V. HUMAN RESOURCE DEVELOPMENT
V. Human Resource Development

So that the Saudi people may profit from as well as contribute to the development of their Kingdom, the enrichment of their individual working skills and intellectual and cultural lives is a primary concern of the Government for the period 1395-1400. The plans for this development are described in this chapter under six major headings: manpower, training, labor affairs, education, cultural affairs, and information services.
A. MANPOWER

The manpower plan described below includes the broad objectives and policies of labor force development, and the planned programs that are designed to ameliorate the Kingdom's extremely tight labor market, both present and predicted, throughout the Second Plan. The major manpower planning and institutional changes required are described and the tasks requiring action are listed. The establishment of a new manpower planning department within the Central Planning Organization, and a national manpower training organization as a separate government agency, are described.
V.A. MANPOWER

1. Present Conditions

1.1 Labor force developments have greatly affected the rate of implementation of development projects during the first plan period. As the requirements for skilled workers build up, the continued large-scale expansion of the non-Saudi segment of the labor force becomes more and more evident.

1.2 Total employment is estimated to have increased at an annual rate of 6.6 percent during the first plan and is expected to accelerate to 8.9 percent annually to reach 2.33 million by 1400 if the labor demands in the private and public sectors are to be met. The manpower needs in the private sector will increase at about 7.9 percent annually during the second Plan while in the public sector, the increase must average about 15.9 percent annually to achieve the development requirement. This massive increase in employment has direct implications on the training effort required by both government and industry because:

☆ A high proportion of the Saudi labor force need to be trained in skills and serve in high productivity occupations.
☆ About 20 percent of the total labor force — largely in the skilled and technical occupations — already have to be imported.
☆ Rapid development is greatly increasing manpower demand in the construction trades and in technical and managerial occupations.
☆ Wages are rising rapidly, particularly in the private sector, owing to the extremely tight labor market.
☆ The participation of women in the labor force remains marginal.
☆ Many of the new labor-force entrants come from rural areas. They are often unable to be fully productive owing to a lack of training opportunities in the rural environment.
☆ Although greatly expanded in the past few years, training and educational programs are insufficient both quantitatively and qualitatively to produce graduates capable of productive work in either the private or public sectors without further training.
☆ In-service training programs are largely undeveloped in the private sector, with the exception of the oil companies and a few others.
☆ University training abroad of Saudis is extensive in the government and private sectors but is still insufficient to meet the demand for managerial and technical skills.

1.3 The massive population shifts from rural areas into urban centers will put increasing pressure on the social and physical infrastructure of the cities. Manpower development programs will have to adjust to meet this new challenge.
2. Objectives And Policies

Four basic objectives can be defined for the massive program of manpower development implied by the sectoral plans described later.

2.1 Raise the labor productivity of new labor force entrants, giving priority to getting Saudis into managerial and technical positions. Thus provide the Kingdom with the quality and diversity of Saudi manpower to meet the long-term objective of a diversified economy with maximum Saudi participation.

2.2 Increase the participation rates of Saudis in the labor force in order to raise the number of Saudis at all age levels actively taking part in the Kingdom’s massive development.

2.3 Supplement the labor force with non-Saudis to the extent required for diversified industrial development. Foreign workers of high quality must be attracted to the Kingdom in sufficient numbers and with the appropriate skills to meet the predicted shortfall in the Saudi labor force.

2.4 Establish the institutional arrangements for planning and organization needed to implement the above objectives.

Policies to carry out these objectives are as follows.

2.5 Through the educational and training programs, prepare the new Saudi labor force entrants for occupations requiring higher productivity; through intensive in-service training programs within the private and public sectors, upgrade the existing Saudi labor force. The estimated number of Saudis in the labor force, based on an assumed occupational structure in 1395 and the projected labor force structure in 1400, is shown in Table V-1.

2.6 Increase the labor force participation rates by creating better educational and training opportunities for all citizens of the Kingdom, by increasing the reward system through differential earnings based on productivity, and by providing better working conditions for all male and female members of the work force.

2.7 Adopt whatever measures are necessary and appropriate to ensure that foreign workers can be obtained and retained in sufficient numbers to meet development requirements. The estimated number of foreign workers required to achieve the Development Plan’s objectives, based on an assumed structure of employment, is shown in Table V-2.

3. Programs And Projects

3.1 Expand both quantitatively and qualitatively the educational and training systems as described in subsequent sections of this chapter. The increase in the number of graduates expected from the base year — academic year 1394-95 — to the final year of the Plan is estimated in Table V-3.

3.2 Follow up all students now studying at universities abroad who will enter directly
into the labor force as a form of "repayment" for their study grants. Table V-4 shows the numbers of assigned and unassigned grantees studying abroad at the higher educational levels in 1394-95.

### Table V-1
ESTIMATED SAUDI MANPOWER BY OCCUPATIONAL GROUP, 1395 AND 1400
(Thousands)

<table>
<thead>
<tr>
<th>Occupational Group</th>
<th>1395</th>
<th>1400</th>
<th>Increase 1395-1400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers, officials</td>
<td>7.4</td>
<td>8.7</td>
<td>1.3</td>
</tr>
<tr>
<td>Professionals</td>
<td>48.4</td>
<td>52.9</td>
<td>4.5</td>
</tr>
<tr>
<td>Technicians and sub-professionals</td>
<td>25.0</td>
<td>33.4</td>
<td>8.4</td>
</tr>
<tr>
<td>Clerical workers</td>
<td>67.5</td>
<td>99.6</td>
<td>32.1</td>
</tr>
<tr>
<td>Sales workers</td>
<td>82.3</td>
<td>97.2</td>
<td>14.9</td>
</tr>
<tr>
<td>Service workers</td>
<td>105.2</td>
<td>134.5</td>
<td>29.3</td>
</tr>
<tr>
<td>Operatives</td>
<td>40.0</td>
<td>57.1</td>
<td>17.1</td>
</tr>
<tr>
<td>Skilled workers</td>
<td>70.1</td>
<td>93.5</td>
<td>23.4</td>
</tr>
<tr>
<td>Semi-skilled workers</td>
<td>170.0</td>
<td>265.0</td>
<td>95.0</td>
</tr>
<tr>
<td>Unskilled workers</td>
<td>244.0</td>
<td>296.4</td>
<td>52.4</td>
</tr>
<tr>
<td>Farmers</td>
<td>311.2</td>
<td>281.0</td>
<td>(30.2)</td>
</tr>
<tr>
<td>Bedouins</td>
<td>114.9</td>
<td>98.7</td>
<td>(16.2)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,286.0</td>
<td>1,518.0</td>
<td>232.0</td>
</tr>
</tbody>
</table>

### Table V-2
ESTIMATED NON-SAUDI MANPOWER BY OCCUPATIONAL GROUP, 1395 AND 1400
(Thousands)

<table>
<thead>
<tr>
<th>Occupational group</th>
<th>1395</th>
<th>1400</th>
<th>Increase 1395-1400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managers</td>
<td>6.3</td>
<td>12.4</td>
<td>6.1</td>
</tr>
<tr>
<td>Professionals</td>
<td>15.7</td>
<td>23.5</td>
<td>7.8</td>
</tr>
<tr>
<td>Technicians and sub-professionals</td>
<td>31.4</td>
<td>81.3</td>
<td>49.9</td>
</tr>
<tr>
<td>Clerical workers</td>
<td>31.4</td>
<td>121.8</td>
<td>90.4</td>
</tr>
<tr>
<td>Sales workers</td>
<td>47.1</td>
<td>112.6</td>
<td>65.5</td>
</tr>
<tr>
<td>Service workers</td>
<td>47.1</td>
<td>145.2</td>
<td>98.1</td>
</tr>
<tr>
<td>Operatives</td>
<td>25.1</td>
<td>51.4</td>
<td>26.3</td>
</tr>
<tr>
<td>Skilled workers</td>
<td>47.1</td>
<td>101.9</td>
<td>54.8</td>
</tr>
<tr>
<td>Semi-skilled workers</td>
<td>62.8</td>
<td>162.5</td>
<td>99.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>314.0</td>
<td>812.6</td>
<td>498.6</td>
</tr>
</tbody>
</table>
Table V-3
ESTIMATED GRADUATES BY EDUCATIONAL PROGRAM, 1395 AND 1400

