



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

VII Ed. 2010/11



Kuwait

Revised version, August 2011.

Principles and general objectives of education

Education in the State of Kuwait is a right for all citizens and its overall goal is to prepare individuals to become active, thoughtful members of society in both private and public life. The State's development strategy emphasizes the role of educational institutions in developing these qualities, and in training individuals to form part of a skilled body of human resources. Education is viewed as the main tool for building high performance in society at the institutional, cultural, economic and social levels. Therefore, the role of education is: to strike a balance between safeguarding the State's cultural identity and preparing citizens to meet changes within the country and at regional and international levels; to provide basic skills; to prepare citizens to meet technological advancements; and to prepare students for practical life.

The long-term goals of formal education are: expanding and developing the school system for preparing youth to be active members of society; following scientific progress in the field of education; creating stronger links between school and the society; preparing curricula that safeguard Kuwaiti society, while advancing with scientific and technical progress.

The strategic targets and goals envisaged in the Education Strategy 2005-2025 include: contributing to the achievement of interaction with the current age requirement of freedom of thought and response to the dynamics of change without conflict with the cultural identity of the society; contributing to enhancing the values of faith in the importance of dialogue and respect for human rights among the educated and providing the basis for a sound democratic life; entrenching the concept of wealth production, the preservation of the environment and the resources of the country; and enhancing the basic requirements for school curricula in the general education system to ensure the achievement of the objectives and principles of the state. The Strategy 2005-2025 also takes into consideration the educational objectives of the Gulf Cooperation Council, particularly: building the correct Islamic faith in the educated so that its principles become a method of thought and style, which develops the preparation of educated with Arab-Islamic heritage and loyalty to the Arab-Islamic identity; developing free scientific thinking and critical creative thinking skills, and lifelong learning; raising the awareness of learners with the importance of globalization and information technology and modern communication means and its exploitation for the benefit of the individual, society and protection from the negative consequences on the identity and the values of the Kuwaiti society; acquainting the learners with the skills of positive interaction with the other cultures, tolerance and coexistence with others. (MOE, 2008).

Laws and other basic regulations concerning education

The **Constitution** of Kuwait (1962) lays out the general legal framework concerning the country's education. Article 10 stipulates that "the State shall care for the young and shall protect them from abuse as well as from moral, physical and spiritual



neglect.” According to Article 13, “education is a basic component to be provided and supervised by the State.” Article 40 states that: “education is a right for all citizens to be provided by the State in accordance with the law and in keeping with the general system and ethics. Education is compulsory and free of charge in its primary stages, according to the law.”

According to **Law No. 1** of 1965, education is compulsory and free of charge for all Kuwaiti children, from the first grade of primary education (age 6) to the end of the intermediate or preparatory level. This law makes it incumbent on the State to provide school premises, books, teachers and all that is necessary in terms of human and material means to guarantee the success of compulsory education.

By the **Law No. 29** of 1966, the University of Kuwait, and the aims and levels of higher education were defined, as well as the principles governing the management and financing, the rules governing admission, and the granting of university degrees. Article 5 of **Law No. 29** stipulates that higher education should have a special budget and that it is responsible for managing its finances.

The **Decision of the Minister of Education No. 10664** of 1967 stipulates that private educational establishments are subject to supervision by the Ministry of Education. The decision includes several sections covering provisions related to the financial rules governing private educational institutions, the academic system and examinations in private schools, staff and personnel of private schools, and justifications and procedures for the closure and liquidation of a private educational institution.

The **Decree of 1979 issued by the Emir regarding the Ministry of Education** defined the objective of the Ministry as the development of Kuwaiti society and the upbringing of its young within an integrated scientific, spiritual, moral, intellectual, social and physical framework, in the light of the principles of Islam, of the Arab heritage and of contemporary civilization, in keeping with the national environment and in realization of its progress and development. It is on such a basis that the decree defined the functions of the Ministry of Education in administering education (up to the secondary level) and instructed the Ministry to undertake all that is necessary for its management and development.

Law No. 4 of 1981 regarding the eradication of illiteracy, makes it incumbent on all Kuwaiti men between the ages of 14 and 40, and on all Kuwaiti women between the ages of 14 and 35, to enrol in a literacy programme.

