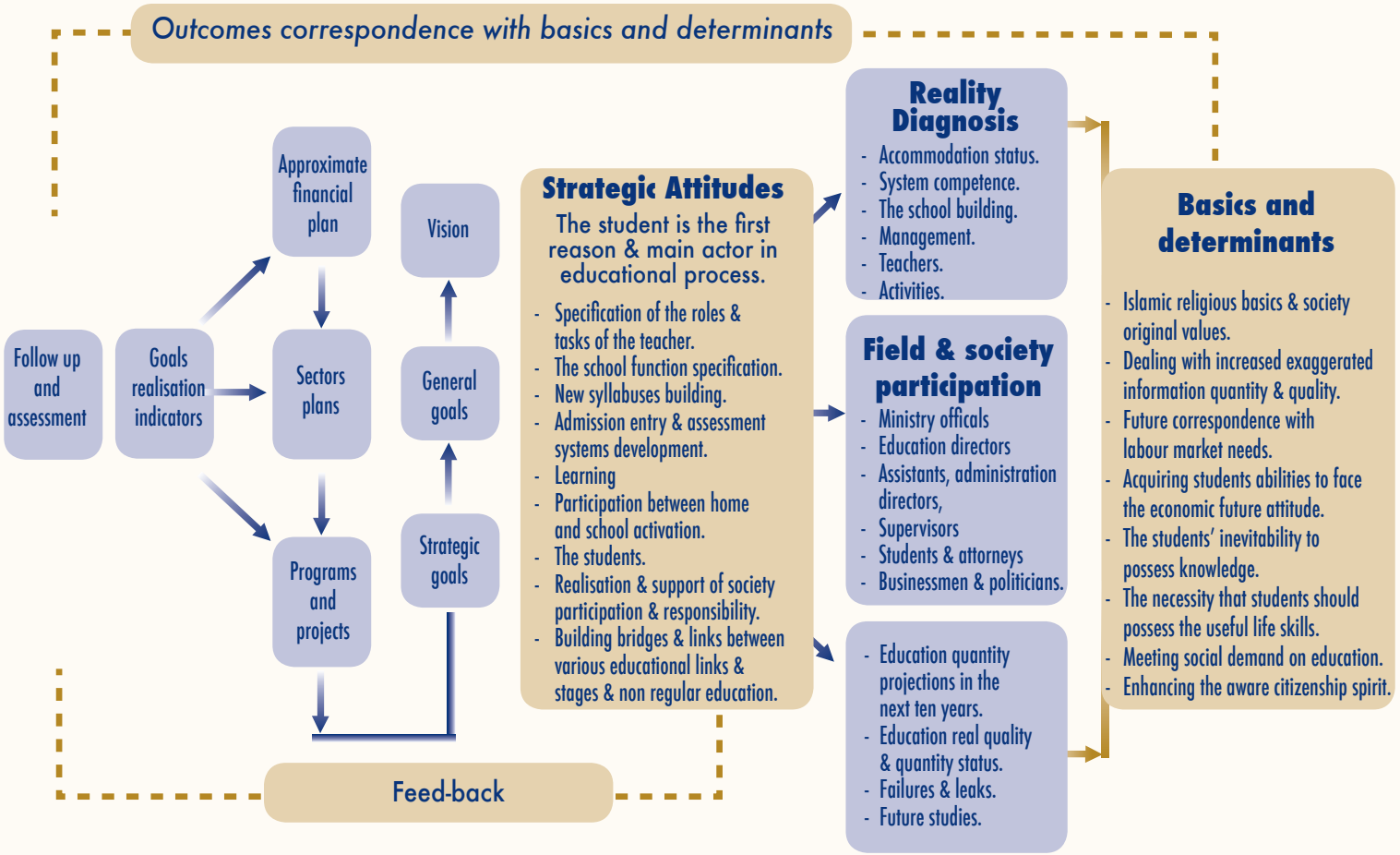
application of technology. Thus, the educational system should be developed to face technological challenges, and to implement it in various aspects of education.