<table>
<thead>
<tr>
<th>Educational Program</th>
<th>Number of Graduates</th>
<th>Increase 1395-1400</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1395</td>
<td>1400</td>
</tr>
<tr>
<td><strong>General and Technical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>31,118</td>
<td>58,536</td>
</tr>
<tr>
<td>Girls</td>
<td>18,545</td>
<td>38,464</td>
</tr>
<tr>
<td><strong>Subtotal (Elementary)</strong></td>
<td>49,663</td>
<td>97,000</td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>14,717</td>
<td>28,207</td>
</tr>
<tr>
<td>Girls</td>
<td>7,177</td>
<td>17,401</td>
</tr>
<tr>
<td><strong>Subtotal (Intermediate)</strong></td>
<td>21,894</td>
<td>45,608</td>
</tr>
<tr>
<td>General Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: Arts</td>
<td>1,400</td>
<td>2,936</td>
</tr>
<tr>
<td>Boys: Sciences</td>
<td>2,802</td>
<td>6,468</td>
</tr>
<tr>
<td><strong>Subtotal (Boys: General Secondary)</strong></td>
<td>4,202</td>
<td>9,404</td>
</tr>
<tr>
<td>Girls: Arts</td>
<td>720</td>
<td>2,519</td>
</tr>
<tr>
<td>Girls: Sciences</td>
<td>627</td>
<td>1,898</td>
</tr>
<tr>
<td><strong>Subtotal (Girls: General Secondary)</strong></td>
<td>1,347</td>
<td>4,417</td>
</tr>
<tr>
<td><strong>Subtotal (General Secondary)</strong></td>
<td>5,549</td>
<td>13,821</td>
</tr>
<tr>
<td>Vocational Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft Level (Ministry of Labor)</td>
<td>1,200</td>
<td>7,960</td>
</tr>
<tr>
<td>Teacher Training (Secondary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys: General</td>
<td>2,156</td>
<td>3,474</td>
</tr>
<tr>
<td>Boys: Art</td>
<td>96</td>
<td>147</td>
</tr>
<tr>
<td>Boys: Physical Education</td>
<td>64</td>
<td>189</td>
</tr>
<tr>
<td>Girls: General</td>
<td>1,220</td>
<td>3,504</td>
</tr>
<tr>
<td><strong>Subtotal (Teacher Training, Secondary)</strong></td>
<td>3,536</td>
<td>7,314</td>
</tr>
<tr>
<td>Boys: Industrial Secondary</td>
<td>297</td>
<td>1,650</td>
</tr>
<tr>
<td>Boys: Commercial Secondary</td>
<td>328</td>
<td>1,146</td>
</tr>
<tr>
<td>Boys: Agriculture Secondary</td>
<td>-</td>
<td>131</td>
</tr>
<tr>
<td>Girls: Technical Secondary</td>
<td>232</td>
<td>542</td>
</tr>
<tr>
<td>Teacher Training (Post Secondary)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men: Junior College</td>
<td>-</td>
<td>949</td>
</tr>
<tr>
<td>Women: Junior College</td>
<td>-</td>
<td>692</td>
</tr>
<tr>
<td><strong>Subtotal (Teacher Training, Post Secondary)</strong></td>
<td></td>
<td>1,641</td>
</tr>
</tbody>
</table>
Table V-3 (continued)

<table>
<thead>
<tr>
<th>Educational Program</th>
<th>Number of Graduates</th>
<th>Increase 1395-1400</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1395</td>
<td>1400</td>
</tr>
<tr>
<td><strong>Men:</strong> Science and Mathematics</td>
<td>-</td>
<td>1,099</td>
</tr>
<tr>
<td><strong>Men:</strong> Higher Commercial</td>
<td>-</td>
<td>312</td>
</tr>
<tr>
<td><strong>Men:</strong> Higher Industrial</td>
<td>42</td>
<td>106</td>
</tr>
<tr>
<td><strong>Total – General and Technical</strong></td>
<td>81,541</td>
<td>170,370</td>
</tr>
</tbody>
</table>

**Higher Education**

<table>
<thead>
<tr>
<th>University</th>
<th>1395</th>
<th>1400</th>
<th>1395-1400</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Riyadh</td>
<td>581</td>
<td>1,803</td>
<td>1,222</td>
</tr>
<tr>
<td>King Abdul Aziz University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>326</td>
<td>1,485</td>
<td>1,159</td>
</tr>
<tr>
<td>Women</td>
<td>105</td>
<td>95</td>
<td>(10)</td>
</tr>
<tr>
<td><strong>Subtotal (King Abdul Aziz University)</strong></td>
<td>431</td>
<td>1,580</td>
<td>1,149</td>
</tr>
<tr>
<td>University of Petroleum and Minerals</td>
<td>155</td>
<td>459</td>
<td>304</td>
</tr>
<tr>
<td>Women’s Teacher College, Riyadh</td>
<td>74</td>
<td>692</td>
<td>618</td>
</tr>
<tr>
<td>Women’s Teacher College, Jiddah</td>
<td>-</td>
<td>659</td>
<td>659</td>
</tr>
<tr>
<td><strong>Total – Higher Education</strong></td>
<td>1,241</td>
<td>5,193</td>
<td>3,952</td>
</tr>
</tbody>
</table>

**Religious Education**

<table>
<thead>
<tr>
<th>Institute</th>
<th>1395</th>
<th>1400</th>
<th>1395-1400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holy Qur’an (Elementary)</td>
<td>111</td>
<td>481</td>
<td>370</td>
</tr>
<tr>
<td>Holy Qur’an (Intermediate)</td>
<td>18</td>
<td>139</td>
<td>121</td>
</tr>
<tr>
<td>Religious Institutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Islamic Univ.)</td>
<td>135</td>
<td>298</td>
<td>163</td>
</tr>
<tr>
<td>(Ibn Saud Univ.)</td>
<td>1,628</td>
<td>3,287</td>
<td>1,659</td>
</tr>
<tr>
<td><strong>Subtotal (Intermediate)</strong></td>
<td>1,781</td>
<td>3,724</td>
<td>1,943</td>
</tr>
<tr>
<td>Holy Qur’an (Secondary)</td>
<td>-</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Religious Institutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Islamic Univ.)</td>
<td>-</td>
<td>534</td>
<td>534</td>
</tr>
<tr>
<td>(Ibn Saud Univ.)</td>
<td>1,100</td>
<td>2,030</td>
<td>930</td>
</tr>
<tr>
<td><strong>Subtotal (Secondary)</strong></td>
<td>1,100</td>
<td>2,613</td>
<td>1,513</td>
</tr>
<tr>
<td>Islamic University</td>
<td>128</td>
<td>506</td>
<td>378</td>
</tr>
<tr>
<td>Imam Mohammed Ibn Saud Islamic University</td>
<td>334</td>
<td>1,459</td>
<td>1,125</td>
</tr>
<tr>
<td><strong>Subtotal (Higher)</strong></td>
<td>462</td>
<td>1,965</td>
<td>1,503</td>
</tr>
<tr>
<td><strong>Total – Religious Education</strong></td>
<td>3,454</td>
<td>8,783</td>
<td>5,329</td>
</tr>
</tbody>
</table>
Table V - 4
SAUDI GRANTEES STUDYING AT FOREIGN UNIVERSITIES BY DEGREE LEVEL, 1395

<table>
<thead>
<tr>
<th>Assigned Grantees</th>
<th>Educational Level</th>
<th>Percent Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diploma</td>
<td>M. S.</td>
</tr>
<tr>
<td></td>
<td>B. S., B. A.</td>
<td>M. A.</td>
</tr>
<tr>
<td>Ministry of Defense</td>
<td>400</td>
<td>11</td>
</tr>
<tr>
<td>University of Riyadh</td>
<td>11</td>
<td>86</td>
</tr>
<tr>
<td>King Abdul Aziz University</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Ministry of Communications</td>
<td>148</td>
<td>2</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>47</td>
<td>82</td>
</tr>
<tr>
<td>Ministry of Interior</td>
<td>64</td>
<td>9</td>
</tr>
<tr>
<td>University of Petroleum and Minerals</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Ministry of Health</td>
<td>42</td>
<td>8</td>
</tr>
<tr>
<td>Ministry of Information</td>
<td>37</td>
<td>3</td>
</tr>
<tr>
<td>Ministry of Agriculture</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Ministry of Finance</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Ministry of Petroleum</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Ministry of Labor and Social Affairs</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Ministry of Commerce and Industry</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other government agencies</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Total assigned grantees</td>
<td>772</td>
<td>275</td>
</tr>
<tr>
<td>Unassigned grantees</td>
<td>831</td>
<td>87</td>
</tr>
<tr>
<td>Total all grantees</td>
<td>1,603</td>
<td>362</td>
</tr>
<tr>
<td>Percentage Distribution</td>
<td>63.0%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

3.3 Develop an institutional framework for personnel recruitment, placement, follow-up, and evaluation within the government sector. The critical need for optimum utilization of government employees is becoming apparent. Emphasis should therefore be given to establish a priority system of position-approval and recruitment of scarce manpower for the governmental development programs.