Law No. 63 of 1982 was adopted in order to meet the needs of the labour force and to overcome shortages in technically qualified national workers. The law defines the rules governing the organization and management of a new authority, its prerogatives and financing. With the issuing of the above law, the task of supervising technical and functional education was transferred from the Ministry of Education to the new authority with all its relevant human and material resources.

Law No. 4 of 1987 can be considered the first legislation providing the general legal framework for public education (school education up to the end of the secondary level). While all previous legislation aimed at regulating one particular

aspect of the education system, this law stressed constitutional principles governing education in the State of Kuwait. Foremost among them is the principle that all citizens have a right to education, that education aims to protect and develop the young, ensure social progress, and that it is to be provided free of charge to all citizens by government schools. In addition, the law stipulated the establishment of a **Supreme Council for Education** to be chaired by the Minister of Education and composed of the President of the University and seventeen members from the educational community.

Decree No. 164 issued by the Emir in 1988 specifies the functions of the **Ministry of Higher Education**, which supervises all matters related to university education, applied studies and scientific research undertaken by the faculties and institutes of higher education.

On the basis of the **Ministerial Decree No. 76** of 2003, the new educational ladder consists of five years of elementary education, four years of intermediate education (both compulsory and free) and three years of secondary education free of charge. The new structure was implemented starting from 2004/05, extending the duration of compulsory education from eight to nine years (e.g. elementary and intermediate education).

Administration and management of the education system

The education system is administered jointly by the Ministry of Education, supervising school education, and the **Ministry of Higher Education**, which is responsible for higher education beyond secondary school or its equivalent and supervises the University of Kuwait and the Public Authority for Applied Education and Training. Private nurseries and kindergartens are supervised by the **Ministry of Social Affairs and Labour**.

The organizational structure of the **Ministry of Education** in 2008 consisted of the Minister's office and the office of the Undersecretary in addition to ten major work sectors each of which is headed by an Assistant Undersecretary. Attached to the Minister's office are the Supreme Council of Education, the Kuwaiti National Commission for Education, Science and Culture, the General Secretariat of the Council of Special Education, and the Public Relations and Education Information Department. The main sectors were the following: Planning and Information; Educational Development; General Education; Special Education; Qualitative Education; Research and Educational Curricula; Administrative Affairs; Educational Establishments; Financial Affairs; and Student Activities. (MOE, 2008).

The aim of establishing the **Public Authority for Applied Education and Training** (PAAET) was to provide and develop the national manpower in order to overcome deficits in national technical manpower and to meet development requirements of the country. The Public Authority's aims include cooperating with major institutions in the labour market; training drop-outs; linking academic programmes to society's needs through cooperation with institutions in governmental and non-governmental sectors. The PAAET manages its own independent budget, and it is the sole body in charge of all applied education and training affairs in the country.



Colleges and institutes under the Authority offer to graduates from secondary education two-year programmes leading to the award of a diploma, and four-year programmes leading to the award of a B.Sc.

In the late 1970s and early 1980s, the rapid population growth, expanding urbanization, and increasing demand for education in new residential areas created the need for **educational zone administrations**. These administrations were responsible for evaluating the efficiency of school performance. Where the State was previously divided into three educational areas, the Ministry created five: Al-Asema, Hawally, Frawania, Ahmadi and Al-Jahra, which corresponds to the current governorates.

When the new organizational situation became well-established, a balance was struck between centralization and decentralization of educational administration: the centralized mechanisms assumed the responsibility of planning, supervising and controlling the development of education, while decentralized mechanisms (the administrations of education zones) would implement executive directives in their schools, supervise and assess performance. The sixth educational zone (Mubarak Al-Kabeer) was established at the end of 1999.

Cooperation is well-established among educational institutions and ministries responsible for providing education for all and lifelong education through various systems and training programmes based on a flexible concept of basic education. Among these institutions are: the **Ministry of Waqf and Islamic Affairs**; the programme Community Service and Lifelong Education at the University of Kuwait; and the programme for Community Service and Lifelong Education at the Public Authority for Applied Education and Training.