5. The cultural invasion and its results:

The development and wide spread of unrestricted mass media communication and the reduction of its costs constitute a challenge and a threat to the Kingdom's national identity and culture. This issue requires a balanced approach that will allow students to enjoy the benefits of modern technology (which, in turn, will benefit the community) while maintaining the Kingdom's values and faith, and that is able to protect them from the risks that might harm them as individuals and groups and that might negatively affect Muslim society.

The Ministry of Education Ten - Year plan in the Kingdom of Saudi Arabia

Regulations corresponding with basics and attitude



The Ministry Ten-year Plan Approach Measures

According to the nature of the goals and tasks of the educational planning, the general administration has been commissioned to establish the planning processes, and develop a ten-year plan and the follow-up of its execution. The planning processes are therefore characterized by continuity and connection. The main stages have been specified to show the nature of each process and its dimensions, and the connections that the location and time frame for each stage. The planning processes have begun and a schedule has been set as per the following stages:

First Stage: Preparation

This step includes the assessment of existing attempts (plans) to fully verify the different aspects which can result on the success or failure of the endeavor and to diagnose the current situation and the factors affecting it negatively or positively, and finally to conduct detailed studies of the existing educational system and the requirements for its development and its quantitative and qualitative growth. These diagnostic processes have been conducted through:

1. An analytical study:

The study and analysis of the available scientific sources on work policies, plans, reports, studies, and future visions related to the educational plans of the Kingdom of Saudi Arabia, in addition to the perusal of some of the regional and international experiences in the field and their future vision and goals. The study and revision processes have concentrated mostly on a set of educational documents, studies, and reports, such as the following:

Education policy in the Kingdom of Saudi Arabia.

- Development plans and their operational plans (boys, girls).
- Population characteristics of the people in the Kingdom of Saudi Arabia(1421 H).
- Annual statistics reports (boys, girls) (1417-1421 H).
- Comprehensive assessment of education in the Kingdom of Saudi Arabia(1421 H).
- Assessment of literacy and adults' education in the Kingdom of Saudi Arabia 1422 H.
- Education financing and private sector's support and activities in the Kingdom of Saudi Arabia (1419 H).
- Education documents from advanced countries. Many useful indications have been deducted from these documents about the countries' past experiences to establish and develop the Ministry of Education's plans and its vision and goals.

2. Projection study:

Future projections constitute one of the basic requirements of planning processes to determine the rates of expected growth in the number of students and to estimate the needs to accommodate them. A projection quantitative study on education in the Kingdom of Saudi Arabia in the next ten years has been conducted to oversee the future as a pivot to construct the plan's vision and the goals.

3. Field studies:

A. Study of the educational reality at education administrations:

The study aimed at obtaining quantitative and qualitative data about the status of education at educational areas and governorates (boys, girls) to examine the level of their internal competence. A special instrument was developed to collect such data, and it was then sent to different education administrations.

Once the data collection process had been completed, the data were analyzed to determine the required scientific course of action to establish the Ministry's plan.

B. Field studies:

To provide a comprehensive report about the reality of educational fields, it was necessary to establish a direct contact with those executives involved in the educational process to have in-depth knowledge of their views. This was achieved through a number of interviews about field problems and real needs. A sample study was selected from the education administration to represent the Kingdom's various areas (boys, girls). The sample categories included the general director of education, his assistants, educational supervisors, schools principals, their deputies, teachers, students, and attorneys. The data collected in the interviews provided information about these professional's general attitudes and needs. In addition to this study, five hundred questionnaires were distributed to samples of people working in the educational field, students, and attorneys at all education administrations (boys, girls) to investigate their views about the educational reality for the future, and their suggestions to face the existing problems.

These efforts resulted with the following first-stage conclusions:

- To determine the material, human abilities, and specific needs, requirements, and admission percentages as well as growth rate in each stage and the education administrations in the Kingdom.
- Statistical predictions of expected population growth to estimate the future burden on education.
- Estimation of qualitative and quantitative needs for the successful execution of the plan during the next ten years.
- To study the changes that may occur in the future and their possible effect on education, and to predict future attitudes resulting from such changes as well as their depth and range.
- An accurate and comprehensive survey of the educational system and of its capabilities to accommodate the estimated number of students, teachers, classes, etc. during the plan's period.