3.3.1 An additional 170,636 employees, excluding normal attrition of existing employees, are required within the governmental institutions covered in the development Plan. New budgeted positions are estimated at 148,014 which is a 96 percent increase from the 1394-95 budget. In that portion of the civil service covered in the second Plan, employment must grow at an annual rate of 18 percent since the total number of positions required by 1400 is 302,488. However, total government employment should reach about 353,000 by 1400, an increase of 83 percent from the 1394-95 budget. The extent of this massive growth by each governmental development program covered in the Plan is shown in Table V-5.

3.3.2 The occupational distribution of the manpower required for the government development programs is depicted in Table V-6. The 170,636 new civil servants needed, excluding attrition, will be largely in the professional group; about 54,000 professionals
needed just for those programs covered within the Plan, account for about 31.5 percent of the total additional government manpower required to meet the Plan’s targets. Almost two-thirds of this large professional group are teachers required to staff the tremendous planned development in educational programs.

3.4 Establish a manpower training organization as a separate, independent government agency assigned the following functions.

3.4.1 Assure that formulated plans for the quantitative expansion and qualitative improvement of the overall formal and non-formal training programs are efficiently implemented.

3.4.2 Determine the functions and programs of study at each training institution in response to the manpower demands projected by the Central Planning Organization for implementation of the Kingdom’s development policies.

<table>
<thead>
<tr>
<th>Government Agency</th>
<th>Employment 1394-95</th>
<th>Budgeted 1394-95</th>
<th>Planned Cumulative Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1395</td>
</tr>
<tr>
<td>Ministry of Agriculture and Water</td>
<td>264</td>
<td>378</td>
<td>580</td>
</tr>
<tr>
<td>Water</td>
<td>3,682</td>
<td>4,498</td>
<td>5,997</td>
</tr>
<tr>
<td>Agriculture</td>
<td>3,946</td>
<td>4,876</td>
<td>6,577</td>
</tr>
<tr>
<td>Agricultural Bank</td>
<td>538</td>
<td>913</td>
<td>1,014</td>
</tr>
<tr>
<td>Ministry of Petroleum</td>
<td>100</td>
<td>166</td>
<td>275</td>
</tr>
<tr>
<td>Aerial Survey and Mapping</td>
<td>178</td>
<td>222</td>
<td>259</td>
</tr>
<tr>
<td>Ministry of Petroleum Headquarters</td>
<td>200</td>
<td>263</td>
<td>310</td>
</tr>
<tr>
<td>Technical Affairs</td>
<td>478</td>
<td>651</td>
<td>844</td>
</tr>
<tr>
<td>Directorate General</td>
<td>380</td>
<td>446</td>
<td>469</td>
</tr>
<tr>
<td>Mineral Resources</td>
<td>79</td>
<td>149</td>
<td>237</td>
</tr>
<tr>
<td>Ministry of Commerce and Industry</td>
<td>569</td>
<td>781</td>
<td>1,080</td>
</tr>
<tr>
<td>Electric Services Department</td>
<td>62</td>
<td>94</td>
<td>145</td>
</tr>
<tr>
<td>Commerce and Supplies Department</td>
<td>710</td>
<td>1,024</td>
<td>1,462</td>
</tr>
<tr>
<td>Government Agency</td>
<td>Employment 1394-95</td>
<td>Budgeted 1394-95</td>
<td>Planned Cumulative Positions</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>1395</td>
<td>1396</td>
<td>1397</td>
</tr>
<tr>
<td>Industrial Studies and Development Center</td>
<td>189</td>
<td>278</td>
<td>339</td>
</tr>
<tr>
<td>Institute of Public Administration</td>
<td>221</td>
<td>343</td>
<td>426</td>
</tr>
<tr>
<td>Vocational Training Department</td>
<td>656</td>
<td>905</td>
<td>1,051</td>
</tr>
<tr>
<td>Labor Affairs</td>
<td>793</td>
<td>1,079</td>
<td>1,498</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>48,364</td>
<td>50,051</td>
<td>57,915</td>
</tr>
<tr>
<td>Thagr Model School</td>
<td>144</td>
<td>200</td>
<td>144</td>
</tr>
<tr>
<td>Al-Asma Model School</td>
<td>269</td>
<td>339</td>
<td>376</td>
</tr>
<tr>
<td>Girls' Education Directorate</td>
<td>16,677</td>
<td>21,315</td>
<td>19,767</td>
</tr>
<tr>
<td>University of Riyadh</td>
<td>2,158</td>
<td>2,500</td>
<td>2,987</td>
</tr>
<tr>
<td>King Abdul Aziz University</td>
<td>1,035</td>
<td>1,215</td>
<td>1,515</td>
</tr>
<tr>
<td>University of Petroleum and Minerals</td>
<td>642</td>
<td>670</td>
<td>1,194</td>
</tr>
<tr>
<td>General Administration for Women's Colleges</td>
<td>190</td>
<td>321</td>
<td>362</td>
</tr>
<tr>
<td>Islamic University</td>
<td>431</td>
<td>448</td>
<td>854</td>
</tr>
<tr>
<td>Ministry of Information</td>
<td>1,876</td>
<td>2,687</td>
<td>4,081</td>
</tr>
<tr>
<td>Ministry of Health</td>
<td>18,227</td>
<td>23,057</td>
<td>25,407</td>
</tr>
<tr>
<td>Red Crescent Society</td>
<td>558</td>
<td>741</td>
<td>1,103</td>
</tr>
<tr>
<td>Social Affairs</td>
<td>1,377</td>
<td>1,720</td>
<td>2,890</td>
</tr>
<tr>
<td>Social Security</td>
<td>819</td>
<td>928</td>
<td>1,283</td>
</tr>
<tr>
<td>Social Insurance</td>
<td>242</td>
<td>387</td>
<td>494</td>
</tr>
<tr>
<td>Youth Welfare</td>
<td>384</td>
<td>529</td>
<td>588</td>
</tr>
<tr>
<td>Roads and Ports Department</td>
<td>1,553</td>
<td>2,166</td>
<td>2,285</td>
</tr>
<tr>
<td>Civil Aviation Department</td>
<td>2,116</td>
<td>2,663</td>
<td>2,957</td>
</tr>
<tr>
<td>SAUDIA</td>
<td>5,126</td>
<td>5,701</td>
<td>7,798</td>
</tr>
<tr>
<td>Railroad Organization</td>
<td>1,676</td>
<td>2,205</td>
<td>2,630</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>4,702</td>
<td>6,189</td>
<td>5,722</td>
</tr>
<tr>
<td>Postal Service</td>
<td>3,582</td>
<td>3,928</td>
<td>4,849</td>
</tr>
<tr>
<td>Municipalities Department</td>
<td>10,585</td>
<td>11,803</td>
<td>13,658</td>
</tr>
<tr>
<td>Public Works Department</td>
<td>558</td>
<td>761</td>
<td>840</td>
</tr>
<tr>
<td>Central Department of Statistics</td>
<td>158</td>
<td>411</td>
<td>450</td>
</tr>
<tr>
<td>National Computer Center</td>
<td>4</td>
<td>57</td>
<td>98</td>
</tr>
<tr>
<td>Meteorology Department</td>
<td>381</td>
<td>474</td>
<td>581</td>
</tr>
<tr>
<td>Standards Organization</td>
<td>72</td>
<td>72</td>
<td>122</td>
</tr>
<tr>
<td>Grain Silos and Flour Mills</td>
<td>35</td>
<td>66</td>
<td>120</td>
</tr>
</tbody>
</table>

Total: 131,852 154,119 176,750 207,635 242,186 276,635 302,488
Table V-6
MANPOWER REQUIREMENTS OF PLANNED GOVERNMENT PROGRAMS
BY OCCUPATIONAL GROUP
1395 AND 1400
(Thousands)

<table>
<thead>
<tr>
<th></th>
<th>Employment 1394-95</th>
<th>Percent Distribution</th>
<th>Total Planned Positions 1399-1400</th>
<th>Percent Distribution</th>
<th>Employment Increase 1394-1400</th>
<th>Percent Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managerial</td>
<td>2.6</td>
<td>2.0</td>
<td>6.9</td>
<td>2.3</td>
<td>4.3</td>
<td>2.5</td>
</tr>
<tr>
<td>Professional</td>
<td>51.2</td>
<td>38.8</td>
<td>105.0</td>
<td>34.7</td>
<td>53.8</td>
<td>31.5</td>
</tr>
<tr>
<td>Sub-professional and technical</td>
<td>12.7</td>
<td>9.6</td>
<td>43.2</td>
<td>14.3</td>
<td>30.5</td>
<td>17.9</td>
</tr>
<tr>
<td>Clerical and related</td>
<td>30.0</td>
<td>22.7</td>
<td>67.4</td>
<td>22.3</td>
<td>37.4</td>
<td>21.9</td>
</tr>
<tr>
<td>Skilled</td>
<td>8.4</td>
<td>6.4</td>
<td>22.1</td>
<td>7.3</td>
<td>13.7</td>
<td>8.0</td>
</tr>
<tr>
<td>Manual and service</td>
<td>27.0</td>
<td>20.5</td>
<td>57.9</td>
<td>19.1</td>
<td>30.9</td>
<td>18.1</td>
</tr>
<tr>
<td>Total</td>
<td>131.9</td>
<td>100.0</td>
<td>302.5</td>
<td>100.0</td>
<td>170.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

3.4.3 Determine policy and take action on the formulation of new training programs, laying down guidelines and criteria for their organization within the framework of short-term and long-term manpower needs.