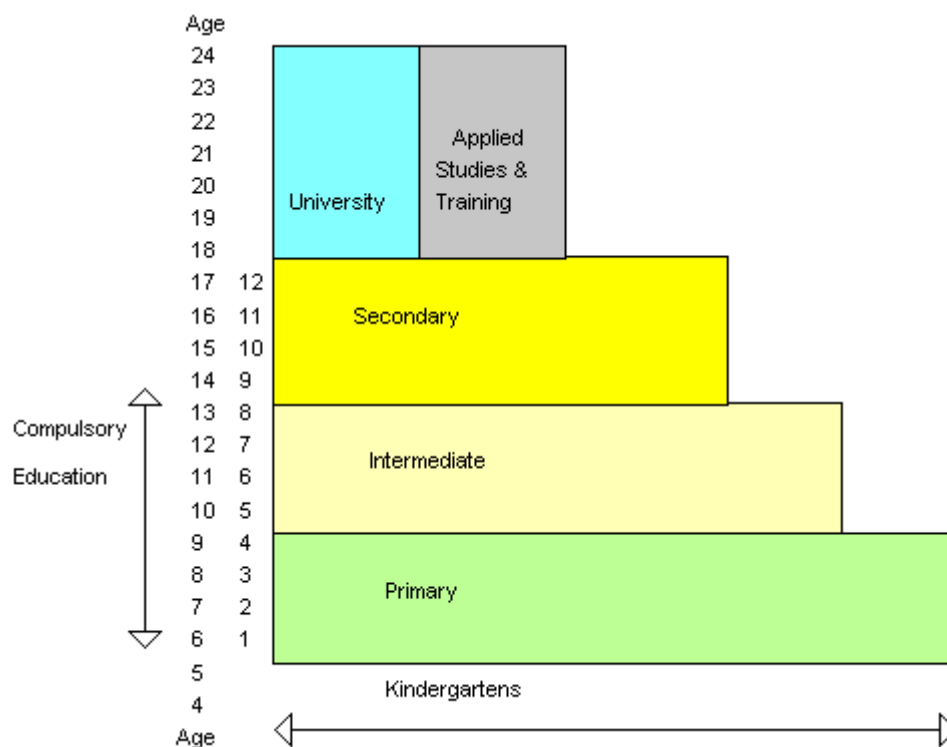
The **Ministry of Awqaf and Islamic Affairs**, Department of Islamic Studies, encourages all those who are interested in Islamic studies, males and females alike, adults and younger candidates from the age of 14 years. The curriculum focuses on: Islamic studies, literature and basic mathematics and sciences, and Arabic language and history. Classes are free of charge.

The programme Community Service and Lifelong Education at the University of Kuwait focuses on self-education with the help of the University's educational and scientific facilities, thus allowing all members of society to acquire education regardless of age, culture or degree of learning. The curriculum focuses on: Arabic and other languages, management and commerce, humanities and information, and secretarial studies.

Another relevant body is the **National Committee in Support of Education**, a permanent committee set up by the Ministerial Decision No. 30/95, issued by the Minister of Education on 1 July 1995. It is composed of a large number of experienced educators and other Kuwaiti personalities. The Committee is chaired by an administrative board of eight members. The aim of the Committee is to raise the standard of education, promote educational projects and draw both students and teachers to educational institutions. The Committee is financed by contributions in cash and kind received from public and private sources. In addition, it is entitled to invest part of its revenues to generate income for its projects.

Structure and organization of the education system

Kuwait: structure of the education system (2003)



Pre-school education

Preschool education (kindergarten) is not compulsory but is provided free to Kuwaiti citizens. The entry age is usually 4 years and the duration of the programme is two years.

Primary education

Until 2003 primary education lasted four years (grades 1 to 4). Since 2004/05, the duration of primary education is five years (grades 1 to 5). Primary education is compulsory and children are admitted at age 6.

Secondary education

Intermediate or preparatory education (lower secondary) lasts four years and is also compulsory. Students who successfully complete this cycle are awarded the intermediate school certificate, granting access to secondary education. The Public Authority for Applied Education and Training offers one- to two-year assistant technician programmes for intermediate school graduates. After the changes introduced in the structure of the education system in 2004/05, general secondary education lasts three years (previously it was the last cycle of the 4-4-4 system). Upon completion of general secondary education students passing the final exam are awarded the general secondary school certificate.