Such studies have provided a comprehensive and detailed view of the reality facing the planning process, together with a number of indications and standards to guide the plan's vision and goals.

Second Stage: Vision and goal specification:

This stage entailed the specification of the basis for the plan within the frame of the Saudi Community, Islamic faith, and political, economic, and social attitudes. After the efficient examination of the educational system, and its status diagnosis, a group of governing and guiding strategies were established to direct education in the Kingdom. The plan's foundation was guided by a vision resulting from the information gathered in the studies. After ensuring the suitability and appropriateness of the plan's vision, the team established general and detailed goals for the ten-year plan. While specifying the goals, the team verified that they be scientifically accurate. Moreover, they also specified the methodology to be adopted to realize the plan's vision. The following matters were taken into consideration:

- Saudi society's distinguished nature and its Islamic and social privacy.
- Focus on the student, as a pivot for the educational process and

his active, positive role in it.

- Determination of correspondences between abilities and aspirations while specifying detailed goals.
- The vision's flexibility and its ability to cope with future changes and innovations.

The vision and goals were revised in several meetings with the scientific team and then they were presented to a consultant team which was composed of representatives from society. The vision and goals were sent for consultation to the Ministry's officials headed by his Excellency The Minister in addition to about forty officials in the Educational Work Leadership (male, female) who represent the party that makes educational decisions to achieve goals and objectives. In addition, the vision and goals were submitted to a group of specialists for further analysis and suggestions, to enrich the project, and to determine connections between the specializations by perusing them. Once the research main team had collected these views, they proceeded to carefully examine them to extract fundamental remarks from them, and to modify the original project in view of the new information gathered.

Third Stage: Setting an action plan

At this stage, the vision and goals were translated into objectives presented in digital images and indicators of the goals to be achieved. Then, detailed work programs and projects were established and organized according to priority. In addition, at this stage, the achievement of co-ordination and integration between the programs and the projects were taken into consideration, as well as the specification of time to execute the programs, their costs, funding sources, possible changes, and suggested alternatives to face them. All these processes were completed in workshops attended by every sector in the Ministry of which themembers of the main team and the consulting team formed part.

Fourth Stage: Sending the plan to sectors:

♦ The Ministry's approval of the plan's goals and programs was followed by a comprehensive co-ordination process and by the specification of the basic and supporting bodies to execute the plan's programs and projects, to determine specific roles and tasks, and to estimate the supply of human resources and the financial requirements for the execution of such programs and projects in the plan's ten-year period.

♦ The results (i.e., the indications and features of achievement for each specific program or project) were determined by a team who established achievement measures.

In the planning processes, the following aspects of the plan's commitment were taken into consideration:

1. Extending participation to embrace all those people who would benefit from the vision's outcome.
2. To benefit from the results from previous experiences, innovations in the educational future, labor market's needs and the relationship among them.
3. Co-ordination with authorities of various types and levels to secure the vision's development and plan's requirements.
4. Establishing the vision in view of the achievement of reactions between the outcome of general education and the beneficiary parties on one side, and the educational institutions that may serve the community's needs on the other.
5. To allow for flexibility to accommodate continuous changes and innovations in order to meet the persistent needs of educational development.

Fifth Stage: Introducing the plan to the experts

At this stage, the plan was submitted to experts inside and outside the Kingdom (a group of experts from Arab countries and other international experts) for consideration in order to secure the validity of its scientific structure. The vast majority of the experts agreed with the plan's perfect scientific nature, which they deem actualize the concept of strategic planning. In addition, they expressed their approval of the new methods adopted in setting plans for the development of the educational system. The plan's team applied the experts' remarks to improve its assessment and to guarantee its quality.

Sixth Stage: Estimating the financial requirements for the plan's execution stage.

At this stage, the cost of the program was estimated and the project received from the Ministry sectors was revised by a team formed particularly for this purpose. The team was composed of the General Director of Education Budget (for the male sector), the Budget's General Assistant Director (for the female sector), the Director of Educational Planning, and the Director of Administration Planning. In estimating the cost of the plan's programs, the team was guided by rationality and practicality. In addition, it created a list indicating every requirement for the programs and projects to be completed in the plan's ten years.

Seventh Stage: Approval, dissemination, and execution of the plan.