3.4.4 Establish the certification system for successful completion of the training programs at each institution.

3.4.5 Establish a placement, follow-up, and evaluation system to be administered by the individual institution.

3.4.6 Prepare and exercise budgetary controls on the overall Kingdom manpower training plan, based on reviews of proposals from the training institutions and of manpower requirements from the Central Planning Organization.

3.4.7 Receive the lump-sum training budget and allocate it to the manpower training institutions and agencies; facilitate their efficient acquisition of equipment and other budgeted items.

3.4.8 Determine the amount of student stipends needed to promote the recruitment of adequate numbers of trainees into the training programs according to national manpower priorities.

3.5 Establish a manpower planning department within the Central Planning Organization to coordinate the manpower development and utilization of the Saudi and non-Saudi manpower within the economy. Assign the functions to this manpower planning body as follows.

3.5.1 Recommend the basic overall manpower policies to the Government derived from its short-and long-term economic and social goals.

3.5.2 Recommend instruments and measures for developing human resources that will mobilize and effectively utilize Saudi and non-Saudi manpower.
3.5.3 Issue periodic manpower progress reports and forecasts on the manpower requirements, resources, utilization, wages and salaries, and training situation.

3.5.4 Issue "directives" to operating ministries, agencies, and departments to deal with problems related to manpower development.

3.5.5 Coordinate the national manpower development program in conjunction with the manpower requirements and labor force characteristics; supervise the application of the Kingdom's policy of increasing the proportion of Saudis in managerial and professional positions.

3.5.6 Stimulate and assist government agencies in developing the information and statistical base needed for rational planning.

4. Finance

The financial requirements of the new manpower training organization will be estimated upon its establishment. The requirements for the special department within the Central Planning Organization are included in the CPO estimates in Chapter VIII.
B. TRAINING

Training programs are operating at the pre-service and in-service levels both within and outside the government. The Institute of Public Administration (IPA), discussed first on the following pages, is greatly expanding both its scope of programs offered to government civil employees and its physical facilities in Riyadh, Jiddah, and Dammam. The IPA is also developing its pre-service training field with a major program in industrial management, as well as other subject areas, for university graduates.

Vocational training is entering a new stage with a massive effort being launched within the Ministry of Labor and Social Affairs to greatly expand the types and numbers of trainees largely in the construction and metal-working trades. Pre-vocational centers are operating in three locations for 14 to 17 year-old youths, while on-the-job training programs are offered in most of the larger companies.

Almost all government ministries and agencies have some form of in-service training for employees, most in administrative and technical skills. Training abroad is also available to employees in many agencies; if it extends over a period of more than two months, it is administered through a training committee within the General Personnel Bureau, thus bringing a degree of coordination to the overseas training programs of the different agencies.
V.B.1. INSTITUTE OF PUBLIC ADMINISTRATION

1. Present Conditions
1.1 The Institute of Public Administration (IPA) carries out in-service training for government employees at its main center and at the two branches in Jiddah and Dammam. The following training for government employees was provided by IPA in the last year of the first plan:

<table>
<thead>
<tr>
<th>Number of Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>High administrative level</td>
</tr>
<tr>
<td>Intermediate administrative level</td>
</tr>
<tr>
<td>Operational administrative level</td>
</tr>
<tr>
<td>English language program</td>
</tr>
<tr>
<td>Special programs</td>
</tr>
<tr>
<td>Total in 1394-95</td>
</tr>
</tbody>
</table>

1.2 Pre-service training for government work is provided through two-year programs in seven subject areas:

<table>
<thead>
<tr>
<th>Number of Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law studies</td>
</tr>
<tr>
<td>Financial studies</td>
</tr>
<tr>
<td>Administrative studies</td>
</tr>
<tr>
<td>Statistical studies</td>
</tr>
<tr>
<td>Hospital administration</td>
</tr>
<tr>
<td>Materials administration</td>
</tr>
<tr>
<td>Typing(^a)</td>
</tr>
<tr>
<td>Total in 1394-95</td>
</tr>
</tbody>
</table>

\(^a\) A six-month course.

1.3 The IPA’s total teaching staff comprises 40 full-time and 15 part-time employees, of whom 14 are Saudis. Teaching facilities include 17 study halls, 2 language laboratories, and a room for audio-visual aids in the Riyadh center; 6 study halls in Jiddah; and 4 study halls in Dammam.

1.4 The IPA also carries out research and has published 46 studies since its beginning in 1380, as well as 15 manuals and directories.

1.5 The IPA provides consulting service to government agencies in solving organizational and administrative problems. Its Printing and Publications Department provides technical advice to other government agencies as well as support for IPA’s other functions.

1.6 The Documentation Center contains more than 25,000 documents on public administration and more than 4,000 reports. The IPA Library contains 28,610 volumes and currently subscribes to 218 periodicals.
1.7 The Administrative Department maintains personnel and financial records, the archives, and maintenance services.

2. Objectives and Policies
2.1 Contribute to the development of the manpower needed by the civil service as a whole.
2.2 Provide training in industrial management and finance for the development of high level management in the industrial and financial sectors.
2.3 Provide training at the pre-service and in-service levels in areas of public administration.
2.4 Provide government agencies with consulting services to solve organizational and administrative problems.

3. Programs and Projects
3.1 High Administrative Training
   (Cadre Level 11-15)
3.1.1 Conduct short courses (one to three weeks duration) in the following fields:
   ☆ Project evaluation.
   ☆ Administrative behavior and analysis.
   ☆ Modern public finance and accounting.
   ☆ Budgeting techniques and modern trends.
   ☆ Computer data processing and its utilization.
   ☆ Trends in investment of surplus funds.
   ☆ Manpower planning techniques.
   ☆ Public relations and administrative procedures.
   ☆ Public services administration and coordination.
   ☆ Personnel evaluation techniques.
   ☆ Administration of local offices.

3.1.2 Conduct industrial management training for university graduates to aid development of the industrial sector.
3.1.3 Conduct financial and banking training for university graduates, to prepare them for high-level employment in banking institutions, the Real Estate Development Fund, the Public Investment Fund, credit banks, and the Industrial Development Fund.

3.2 Intermediate Administrative Training
   (Cadre Level 6-10)
3.2.1 Conduct the following courses in planning, supervision, and implementation techniques:
Public administration techniques.
Public relations and administrative behavior.
Computer data processing techniques.
Applied statistical methods.
Administration of local offices and applied techniques.
Applied accounting and budgeting procedures.
Administration for elementary, intermediate, and secondary school principals.
Organizational and management techniques.
Planning and development methods and evaluation.
Financial auditing.
Library management and classification methods.

3.3 Operational Administration Training
(Cadre Level 5 and below)
Conduct training courses at this level at the main center in Riyadh and in Jiddah and Dammam, including the following:

- Personnel affairs.
- Clerical skills.
- Financial affairs.
- Statistical skills.
- Secretarial skills.

3.4 English Language Training comprising three stages. Each stage is 330 hours or 22 weeks of training.
3.4.1 Conduct preparatory and special English Language programs for specific government agencies, as the need arises.
3.4.2 Expand the English Language Program and open new programs in the Jiddah and Dammam branches.
3.5 Design and conduct special training courses for particular government agencies, as the need arises.
3.6 Design and conduct mutual training programs for groups within the same professional field among government agencies, as the need arises.
3.7 Table V-7 shows the projected number of trainees in the in-service programs described above and in the pre-service program described below.

3.8 Pre-service Training
Conduct courses for secondary school graduates in the following fields:

- Local administrative development techniques.
- Organization and management techniques.
Materials management (purchases and storage).
Planning and evaluation of development projects.
Training methods for use in government agencies.
Passports and immigration administration.
Computer use and data processing.
Library administration.