Higher education

Higher education covers university and post-secondary education and training. Technical training at the post-secondary level under the supervision of the Public Authority for Applied Education and Training (PAAET) takes place in post-secondary technical institutes and training centers. The training centers are more vocational in orientation and offer two-year technician programmes for secondary certificate holders. At the university level, a bachelor's degree normally requires eight regular semesters (or four years) for all programmes, except for engineering (nine to ten semesters) and medicine (seven years of study, according to its three-level programme). At the postgraduate level, the duration of programmes leading to the award of a higher diploma is two to three semesters. Master's degree programmes in science, engineering, philosophy, and medicine are also offered; these programmes take one to two years to complete after the bachelor's degree. The duration of doctoral degree programmes is at least three years.

The school year consists of 168 working days (or about thirty-four working weeks) at the primary level, and 151 days (or about thirty working weeks) at the preparatory and secondary levels.

The educational process

Pre-primary education

Kindergartens strive to provide the appropriate conditions for the development of the child physically, mentally, emotionally, spiritually and socially, in accordance with the child's abilities and needs. Kindergartens aim to develop children's capacities for interaction and communication, encourage them to discover their environment, and provide them with social and moral guidance in a safe environment.

Pre-primary education is provided free to Kuwaiti citizens. In 1999/2000 there were 149 government kindergartens with 44,152 children enrolled. The total number of teaching staff was 3,012 (female teachers) and the children-teacher ratio was 14.7:1. According to national estimates, in 2004/05 the gross enrolment ratio was 76.9%, while the net enrolment ratio was 59.9%. Some 88% of children enter primary education with previous preschool experience.

Primary education

Primary education seeks to strengthen the child's spirit and mind, foster the development of his or her personality in keeping with the principles and concepts enshrined in the Muslim religion, provide the child with basic knowledge in reading, writing and arithmetic, and help the child develop a sense of social awareness, co-operation and responsibility.

As from 1995/96, learning the Holy Qu'ran has become part of the curriculum, with exposure to the various sections of the Book spread over the four years. Special attention is paid to the development of the Arabic language curriculum in order to achieve linguistic integration; the necessary books were prepared and an experimental



implementation of the new system was launched in 1994/95 in accordance with a plan designed to expand it to all classes and schools by 1998/99. The Ministry issued a decision on 18 January 1994 establishing a High Commission for the Development of Arabic Language curricula for primary schools; the commission is under the chairmanship of the Minister of Education and the Minister of Higher Education. Furthermore, English language was introduced in the first grade of primary schools in 1993/94.

Prior to the introduction of the five-year primary education programme (2005) the weekly lesson timetable was as follows:

Primary education: weekly lesson timetable

Subject	Number of weekly periods in each grade			
	I	II	III	IV
Islamic education	4	4	4	4
Arabic language	10	10	9	9
English language	4	4	4	4
Science	2	2	3	3
Mathematics	5	5	4	4
Social studies	–	–	–	2
Physical education	3	3	3	2
Fine arts	3	3	3	2
Music	1	1	2	2
Total weekly periods	32	32	32	32

Source: Information provided by the Gulf Arab States Educational Research Center (GASERC), November 2004. Each teaching period lasts 45 minutes.

The Ministry has set the regulations governing evaluation and examinations in keeping with the latest theoretical and practical educational bases of measurement, so that they may be an accurate guide to assist in assessing students and facilitating evaluation procedures. The system follows the two-semester academic year and comprises two methods: school evaluation for transitional classes from the first year of primary education to the second year of secondary education; central evaluation directly supervised by the Ministry of Education, limited to third year of secondary education. At the end of the year, a percentage is calculated for each passing student on the basis of the overall total obtained for discipline with minimal limits. The general evaluation of the student is calculated on the basis of the percentage obtained at the end of the year as follows: Excellent, 90% or more; Very Good, from 80% to less than 90%; Good, from 70% to less than 80%; Passing, less than 70%. In 2005/06, the Ministry started implementing the achievement portfolio in the primary stage. (MOE, 2008).