This stage entailed the delivery of the ten-year plan and of its attached studies (the projection study; the quantitative and qualitative studies, and the failure and Drop-out study) to the Minister of Education, as well as the plan's guide with its terminology, course for its execution, and follow up measures.

The Minister of education's decision no.1581/1/5 dated 17-3-1424H approved the ten-year plan. The decision stated that the application of the plan be effective in the year 1425H to coincide with the state's eighth development plan.

The decision commissioned the Educational Planning General Administration the comprehensive preparation of the first year of the plan, and it stated that the education administrations in all areas and governorates in the male and female sectors should establish their executive plans for the first year in accordance to the Ministry's comprehensive plan and supported by the experiences of the general administration of educational planning, whose responsibility also included the publication and distribution of the plan to the concerned parties and the design of a computer program through the Ministry's net, and to be placed in the Ministry's site for the plan's follow up.

The Ministry of Education's vision for the next ten-years

By Allah's will, at the end of year 1435H, the Ministry of Education's vision will be realized in:

The graduation of male and female students with Islamic values and the appropriate knowledge and practice. These students will have acquired practical knowledge, skills, and attitudes; they will be able to positively react to and face modern changes; they will be able to apply advanced technologies with efficiency and flexibility and to deal with international competition in scientific and practical fields. Their positive participation in an efficient educational system will allow them to develop appropriate abilities and attitudes and to spread the positive spirit of work at school environments that encourage learning and social education.

Goals and Objectives of the Ministry of Education's Vision for the Next Ten Years

Goals	Objectives
1. The education of 4-6-year-old children and the consideration of kindergarten as an independent stage in terms of its buildings and syllabi from other education stages.	1. To accommodate 4-6-year-old children (kindergarten stage) at a rate of 40% by the end of the plan. 2. To update the programs and activities on which early childhood education is based. 3. To supply kindergarten with specialized cadres to meet such stage classes at a rate of 10%. 4. To develop the programs and tools to measure children's preparedness for the pre school stage. 5. To develop a personnel preparation and qualification program at the kindergarten stage.
2. Accommodation of all age categories from 6-18-year-olds at various stages of education.	1. To make basic education compulsory. 2. To improve admission rates to an annual rate of 2% and to achieve accommodation of all male and female students by the end of the plan. 3. To secure the government's school buildings to accommodate the expected student population's growth to reach the rate of 90%. 4. To increase the number of male and female teachers at an annual rate of 3.5% according to the expected needs estimates.
3. Deepening the spirit of loyalty and proud of the country through intellectual awareness based on recognizing issues of the country.	1. Enlightening students with the challenges that face their country through scientific and objective view. 2. Fixation the concept of temperance (mildness) other's respect, objective argumentation, and rejecting extreme views (ideas). 3. Enhancing teacher's role in achieving the concept of national loyalty.
4. To prepare students academically, and culturally at a local and international level to be able to achieve advanced posts internationally in the fields of maths and sciences for the various age categories, taking into account International tests' standards.	1. To enhance co-operation and exchange in cultural and educational fields between the Ministry and its international counterparts and establish the proper communication and administrative channels for such endeavor. 2. To enrich the participation of the Ministry of Education in educational and cultural activities. 3. To enhance the benefits of programs and projects by international and local educational organizations. 4. To ensure the inclusion of international standard levels for students' academic (scientific) performance and for knowledge acquisition. 5. To promote and facilitate students' participation in international Math and science tests.

Goals	Objectives
5. To organize girls' technical education.	1. To update the regulations and related systems in girls' vocational education and training. 2. To increase the girls' education and vocational training by accommodating students at an annual rate of 30% in girls' technical education.
6. To develop the educational system for students with special needs.	1. To develop educational programs for gifted male and female students in scientific and creative fields. 2. To develop special education systems to correspond with contemporary international expectations and attitudes. 3. To develop special education programs for students with disabilities. 4. To secure the materials and proper educational environment for students with special needs. 5. To increase teachers' vocational development to fully prepare them to work effectively with students with special needs. 6. To increase the opportunities for the development of the special categories of education shared with the private sector. 7. To expand society's participation in protecting the rights of children with special needs.
7. Development and growth of the Ministry's personnel educational and administrative training	1. To develop the planning methodology for the educational and administrative training of the Ministry's personnel and its execution in compliance with modern international trends. 2. To develop training and assessment in the educational system. 3. To train personnel in the educational field at an annual rate of 25%.