Table V-7
PROJECTED NUMBER OF PARTICIPANTS IN IPA TRAINING TRAINING PROGRAMS, 1395-1400

<table>
<thead>
<tr>
<th></th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-96</td>
<td>-97</td>
<td>-98</td>
<td>-99</td>
<td>-1400</td>
</tr>
<tr>
<td><strong>In-service training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High administrative(^a)</td>
<td>170</td>
<td>200</td>
<td>240</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Intermediate admin.</td>
<td>305</td>
<td>455</td>
<td>525</td>
<td>780</td>
<td>780</td>
</tr>
<tr>
<td>Operational admin.</td>
<td>795</td>
<td>795</td>
<td>825</td>
<td>1,150</td>
<td>1,250</td>
</tr>
<tr>
<td>English language</td>
<td>470</td>
<td>530</td>
<td>610</td>
<td>690</td>
<td>770</td>
</tr>
<tr>
<td>Special programs</td>
<td>80</td>
<td>90</td>
<td>100</td>
<td>120</td>
<td>140</td>
</tr>
<tr>
<td>Mutual programs</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total in-service</strong></td>
<td>1,880</td>
<td>2,140</td>
<td>2,380</td>
<td>3,130</td>
<td>3,340</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-service</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enroll</td>
<td>488</td>
<td>555</td>
<td>610</td>
<td>690</td>
<td>770</td>
</tr>
<tr>
<td>Graduate</td>
<td>218</td>
<td>240</td>
<td>255</td>
<td>280</td>
<td>320</td>
</tr>
</tbody>
</table>

\(^a\) Excludes participants in short-term seminar programs.

3.9 Continue both applied and basic research in the following fields:

- Administrative laws and regulations, and desired changes.
- Types of administrative reform.
- Administrative studies in budgeting and civil service manpower.
- Existing administrative problems and their solutions.
- Economic, statistical, and behavioral studies.

3.10 Continue to publish texts on public administration subjects applicable to Saudi Arabia.

3.11 Continue to provide consulting services to improve administrative procedures in government agencies.
3.12 Increase the library services by:

- Increasing the number of volumes to 70,000.
- Developing the branch IPA libraries in Jiddah and Dammam to the present standard of the Riyadh IPA library.
- Providing the necessary staff for the three libraries.
- Providing the necessary equipment and facilities at all three libraries.

3.13 Increase the Documentation Center's services by acquiring all official government documents and relevant documents from other Arab and foreign sources. Issue a periodical directory on new acquisitions to all government agencies and other interested parties.

4. Finance

The annual financial requirements of the Institute of Public Administration are estimated as follows (SR millions):

<table>
<thead>
<tr>
<th></th>
<th>Budgeted 1394-95</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399</th>
<th>1400</th>
<th>Plan Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent</td>
<td>18.0</td>
<td>15.6</td>
<td>17.7</td>
<td>24.5</td>
<td>31.2</td>
<td>35.4</td>
<td></td>
<td>124.4</td>
</tr>
<tr>
<td>Project*</td>
<td>–</td>
<td>12.0</td>
<td>56.0</td>
<td>53.0</td>
<td>41.0</td>
<td>–</td>
<td></td>
<td>162.0</td>
</tr>
<tr>
<td>Total</td>
<td>18.0</td>
<td>27.6</td>
<td>73.7</td>
<td>77.5</td>
<td>72.2</td>
<td>35.4</td>
<td></td>
<td>286.4</td>
</tr>
</tbody>
</table>

---

*a Only construction of new buildings in Jiddah and Dammam, and the projected new building and expansion of present one in Riyadh.
V.B.2 VOCATIONAL TRAINING

1. Present Conditions
1.1 The Government's vocational training program is designed to train young men in a variety of manual skills useful for jobs in either the private or public sectors.
1.2 The Vocational Training Department within the Ministry of Labor and Social Affairs has five major operational responsibilities:
   ☆ Vocational training centers (see Figure V-1).
   ☆ Pre-vocational training centers.
   ☆ On-the-job training programs within private establishments.
   ☆ Program evaluation.
   ☆ Purchasing.
1.3 The four vocational training centers already established at the start of the first plan period — in Riyadh, Jiddah, Dammam, and Buraydah — had then a total enrollment of approximately 760. During the first plan period two more centers were added — in Al-Jawf and Abha — and by the start of the second Plan, the six centers are expected to have a total enrollment of nearly 1,800. Table V-8 shows the distribution of these trainees among the different trades. Most of these trade courses are 18 months in duration and operate 8 hours per day 6 days per week.
1.4 There were no pre-vocational training centers in 1390, but three had been established by 1394, under the direction of UNICEF. The 40-week courses offered in these centers in Riyadh, Jiddah, and Dammam aim to provide boys 14 to 17 years old with basic skill training in industrial or commercial trades. The expected number of trainees in the three centers by the end of the first plan is as follows:

<table>
<thead>
<tr>
<th>Industrial section:</th>
<th>Commercial section:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td></td>
<td>192</td>
</tr>
<tr>
<td></td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>240</td>
</tr>
</tbody>
</table>
1.5 During the first plan a special department for on-the-job training was established to collaborate with private establishments in promoting training programs within industrial and business firms.
1.6 The Programs and Evaluation Department develops uniform standards for all the training centers, and has a continuing responsibility for evaluating the training programs and developing curricula and staffing patterns.
1.7 The newly formed Central Purchasing Department purchases and stores training materials for all the training centers.
1.8 Table V-9 shows the staff (excluding support) in departments at the beginning of the Plan. One of the major problems in operating the vocational training program has been a lack of qualified staff.
Table V-8
EXPECTED NUMBER OF ENROLLEES IN VOCATIONAL TRAINING CENTERS AT BEGINNING OF SECOND PLAN, BY TRADE

<table>
<thead>
<tr>
<th>Trade</th>
<th>Number of Trainees</th>
<th>Percentage Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General mechanics</td>
<td>165</td>
<td>9.2</td>
</tr>
<tr>
<td>Automotive mechanics</td>
<td>218</td>
<td>12.2</td>
</tr>
<tr>
<td>Diesel mechanics</td>
<td>60</td>
<td>3.4</td>
</tr>
<tr>
<td><strong>Subtotal, mechanical</strong></td>
<td><strong>443</strong></td>
<td><strong>24.7</strong></td>
</tr>
<tr>
<td>Electrical</td>
<td>250</td>
<td>14.0</td>
</tr>
<tr>
<td>Carpentry</td>
<td>200</td>
<td>11.2</td>
</tr>
<tr>
<td>Welding</td>
<td>161</td>
<td>9.0</td>
</tr>
<tr>
<td>Building</td>
<td>150</td>
<td>8.4</td>
</tr>
<tr>
<td>Plumbing</td>
<td>130</td>
<td>7.3</td>
</tr>
<tr>
<td>Sheet metal</td>
<td>121</td>
<td>6.8</td>
</tr>
<tr>
<td>Refrigeration</td>
<td>100</td>
<td>5.6</td>
</tr>
<tr>
<td>Tailoring</td>
<td>60</td>
<td>3.4</td>
</tr>
<tr>
<td>Printing</td>
<td>60</td>
<td>3.4</td>
</tr>
<tr>
<td>Radio and television</td>
<td>40</td>
<td>2.2</td>
</tr>
<tr>
<td>Office machines</td>
<td>35</td>
<td>2.0</td>
</tr>
<tr>
<td>Painting</td>
<td>16</td>
<td>0.9</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>15</td>
<td>0.8</td>
</tr>
<tr>
<td>Upholstering</td>
<td>10</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,791</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

a Numbers do not add due to rounding.

Table V-9
STAFF IN VOCATIONAL AND PRE-VOCATIONAL TRAINING PROGRAMS BY OCCUPATIONAL GROUP IN 1395

<table>
<thead>
<tr>
<th></th>
<th>Managers</th>
<th>Professionals</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Training Centers</td>
<td>6</td>
<td>68</td>
<td>303</td>
</tr>
<tr>
<td>Pre-vocational Training Centers</td>
<td>4</td>
<td>12</td>
<td>34</td>
</tr>
<tr>
<td>Programs and Evaluation Department</td>
<td>1</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td>Central Purchasing Department</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>On-the-job Training Department</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>90</strong></td>
<td><strong>337</strong></td>
</tr>
</tbody>
</table>

2. Objectives and Policies
2.1 The basic goal of the Kingdom's vocational training in the period 1395-1400 is to rapidly increase the capacity of the training programs according to national development priorities while establishing a recognized system of skills' certification.
2.2 The planned increases in training capacity for skilled and semi-skilled workers are shown in Figure V-2, and described below as specific objectives.

2.2.1 Provide combined literacy and skill training (Industrial Induction Training) in one year of day and evening courses for an estimated 8 percent of new labor-force entrants with less than elementary completion during the plan period. This calls for an annual capacity of about 6,200 by 1399-1400 and would provide training for approximately 17,000 entrants into the labor force during the Plan. Skill training should be divided between the construction industry crafts (66 percent) and the metalworking crafts (34 percent).