In 1999/2000, the pupil-teacher ratio in government primary schools was 12.4:1 (12:1 in 2005) and the average number of pupils per class was 29.7. In 2003/04, the gross enrolment rate was 96%. In 2004, the primary to secondary education transition rate was 95%.

According to national estimates, in 2008 the net enrolment ratio in primary education was 88.5% and the proportion of grade 1 children reaching the last grade of

primary education was 96.4%. (General Secretariat of the Supreme Council for Planning and Development, 2010).

Intermediate or preparatory education (lower secondary)

Intermediate or preparatory education (lower secondary) strives to direct students' capabilities in preparation for the secondary level. The broad objectives of this level are helping students acquire an understanding and knowledge of their national identity in the following subjects: Arabic language, social studies, basic science, mathematics and English; providing students with opportunities to acquire technical know-how and experience in practical matters of life; developing students' capacity to think in order to develop their creativity.

Innovations in the curricula of the intermediate level include: teaching Arabic language curricula in all third and fourth year classes; developing English language curricula (introduced in 1997/98); new subjects introduced in the social studies curriculum, such as the Iraqi invasion, and the role of the United Nations, the Gulf Co-operation Council (GCC), the role of the Islamic Conference Organization and the League of Arab States in the liberation of the State of Kuwait (new books related to this subject are being taught in the first three years since 1994/95; they became part of the fourth year curriculum in 1995/96). In 1994/95 experimental information technologies classes were introduced in four intermediate girls' schools. The official addition of information technology to the curriculum began in 1995/96.

Prior to the changes in the structure of the education system introduced in 2005, the weekly lesson timetable of preparatory education was as follows:

Intermediate education (lower secondary): weekly lesson timetable

Subject	Number of weekly periods in each form			
	I	II	III	IV
Arabic language	6	6	6	6
Islamic education	4	4	3	3
English language	5	5	6	6
Mathematics	4	4	4	4
Science	3	3	3	3
Social studies	2	2	2	2
Physical education	2	2	2	2
Practical studies	1	1	1	1
Fine arts	1	1	1	1
Music	1	1	1	1
Computer studies	2	2	2	2
Home economics (for girls)	2	2	2	2
Total weekly periods (boys)	31	31	31	31
Total weekly periods (girls)	33	33	33	33

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

At the intermediate level, a student having failed in more than three subjects can sit for the second round of exams. A student having failed in three subjects remains in his or her class.



In 1999/2000, the student-teacher ratio in government intermediate schools was 10.8:1 and the average number of students per class was 31. In 2003/04, the gross enrolment rate was estimated at 95%.

Secondary education

The main objectives of secondary education are: directing students' capabilities in preparation for the university level and for higher education; encouraging them to discover their sense of identity through the development of their capacities, knowledge and skills. Secondary education also seeks to prepare students for practical life and for further studies at the university or higher institutes, by encouraging and guiding areas of vocational interest, and awakening a sense of civic duty based on an understanding of their rights and obligations.

The long-term aims of formal education in school are preparing youth in keeping with society and its needs; following scientific progress in the field of education systems; creating stronger links between school and society; safeguarding the identity of Kuwaiti society by creating curricula that integrate Arab/Islamic values while advancing with global scientific and technical progress; expanding the scope of teaching resources through more interaction with the environment.

Innovations in the curricula at the secondary level (two sections system) included the production of revised and updated textbooks for science, mathematics, information technologies and the Arabic language. Other innovations include a project for the development of the syllabus system led by the Ministry of Education in co-ordination with the University of Kuwait and the Public Authority for Applied Education and Training. The new syllabus system will be composed of the following branches: arts, sciences, foreign languages, commercial and industrial studies, and information technologies.

The Ministry of Education has a team of planners and other education staff that develop work plans and guidelines for general education in the country. These plans relate to the general objectives of education in the state of Kuwait: curriculum appraisal; assessments of the role of the teacher at each level of education; objectives for the different levels of education; current trends in education. The Ministry of Education devotes particular attention to the teaching of English and French, in addition to the Arabic language, in all public education schools. The appropriate curricula were devised and the necessary teachers were trained by the Ministry. At present, the Ministry is preparing English and French language programmes through a local technical committee, rather than through the use of non-local programmes as was done previously.