Goals	Objectives
8. Improvement of internal and external sufficiency for the educational system.	1. To reduce the failure rate to 5% in the elementary stage, 7% in the intermediate stage, and to 8% in the secondary stage. 2. To develop classroom patterns of learning and teaching (individual learning) to achieve better results according to student levels. 3. To reduce the drop-out rates to a general rate of 1% in all stages. 4. To diversify the standards of academic acquisition tests and their technologies. 5. To secure a safe school environment. 6. To improve the rates of success. 7. To improve the average number of teachers per student to that of 1 to 20 in the various educational fields by the end of the plan. 8. To improve the average number of administration employees per number of educational job occupants to a rate of 1 to 20. 9. To allocate financial resources conservatively in order to reduce rates of resource waste. 10. To improve the quality of male and female secondary education for university study. 11. To provide male and female students with the appropriate and necessary skills to enter the labor market. 12. To adopt a system of comprehensive quality in education.
9. To develop syllabi based on Islamic values leading to the development of male and female students' personality and to their integration in society as well as to the achievement of scientific and thinking skills and life characteristics resulting in self education and lifelong learning.	1. To develop syllabi that will ensure the development of the Muslim learner's personality to make him proud of his faith and to be loyal to his country in practice and conduct. 2. To develop syllabi in accordance to contemporary international trends according to the Islamic values. 3. To concentrate on students' acquisition of the skills of thinking, analysis, and communication. 4. The syllabi are to include new useful issues and to secure flexibility in dealing with the expected changes in knowledge and technology. 5. To provide students with the skills required for various social situations. 6. To develop self-education and life-long educational skills. 7. To provide students with the necessary skills to deal with advanced information and knowledge. 8. To activate the educational process through the employment of computer programs and education technologies and resources. 9. To increase the students' share in summer and non-summer activities to achieve practice at a rate of three hours per week. 10. To enable students to acquire the skills to invest their leisure time appropriately. 11. To provide male and female students with the required skills to practice their roles in forming a Muslim family.

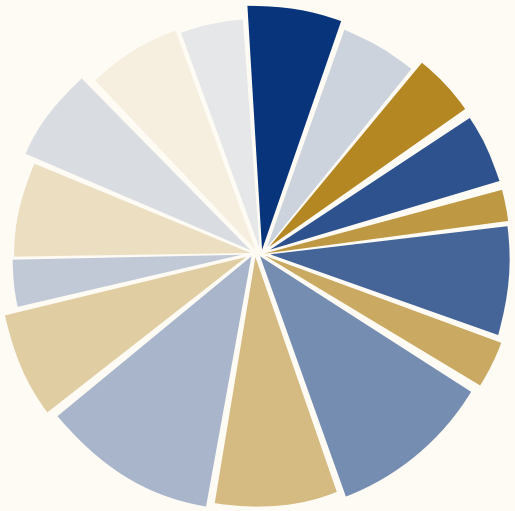
Goals	Objectives
10. To improve the quality of male and female teachers and to increase the citizens' rate in the education sector to achieve the full use of Saudi human resources.	1. To develop education and teaching methodologies. 2. To develop the educational supervision methodologies in accordance with the aimed development of the educational system. 3. To increase the acceptance rate at teacher colleges of male and female students specializing in Arabic, Math, Science, English and Computer Science at a rate of 20%. 4. To adopt a renewal system for male and female teachers to work for five years and to grant career practice licenses. 5. To develop and periodically administer integrated standard tests to male and female teachers. 6. To modify the work system to allow for the maintenance of distinguished professionals at schools. 7. To develop a wages and rewards system that will prevent the loss of distinguished teaching professionals. 8. To build and develop specific standards for male and female teachers' performance based on an accountability system. 9. To realize a rate of 95% in of Saudinization in all stages of education and jobs.
11. To develop the educational structure and to update the school map to meet the expected quantitative and qualitative changes in the next stage	1. To replace the government's school buildings with modernly equipped ones at an annual rate of 10% for rented buildings. 2. To develop the school buildings' facilities in view of the vision and schools' future. 3. To secure and improve the required sources of education technologies in school buildings. 4. To increase sport facilities to allow students to get real practice of sport activities at an average of 8 metres per each student. 5. To increase male and female students' share in cultural, social, and scientific activities. 6. To link population movements and attitudes to the distribution of schools and buildings. 7. To secure efficient financial resources for school construction and renovation.
12. To develop the infra-structure of information and communication technology and its employment in education and learning.	1. To establish an integrated system for the application of information technology. 2. To establish an integrated system for the application of communication technology in education. 3. To enhance the integration between machine and human knowledge.