2.2.2 Provide craft training on a full-time basis — courses will average one year — to supply 17 percent of the increase in the demand by the private sector for semi-skilled workers. A capacity of 8,000 places is required by 1399-1400 and would provide training for a total about 28,000 suitable applicants during the Plan — a seven-fold increase over the first plan total, as shown in Figure V-3.

2.2.3 Provide part-time training (Upgrading Training) at vocational training centers to reach at least half of one percent of persons already employed and train them to higher skill levels. Accommodation for 1,900 trainees is needed by 1399-1400, and would upgrade the skills of 3,150 employees during the Plan.

2.2.4 Expand the coverage of the on-the-job training system to reach at least 5 percent of the skilled and semi-skilled labor force. Annual training should cover about 12,000 employees by 1399-1400 and would reach a total of 35,000 employees over the plan period.

2.2.5 Achieve rapid establishment of the required new and expanded vocational training centers by adopting the turn-key approach to design, construction, and equipment of the centers.

2.3 To establish training standards at all levels — semi-skilled, skilled, and advanced — an authoritative system of certification will be developed so that certificates issued will be recognized throughout the Kingdom.

2.4 The above objectives will be attained by policies designed to develop and coordinate the potentials of the Ministry of Labor's vocational training and labor functions on the one hand and those of employers in the public and private sectors on the other, so that all will be concerned with improving the employability and working skills of the Saudi manual labor force. Included in these policies are the following.

2.4.1 Combine vocational training with the employment service functions of the labor offices to ensure that vocational training programs are integrated with both (a) the capabilities and aspirations of the labor force, and (b) the needs of industry.

2.4.2 Provide within the rationalized overall system a program for training of management and instructional staff that will lead to the development of a cadre of managers and instructors with industrial experience.
2.4.3 Overcome problems of staffing, operation, and trainee motivation by providing incentive allowances, dormitories, dining and recreational facilities, transportation, and the previously-mentioned, widely-recognized certificate upon completion of a training program.

3. **Programs and Projects**

3.1 Increase output of the different vocational training programs, as follows:

<table>
<thead>
<tr>
<th></th>
<th>1395-96</th>
<th>1396-97</th>
<th>1397-98</th>
<th>1398-99</th>
<th>1399-1400</th>
<th>Plan Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial induction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft</td>
<td>2,170</td>
<td>2,590</td>
<td>7,330</td>
<td>7,740</td>
<td>7,960</td>
<td>27,790</td>
</tr>
<tr>
<td>Upgrading</td>
<td>2,000</td>
<td>4,000</td>
<td>7,000</td>
<td>10,000</td>
<td>12,000</td>
<td>35,000</td>
</tr>
<tr>
<td>In-service instructors</td>
<td>100</td>
<td>120</td>
<td>400</td>
<td>680</td>
<td>700</td>
<td>2,000</td>
</tr>
<tr>
<td>Instructor training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New instructors</td>
<td>80</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>In-service instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2 Establish vocational training centers in accordance with the following program.

3.2.1 Build new 1,000-capacity vocational training centers, with dormitories, for multi-purpose training in Riyadh, Jiddah, and Dammam (1395-97).

3.2.2 Convert existing vocational training centers into upgrading centers, without dormitories, with a capacity of 700 at Riyadh and 600 at Jiddah and Dammam (1396-97).

3.2.3 Build a new 400-capacity instructor training center, with dormitories, in Riyadh for instructor development (1395-97).

3.2.4 Expand the existing vocational training center at Buraydah to a capacity of 500 with dormitories, for multi-purpose training (1395-97).

3.2.5 Build a new 500-capacity vocational training center in Jubail, with dormitories, for multi-purpose training (1396-98).

3.2.6 Expand the existing vocational training centers in Abha and al-Jawf to a capacity of 500 and 300 respectively, with dormitories, for multi-purpose training (1395-97).

3.2.7 Build 11 new 300-capacity vocational training centers, with dormitories, for multi-purpose training in Mecca, Medina, Hayil, al-Hasa, al-Bahah, Wadi ad-Dawasir, Tabuk, Qatif, Jaizan and two other locations depending upon industrial development (1395-98).

3.2.8 Obtain and equip 10 mobile training centers, with a class-capacity of 20 each, for industrial-induction training in the construction and metal trades (1395-97).

3.3 Evaluate the present Pre-vocational Training system and modify it according to the results of this evaluation (1395-96).

4. **Finance**

4.1 The annual financial requirements of the vocational training programs (excluding pre-vocational training) within the Ministry of Labor and Social Affairs are estimated as follows (SR millions):
<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399-1400</th>
<th>Plan Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1394-95</td>
<td>-96</td>
<td>-97</td>
<td>-98</td>
<td>-99</td>
<td>1400</td>
<td>Total</td>
</tr>
<tr>
<td>Recurrent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>45.4</td>
<td>98.9</td>
<td>174.1</td>
<td>340.9</td>
<td>370.9</td>
<td>390.9</td>
<td>1,375.7</td>
</tr>
<tr>
<td>Project</td>
<td>43.2</td>
<td>370.5</td>
<td>555.5</td>
<td>28.0</td>
<td>-</td>
<td>-</td>
<td>954.0</td>
</tr>
<tr>
<td>Total</td>
<td>88.6</td>
<td>469.4</td>
<td>729.6</td>
<td>368.9</td>
<td>370.9</td>
<td>390.9</td>
<td>2,329.7</td>
</tr>
</tbody>
</table>
V.B.3. GOVERNMENT DEPARTMENTAL TRAINING

1. Present Conditions
1.1 The Institute of Public Administration is the principal organization geared to training civil servants, but many other ministries and agencies operate departmental training programs at various levels.
1.2 Most departmental training is in administrative or technical skills. It takes place both within the Kingdom and abroad. Training abroad is coordinated through a Training Committee within the General Personnel Bureau if the program is longer than two months duration. About 100 government civil servants are approved for training abroad annually through the General Personnel Bureau.
1.3 There is no organization concerned with maintaining records on the status, content, variety, and utilization of department training programs. Moreover, statistics are required on the inputs, process, and outputs of the wide range of government departmental training programs if the productivity of the government employees is to rise. There is a need for a follow-up of trainees in most government agencies.

2. Objectives and Policies
2.1 The primary objective of development in this area of training during the plan period is to increase the effectiveness of the governmental administrative system by improving productivity and the managerial-technical skills of Saudi government employees.
2.2 Policies to achieve the objective include the following.
2.2.1 Utilize the common training facilities provided by the Institute of Public Administration and other government agencies to maximize the efficiency of in-service training in similar training subjects.
2.2.2 Make available opportunities for in-service training to all government workers throughout their careers.
2.2.3 Increase the labor productivity through training at all levels but give priority to the middle and upper managerial and technical levels.
2.2.4 Provide incentives to employees for participating in training programs and recognition upon successful completion.

3. Programs and Projects
3.1 Develop a complete system of information on departmental training activities through the planned manpower training organization (1395-97).
3.2 Coordinate through that organization the expansion and improvement of current training programs.
3.3 Implement the training programs by the various agencies listed below:

3.3.1 Agriculture

- Ministry of Agriculture and Water.
  - Short courses at the training centers
  - On-the-job training.

- Agricultural Bank
  - Administrative procedures
  - Technical courses in agriculture production and financial management.

3.3.2 Industry

- Standards Organization
- Department of Meteorology
- Electric Services Department
  - Management program
  - Technical and professional program
  - Clerical program
- Ministry of Petroleum and Mineral Resources
  - Aerial Survey Department.

3.3.3 Commerce

- Saudi Arabian Monetary Agency.
- Saudi Credit Bank.

3.3.4 Public administration

- Institute of Public Administration
  - High Administrative:
    - Short courses and seminars
    - Industrial management
    - Financial and banking
  - Intermediate Administrative:
    - Planning
    - Supervision
    - Implementation techniques.
  - Operational Administrative:
    - Personnel and clerical skills at all three centers.
    - English Language training
    - Special programs
    - Mutual training programs.

- Central Department of Statistics
- National Computer Center
  - Computer operations
  - Computer maintenance.
3.3.5 Education

Ministry of Education (Boys’ Education)
- Up-grading of elementary teachers
- On-the-job teacher training
- Special study programs inside
  Kingdom and abroad.

Girls’ Education Directorate
- Up-grading of elementary teachers.

Riyadh University, King Abdul

Aziz University, and University
of Petroleum and Minerals
- Faculty development and up-grading.

3.3.6 Health

Ministry of Health
- Health institutes
- Nursing schools
- Model socio-medical training centers.

Saudi Red Crescent Society.

3.3.7 Services

Ministry of Labor and Social Affairs

Community Development training center,
Labor Affairs training program:
- Labor inspection
- Labor health and safety services
- Labor services
- Labor disputes settlement
- Labor information and
general administration.

General Presidency for Youth Welfare
- Youth Welfare athletic program
- Referee training
- Activity leader training.