Prior to the changes in the structure of the education system introduced in 2005, the weekly lesson timetable of secondary education was as follows:

General secondary education: weekly lesson timetable

Subject	Number of weekly periods in each form					
	I	II	III		IV	
			Arts	Science	Arts	Science
Islamic education	3	2	2	2	2	2
Arabic language	7	6	7	5	8	5
English language	6	5	7	6	7	5
French language	–	–	5	–	5	–
Mathematics	5	5	1	6	–	6
<i>Sciences</i>						
Integrated sciences	3	–	–	–	–	–
Biology	–	2	–	2	–	3
Geology	–	–	–	2	–	–
Physics	–	2	–	4	–	5
Chemistry	–	2	–	3	–	4
Scientific knowledge	–	–	1	–	–	–
<i>Social studies</i>						
Social studies	3	3	–	–	–	–
History	–	–	2	–	2	–
Geography	–	–	2	–	2	–
Economics	–	–	2	–	–	–
Sociology	–	–	1	–	–	–
Psychology	–	–	–	–	2	–
Philosophy	–	–	–	–	2	–
Practical studies/Fine arts/	2	2	–	–	–	–
Computer studies						
Physical education	2	2	1	1	1	1
Home economics (for girls)	2	2	2	2	2	2
Total weekly periods (boys)	31	32	31	31	31	31
Total weekly periods (girls)	33	34	33	33	33	33

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

Evaluation within the framework of the syllabus system is intended to continuously measure the students' capacity to follow and absorb subject matter, and measure their own efforts throughout the school year. Oral, written and scientific tests are used for evaluation in keeping with the nature of the discipline concerned, in addition to research and written assignments. In addition to measuring students' academic performance, evaluation includes their interaction with the teacher in class and performance of homework. The final examination is compulsory for all students. If a student does not present himself or herself for the final examination without an acceptable excuse, he or she will have failed the syllabi. The minimal passing grade for any syllabus is 60. The same fail and pass system is applied to all syllabi. At the end of the secondary level, successful students are awarded the general secondary school certificate. For a student to obtain the above certificate, he or she must obtain 50% of the maximum grade for each subject. If the student fails to obtain 50% of the maximum grade in one subject the first round, he or she can sit for an exam in the same subject the second round. If a student fails in more than three subjects, he or she will repeat the third year.

In 1999/2000, the student-teacher ratio in government secondary schools was 8.7:1 and the average number of students per class was 27.7. In 2003/04, the gross enrolment rate was estimated at 82%.

Assessing learning achievement nationwide

Information is not available.

Teaching staff

When the education system in Kuwait was established, the government sought educational personnel from outside. The first teachers and administrators in the country were Palestinians and Egyptians. With the increasing number of students and schools, however, the demand for teachers and administrators increased, and the government began to take serious steps towards developing a strong Kuwaiti teaching force.

Today, the main teacher training institutions are the College of Basic Education, which offers academic, cultural and pedagogical training; and the Faculty of Education, at the University of Kuwait. Both offer a four-year programme (or eight semesters) leading to a bachelor's degree. Teaching staff at both institutes must have a Ph.D. or a M.A. The programme itself combines training for general subject class teachers and teachers of specialized subjects. A credit hours system was applied as of the academic year 1977/78. A variety of subjects are offered in order to satisfy the needs of the labour market.

The College of Basic Education trains primary school teachers, female teachers for kindergartens, and other technical staff. The training programme is divided into three areas: cultural training, comprising 48 credit hours (38%); academic training, comprising 40 credit hours (32%); vocational training, comprising 38 credit hours (30%).

The Faculty of Education, University of Kuwait, offers three programmes for training kindergarten teachers, one programme for primary school teachers, another for training male and female teachers of intermediate and secondary schools, and two diploma-level programmes: diploma of pedagogical training; and diploma of pedagogical guidance. The Faculty has also established a centre for the development of education to encourage research, publication and translation. In addition to academic duties and research, the teaching staff of the faculty offers consultations, lectures and seminars at the State's educational institutions.