Goals	Objectives
13. To develop male and female adults' education and to eradicate illiteracy.	1. To increase the flexibility of the educational system to allow for easy exit and return to it (flowage). 2. To provide parallel educational channels to accommodate the educational system's external students. 3. To develop long-distance learning and the application of mechanisms in education to a suitable extent for the Saudi environment. 4. To expand the current scopes of male and female adults' education and to adopt flexible systems through advanced contexts suitable for male and female adults' needs and circumstances. 5. To support the services of male and female adults' education, the eradication of illiteracy, and the location of the focus of their needs. 6. To improve the quality of male and female adults' education in the classrooms.
14. The Ministry's comprehensive administrative development.	1. To improve administrative procedures inside the educational system. 2. To build a geometric frame and system to facilitate the achievement of the ten-year plan's related goals. 3. To develop and improve the system of appointment selection and promotion in the educational system. 4. To raise the rate of professionals with higher qualifications required in the educational system. 5. To grant more powers, to reduce centralization (in the Ministry of Education's administrations and schools), and to enhance educational leaderships to be efficient in the development of the educational system. 6. To develop and enhance schools' administration to reach a modified form of school self-administration.
15. Expansion of social participation in education	1. To polarize the social force qualified to participate in illiteracy programs. 2. National education's horizontal expansion with the support of the Ministry's supervisor to reach a participation rate of 25% in the total number of students. 3. To increase attorneys' participation in schools' administration. 4. The effective participation of attorneys and other social groups in the development of educational processes. 5. To adopt a modern technological system to activate the communication process between the school and the rest of the establishments in society. 6. The preparation of students and teachers for their participation in international scientific forums and conferences.

Goals	Objectives
16. To establish integrated systems for accountability.	1. To apply national tests to assess the quality of academic acquisition in the basic academic courses every four years. 2. The application of comprehensive school assessment every four years. 3. The application of educational reliance in all national schools. 4. To assess and improve the Ministry's educational and supporting programs.

Goals and Objectives Quantity Distribution

Chart Showing the Quantity Distribution of the Ministry of Education Vision General Goals in the Next Ten years



- (4-6) Children aged preparation
- Age category accommodation
- Student's Preparation
- Evolution of girls' technical education
- Students with special needs' education Evolution
- Development and growth of educational training
- Improving educational system sufficiency system
- Syllabuses development
- Teachers' quality competence Improving
- Developing educational environment
- Developing information infrastructure
- Developing Male and female adults education and illiteracy eradication
- The Ministry comprehensive administrative development
- Expansion of society participation
- Establishing accountability integral system

Distribution of Goals and Objectives

Schedule Stating the Distribution Goals and Objectives in the Ministry's Vision for the Next Ten Years.

Goals	Objectives Number
• 4-6 aged children's preparation	5
• Accommodation according to age category	4
• deepening the spirit of loyalty and proud of the country through intellectual awareness based on recognizing issues of the country.	3
• Preparation of students for educational reaction	5
• Evolution of girls' technical education	2
• Evolution of education for students with special needs	7
• Development and growth of educational training	3
• Improvement of internal and external sufficiency of the educational system	12
• Improvement of teachers' competence	9
• Syllabi development	11
• Development of educational environment	7
• Development of information infrastructure	3
• Male and female adults' education and illiteracy eradication and development	6
• The Ministry's comprehensive administrative development	6
• Expansion of society's participation	6
• Establishment of an integral accountability system	4