Institute of Training for Municipal Affairs
- Building and construction supervision
- Basic town planning
- Public health and sanitation
- Mechanics.

Ministry of Information, Broadcast Training Institute
- Television and radio (technical
  and administrative)
- Production and research activities.
Ministry of Communications
   Postal Services training centers
   Telecommunications training program:
   - Managerial
   - Technical
   - Craft.

3.3.8 Transportation

Roads (Ministry of Communications)
   - Courses for maintenance technicians
     and operators of heavy equipment
   - Courses for technical and administrative
     personnel.

Ports (Ministry of Communications)
   - Training programs in Dammam and Jiddah

Civil Aviation Department
   - Aeronautical Training Center.

SAUDIA
   - Organization and Manpower Development
   - Technical services
   - Other services.

4. Finance

The financing for government departmental training is included (usually as recurrent costs) in the estimated financial requirements of the agencies' plans described elsewhere.
C. LABOR AFFAIRS

The labor affairs program of the Ministry of Labor and Social Affairs includes:

☆ Labor law
☆ Labor services
☆ Labor information
☆ Labor training.

The first three subjects are discussed below; labor training has been described earlier in this chapter.

1. Present Conditions
1.1 Under the Labor and Workmen Law, which came into effect in 1389, First Instance Committees for the settlement of labor disputes are operating in Jiddah, Riyadh, and Dammam; three more committees are proposed but are not yet functional owing to the lack of qualified staff. The High Committee for the settlement of labor disputes, located in Riyadh, makes the final decisions on all disputes.
1.2 Labor offices are carrying out many functions, including inspection, employment services, statistics, issuance of permits to non-Saudi workers, and mediation of labor disputes. Again, the capability to perform these functions is limited by a lack of qualified manpower; near the end of the first plan period, about 23 percent of the allocated posts in labor offices were vacant.
1.2.1 Labor offices are located in 25 areas as shown in Figure V-4.
1.2.2 A Labor Inspection Department within each main labor office operates in the areas of social welfare, social services, and safety and health within the working environment. Branch labor offices usually have a labor inspector.
1.2.3 Employment services are provided for both the job-seeker and employer at the labor offices.
1.2.4 The labor offices issue a work permit to a foreigner if a Saudi is not available for the particular job, following approval by the Ministry of Labor and the Ministry of Interior. Annual residence permits are reviewed by the labor offices before renewal to ensure that foreigners are not competing with Saudis for the same jobs.
1.2.5 Statistical work to date includes:
☆ Survey of Employees in Private Establishments — data gathered at the
beginning of 1392-93, not yet published.
☆ Survey of Foreigners Approved for Visas in Private Establishments — data
gathered on an annual basis, not yet published.

1.3 A radio program is broadcast weekly from Riyadh and Jiddah to provide
information on the labor law and rights of workers and employers.

2. Objectives and Policies
2.1 Contribute to the development of the labor force by continuing to enforce the
provisions of the Labor and Workmen Law and by amending and elaborating it where
necessary to create better working conditions and a more productive work environment.
2.2 Improve the labor market by providing more and better information about job
opportunities to employees and about availability of manpower to employers.
2.3 Provide a better understanding of the Kingdom's labor situation by continuing the
collection and dissemination of labor statistics.

3. Programs and Projects

3.1 Labor Legislation
   Modify the Labor and Workmen Law after a comprehensive review, and issue
   resolutions to elaborate the various sections of the Labor Law (1395-1400).

3.2 Labor Conditions
3.2.1 Implement a study of work regulations appropriate for business establishments of
   20 or more employees (1395-1400).
3.2.2 Increase inspection visits to establishments.
3.2.3 Improve the Labor Health and Safety Services by the following actions:
   ☆ Expand the labor health laboratory in Riyadh (1395-96).
   ☆ Construct new laboratories in Jiddah and Dammam (1395-96) and equip them
     fully for operation.
   ☆ Establish a labor protection and security exhibition in each laboratory (1396-97).
   ☆ In collaboration with the Saudi Red Crescent Society, train workers within
     industrial establishments in first aid techniques.
   ☆ Issue bulletins and films on labor health and safety.

3.3 Labor Services
3.3.1 Develop an efficient process to register and certify all Saudis seeking
   employment.
3.3.2 Accelerate the processing of foreign work-permits.
3.3.3 Establish nine new branch labor offices, in the following areas:

☆ al-Bahah and Jubail: 1395-96
☆ Bishah and al-Wajh: 1396-97
☆ az-Zilfi and al-‘Ula: 1397-98
☆ al-Qunfudhah and al-Lith: 1398-99
☆ Wadi ad-Dawasir: 1399-1400

3.3.4 Establish two new First Instance Committees, in Medina and Mecca, and strengthen the existing committees.

3.3.5 Implement a public media series on labor issues in addition to the present radio program.

3.4 Labor Information

3.4.1 Implement a survey of the social services provided by business in the Kingdom, beginning with the petroleum companies, cement companies, and electricity companies (1396-98).

3.4.2 Complete the job classification system for the private sector begun during the first plan (1395-96).

3.4.3 Undertake two surveys of employees in private establishments to compare wage levels, occupational structure, and working hours in 61 cities and towns (1395-96 and again in 1398-99).

3.4.4 Cooperate with the Central Department of Statistics in undertaking two labor force surveys (1396-97 and again in 1399-1400).

3.4.5 Undertake annual surveys of foreign workers in the private sector by analyzing the work permits issued by the Ministry of Labor; in addition, analyze immigration data from the Ministry of Interior on the types of jobs and locations of all foreigners entering the Kingdom.

3.4.6 Cooperate with the Central Department of Statistics in undertaking annual wage surveys by occupational group and economic activity.

3.4.7 Issue annual statistical reports from all the branch labor offices and main offices on levels of employment, numbers of foreign workers, labor problems, occupational accidents, and other matters.

3.5 General Administration

3.5.1 Construct new buildings for the existing rented labor offices as follows:

☆ Mecca and al-Khobar: 1395-96
☆ Abha and Abqaiq: 1396-97
☆ Hofuf and Tabuk: 1397-98
The new labor offices should be part of the vocational training center complex and be located on the same sites if possible.

3.5.2 Add a wing to the Ministry of Labor offices in Riyadh (1396-98).

3.6 Training

3.6.1 Training programs are planned for the 1395-1400 period as shown in Table V-10.

<table>
<thead>
<tr>
<th>Program</th>
<th>Location of Training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Saudi Arabia</td>
<td>Abroad</td>
</tr>
<tr>
<td>Labor inspection</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>Labor health and safety services</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Labor services</td>
<td>60</td>
<td>-</td>
</tr>
<tr>
<td>Labor disputes settlement</td>
<td>75</td>
<td>-</td>
</tr>
<tr>
<td>Labor information and general administration</td>
<td>165</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>335</td>
</tr>
</tbody>
</table>

4. Finance

The annual financial requirements of the Labor Affairs portion of the Ministry of Labor are estimated as follows (SR millions):

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399-1400</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1394-95</td>
<td>-96</td>
<td>-97</td>
<td>-98</td>
<td>-99</td>
<td>1400 Total</td>
<td></td>
</tr>
<tr>
<td>Recurrent</td>
<td>23.7</td>
<td>37.8</td>
<td>41.6</td>
<td>45.4</td>
<td>48.7</td>
<td>50.8</td>
<td>224.3</td>
</tr>
<tr>
<td>Project(^a)</td>
<td>5.1</td>
<td>1.8</td>
<td>4.7</td>
<td>4.4</td>
<td>1.4</td>
<td>0.7</td>
<td>13.0</td>
</tr>
<tr>
<td>Total</td>
<td>28.8</td>
<td>39.6</td>
<td>46.4</td>
<td>49.8</td>
<td>50.1</td>
<td>51.5</td>
<td>237.3</td>
</tr>
</tbody>
</table>

\(^a\) Includes only construction costs of planned labor offices and a new wing for the Ministry of Labor and Social Affairs building.
D. EDUCATION

The near-term and long-term roles that education will play in national development are reflected in the following plans of the agencies with primary responsibility for education in the Kingdom. The structure of the national education system envisioned by the end of the plan period is shown in Figure V-5.

Plans for boys' and girls' education include teacher training, technical education, special education, and adult education. However, general programs that lead to a degree in the academic or professional disciplines are grouped in the section on higher education.

The organization of the presentation follows a broad classification of general and religious education; however, this must not be interpreted as implying that religion is excluded from consideration in the general education programs. On the contrary, the intrinsic values of Islam are inherent in all the educational programs described.