In its efforts to prepare qualified Kuwaiti professionals, the Faculty set itself a number of objectives which include offering studies at M.A and Ph.D. levels, training psychological counsellors at all educational levels, raising the level of pedagogical awareness, introducing new specializations such as artistic education, information technologies, home economics, library, communication and education technology, and special education. The Institute trains specialists in the fields of education planning, curricula development, evaluation and pedagogical assessment, pedagogical and academic rehabilitation for those who have no academic qualifications, and



provides pedagogical and other services in the areas of social activities of a pedagogical nature.

The Teacher Training Faculty, Kuwait University, and the Basic Teacher Training College, at the Public Authority for Applied Education and Training, base preparation on a system combining specialized subjects and vocational training. The faculties accept applicants who have obtained their Secondary General Certificate (two semesters) or those who have completed the curricula system. Educational programmes and plans in these faculties include three types of curricula: general cultural curricula as required by the university; specialization curricula; faculty or vocational curricula.

The pre-service training curriculum includes mastery of the basic knowledge of the subject area for which the student is being oriented at the Faculty of Education, mastery of the basic knowledge of vocational orientation, identification of the fundamental principles of Islam and awareness of the significance of man's relationship with God, identification of the bases and principles of self-learning and continued education, in-depth knowledge of linguistics.

The Ministry of Education, represented by the Development Department, endeavors to cooperate with various scientific and educational institutions and training establishments to make use of available experts in lecturing, workshop management and practical application. The vocational training system for Ministry of Education employees comprises diverse programmes of different objectives. These programmes include upgrading work performance levels, completion of vocational training, preparing for administrative positions, and training on the use of information technologies.

The Ministry draws up an annual training plan for all the teaching staff, the schools department, the Ministry's civil service department and the educational sector, to keep pace with the latest developments in education.

Self-improvement courses seek to update information, upgrade the skills and expertise of trainers and acquaint them with the new trends in their field of work. Self-improvement courses include: reading and reciting the Holy Qu'ran; practical studies; arts and crafts, music and physical training; chemistry and geology.

The Public Authority for Applied Education and Training has established a centre for vocational evaluation and development to acquaint its trainers and teachers with the latest scientific and educational developments in the field of curricula and teaching techniques so that they may be more efficient and effective in performing their tasks.

The Teacher training Faculty at Kuwait University has organized higher studies programmes for teachers whereby they may earn a higher teaching diploma or a master's degree in teaching. At both Kuwait University and the Public Authority for Applied Education and Training, candidates must: hold the general secondary school certificate or equivalent, pass the aptitude tests of the Faculty of Education and the Faculty of Basic Education, obtain a study permit from the armed forces, obtain study leave (if the candidate is an employee), present a certificate showing the candidate has



passed the entire sequence of educational stages in Kuwaiti schools, obtain the required percentage of marks for admission to the university or college. In order to secure appointment as a teacher, the graduate must earn a certificate of specialization from the Faculty of Education, Kuwait University, or the College of Basic Education, the Public Authority for Applied Education and Training, or an equivalent qualification.

References

General Secretariat of the Supreme Council for Planning and Development. UNDP Kuwait. *Kuwait Country Report on the Millennium Development Goals: Achievements and challenges 2010*. 2010.

Kuwait National Commission for Education, Science and Culture. Department of Planning of the Ministry of Education. *National report on the development of education. State of Kuwait, 1994-95/1995-96*. Presented at the 45th session of the International Conference on Education, Geneva, 1996.

Ministry of Education. *National report about the development of education in the State of Kuwait 1996/97-1999/2000*. Presented at the 46th session of the International Conference on Education, Geneva, 2001.

Ministry of Education. *National report about the development of education in the State of Kuwait*. Presented at the 47th session of the International Conference on Education, Geneva, 2004.

Ministry of Education. *The development of education. The national report of the State of Kuwait 2004-2008*. Presented at the 48th session of the International Conference on Education, Geneva, 2008.

Web resources

Kuwait University: <http://www.kuniv.edu/ku> [In Arabic and English. Last checked: August 2011.]

Ministry of Education: <http://www.moe.edu.kw/> [In Arabic. Last checked: August 2011.]

Ministry of Higher Education: <http://www.mohe.edu.kw/> [In Arabic. Last checked: August 2011.]

Public Authority for Applied Education and Training: <http://www.paaet.edu.kw/> [In Arabic; some information in English. Last checked: August 2011.]

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