Distribution of the Ministry's Vision Goals, Objectives, and Programs for the Next Ten Years

S. No.	Goals	Objectives	1	2	3	4	5	6	7	8	9	10	11	12	Programs total
1	4-6 aged children's preparation	5	7	4	3	4	2								21
2	Accommodation according to age category	4	7	7	9	4									27
3	deepening the spirit of loyalty and proud of the country through intellectual awareness based on recognizing issues of the country.	3	5	6	8										19
4	Students' preparation	5	7	7	8	3	3								28
5	Evolution of girls' technical education	2	1	14											15
6	Evaluation of special needs education	7	6	4	4	9	3	2	2						30
7	Educational training, development, & growth	3	3	10	17										30
8	Educational system's sufficiency and improvement	12	4	5	8	3	12	10	2	2	9	6	8	2	71
9	Syllabi development	11	10	11	7	7	5	10	5	7	8	3	3		76

Distribution of the Ministry's Vision Goals, Objectives, and Programs for the Next Ten Years

S. No.	Goals	Objectives	1	2	3	4	5	6	7	8	9	10	11	12	Programs Total
10	Teachers' competence quality improvement	9	7	5	7	5	3	5	4	5	13				54
11	Development of educational environment	7	5	4	2	3	6	2	2						25
12	Developing information infra-structure	3	6	4	1										11
13	Male & Female education and eradication development	6	3	1	2	1	4	5							16
14	Ministry's comprehensive administrative development	6	4	4	2	5	3	3							21
15	Society's participation expansion	6	3	4	2	2	5	4							20
16	Establishing accountability of integral system	4	3	6	2	5									16
															487

Sample Goals and Their Programs

Goal: To prepare 4-6-year-old children by considering the kindergarten stage as independent, in its buildings and syllabi, from the general educational stages.
Objectives: Accommodation of children aged 4-6 years old, kindergarten stage children, at a rate of 40% at the end of the plan.

S. No.	Programs	Duration	Requirements	Party in charge		External support	Objective's achievement indicators
				Main	Assisting		
1	Setting childhood national strategy	One year	Employment of qualified personnel Financial support	Saudi Childhood National committee	- All specialized circles - Teachers' colleges - Universities	Universities - Ministry of Labour	▫ Increase rate of this stage's admitted children at an annual rate of 4%. ▫ Increase the kindergarten's school number annually ▫ Increase the private sector's participation in the establishment and managing of the kindergarten stage. Expanding of admission base at the early childhood stage
2	Updating and developing kindergarten related rules & regulations to achieve an increasing rate of accommodation	One year	Specilized experts - Studies and research Financial support	Kindergarten programs administration	Education policy supreme committee's approval - Teachers' colleges	Universities international organisations	
3	Private sector's support and encouragement to participate in establishing and managing kindergarten schools at an annual rate of 1%	Continuous	Developing the private sector's participation in rules and regulations	National education	Education economics - Kindergarten programs administration	Ministry of Labor - Chambers of Commerce - Ministry of Commerce - Ministry of Civil Service	

Goal: Male & Female Education and Illiteracy Eradication
Objectives: 1.To increase the educational system flexibility to allow easy exit and return to it (flow age)

S. No.	Programs	Duration	Requirements	Party in charge		External support	Objective's achievement indicators
				Main	Assisting		
1	Developing the executive regulation of male & female adult education to increase flexibility to join and exit the educational system	3 months	Study of the curent regulation and its subsequent development	Adult education	Education Administration		❖ Issuing of main regulations and systems allow leaving & reentering to the educational system according to specific terms. ❖ -Regression of admission rate under the shadow of flowage of educational system. ❖ - Reduction of illiteracy rate
2	Setting rules that encourage students (boys & girls) to select the skills, knowledge, and suitable atitudes and to take tests on them without considering fixed period	3 months	specialised work team Financial support – seats for higher study - workshops	Adult education	- Educational supervision - Calibrating and assessment – tests - Teacher's college	Universities	
3	Developing standards of academic ability	Four Years	- Survey study - Establishment of Specialized Committees - Questions bank - Financial support - Systems & requirements	Calibrating and assessment	- Adult educatin - Teacher's college	Universities	