A statistical summary of data on education appears in Table V-15 at the end of this section.
V.D.1. BOYS' EDUCATION
V.D.1.1 MINISTRY OF EDUCATION

1. Present Conditions
1.1 Over a half-million boys are enrolled as full-time students in Ministry of Education schools for elementary, intermediate, secondary, teacher training, and technical education as of 1394-95. This number is within 5 percent of the goal of the first development plan.
1.2 The total of 2,435 elementary and intermediate schools in operation in 1394-95 is 123 more than the plan target of 2,312 schools for these levels. Secondary schools, 65 as of 1394-95, are as forecast in the plan, but the 16 teacher training institutes and 4 industrial education schools are both below the plan targets of 24 and 10, respectively.
1.3 Although enrollment and schools are at or close to plan targets, there has been less success in meeting the requirements for teachers. The number of instructors in every level and type of education is almost 14 percent below that planned for 1394-95. However, considerable effort is being directed toward teacher development through programs such as the Center for Science and Mathematics, the teacher upgrading centers, and the special English Language program. In addition, planning for the establishment of teacher training at the junior college level is nearing completion.
1.4 The industrial education program in the secondary level technical institutes has not progressed at the pace anticipated in the first development plan; as already noted, only four of the ten proposed institutes are in operation and enrollments prior to 1394-95 have been well below plan projections.
1.5 The commercial education program, initiated in 1391-92, has proved highly successful, with enrollment growing from 134 to 715 students in 1394-95, well above plan estimates.
1.6 On the other hand, the agricultural technical school at Buraydah is still under construction and no work has been done on other agricultural institutes that were scheduled in the plan.
1.7 The pilot educational television project, which was to be in operation by the 1393-94 school year, has only moved through the planning stage and arrangements for execution have yet to be made.
1.8 The school meal program was initiated as planned and its application on a pilot basis has provided the background and experience for substantial expansion during the next plan.
1.9 Work on the national school design project has been completed, reviewed, and modified to provide the Ministry with a flexible planning tool for school construction and development.
1.10 Attention is being focused on a number of problem areas that have become
apparent with the Kingdom's rapid growth in education and the changing economic environment. Studies concerning curriculum, school attendance patterns, educational technology and information systems are either now under way or under negotiation. Concurrently, the Ministry is reviewing a comprehensive report and array of projects for educational development prepared by the World Bank to determine the degree to which they can be implemented.

2. Objectives and Policies

The following objectives and policies are in keeping with the announced intention to assure each Saudi boy a quality education throughout his school career. Education will be available for all boys who reach school-going age as well as opportunities for all to continue their education through the secondary level.

2.1 Pre-elementary Education

Review the current program of pre-elementary education to determine appropriate courses of action regarding continuation, expansion, and sponsorship.

2.2 Elementary Education

2.2.1 Enroll in 1395-96 all boys aged 7 and 8 in school and 90 percent of the boys aged 6. Beginning in 1396-97 and each year thereafter, enroll all boys aged 7 not in school and 90 percent of the boys aged 6.

2.2.2 Increase the number of schools and classes, with emphasis on the rural areas.

2.2.3 Improve the promotion rates by reducing both the incidence of repeating and drop-outs in all grades.

2.2.4 Eliminate overcrowding in all classes.

2.3 Intermediate Education

2.3.1 Maintain the capability of enrolling all elementary school graduates who would be expected to apply for admission (up to 95 percent of graduates by the end of the plan).

2.3.2 Assure that opportunities for intermediate education are available in rural as well as urban areas.

2.3.3 Improve the promotion rates by reducing both the incidence of repeating and drop-out in all grades.

2.3.4 Revise the curriculum to provide a broader base for further education or training.

2.3.5 Evaluate the modern intermediate school experience in Saudi Arabia.

2.4 Secondary Education

2.4.1 Continue to enroll at least 50 percent of the intermediate school graduates as well as all other applicants with appropriate qualifications.
2.4.2 Continue the program of opening schools at new locations (as well as in communities with schools) to expand the availability of secondary education.
2.4.3 Raise the graduation rate to an average of 90 percent by the third year of the plan.
2.4.4 Revise the curriculum in keeping with modern educational practices and objectives.
2.4.5 Investigate the applicability of the comprehensive approach to the structure of secondary education.

2.5 Teacher Training
2.5.1 Enable the teacher training program to meet all requirements for elementary teachers through expansion of the secondary level institutes and the establishing of a junior college system for teacher training.
2.5.2 Increase opportunities for specialized teacher training with emphasis on subjects of critical need.
2.5.3 Provide continuing educational opportunities for assigned teachers.

2.6 Technical Education
2.6.1 Expand the industrial education program at the secondary level to achieve the capability of graduating at least 1,600 students annually by 1399-1400.
2.6.2 Introduce new fields of study and specialization in keeping with the Kingdom's manpower requirements associated with industrial growth.
2.6.3 Increase student participation in the Higher Industrial Institute.
2.6.4 Expand the commercial education program at the secondary level to achieve the capability of graduating at least 900 students annually by 1399-1400.
2.6.5 Continue to provide evening programs in commercial subjects.
2.6.6 Establish a Higher Commercial Institute in 1395-96.
2.6.7 Initiate a secondary-level program in agricultural education in 1396-97.

2.7 Special Education
2.7.1 Expand and improve educational services for the blind, the deaf, and the mentally retarded.
2.7.2 Broaden public understanding of the limitations and potentials of the handicapped person.

2.8 Holy Qur'an Studies
2.8.1 Expand the elementary and intermediate level programs for studies of the Holy Qur'an.
2.8.2 Introduce in 1395-96 a secondary level program for studies of the Holy Qur'an.
2.9 Adult Education and Literacy
2.9.1 Expand opportunities for part-time education at the intermediate and secondary levels.
2.9.2 Expand the ongoing literacy program to reach uneducated adults and elementary school drop-outs in all areas of the Kingdom.
2.9.3 Organize summer campaigns to provide literacy training to nomadic and rural groups.
2.9.4 Initiate an incentive program to stimulate participation in literacy classes.

2.10 Services
2.10.1 Expand the school meal program at the elementary level and introduce the program on a pilot basis in selected intermediate schools.
2.10.2 Develop the school transportation system to meet the needs of the rural school expansion program.
2.10.3 Expand the health service program for students and staff.
2.10.4 Develop a guidance program to assist students in their academic choices.
2.10.5 Expand the youth development program of cultural, social, and athletic activities for boys.

2.11 Educational Technology
2.11.1 Establish a National Center for Educational Technology for the development, testing, production, and distribution of classroom teaching aids; curriculum research; and equipment and program testing.
2.11.2 Initiate the pilot educational television project.
2.11.3 Introduce a simplified language-laboratory system for English instruction at the secondary level.
2.11.4 Develop an experimental audio system for Arabic language instruction in elementary schools.
2.11.5 Design and introduce combined facilities classrooms (theory and practice) on a pilot basis at the secondary level.
2.11.6 Establish experimental schools for testing innovations in educational approaches and equipment.
2.11.7 Utilize mobile and prefabricated classrooms in the school expansion program.

2.12 Educational Quality
2.12.1 Expand the teacher guidance and the inspector programs to improve teaching practices and ensure comprehensive coverage of the curricula.
2.12.2 Provide opportunities to teachers and administrators for upgrading, refresher courses, and other forms of professional development.
2.12.3 Publish and distribute a periodical covering research findings of relevance to the educational system of the Kingdom.
2.12.4 Review the examination system and its effectiveness as an instrument for student education.
2.12.5 Encourage an atmosphere of mutual cooperation between the schoolteacher and the administrator in resolving educational problems.
2.12.6 Ensure that all schools have the necessary classroom equipment, instructional aids, texts, and student supplies, and that buildings include all required utility services.

2.13 Administration and Operations
2.13.1 Modify the departmental organization of the Ministry to provide a more efficient structure for the management of educational affairs.
2.13.2 Simplify administrative procedures and extend the delegation of responsibility.
2.13.3 Decentralize control of school operations through the reorganization of the existing system of school districts.
2.13.4 Develop a responsive information storage and retrieval system.
2.13.5 Establish a functional internal accounting and budgeting system.

2.14 Staffing
2.14.1 Increase the number of teachers to maintain average teacher: class ratios of 1.25:1 in elementary, 1.80:1 in intermediate, and 1.93:1 in secondary schools and 2.14:1 in secondary-level teacher training. Ratios in other programs will vary according to the nature of the instruction, from 1.50:1 for elementary Qur'an to 2.66:1 for special teacher training programs.
2.14.2 Provide schools with necessary administrative and clerical staff to relieve teachers from non-instructional assignments.
2.14.3 Expand all staff sections and departments of the Ministry in keeping with the administration and technical support required by the educational development program.
2.14.4 Increase the district office staffs in keeping with their responsibility for supervision of school programs.

2.15 Facilities
2.15.1 Complete construction of currently authorized school building projects with minimum delay.
2.15.2 Initiate a comprehensive building program for additional schools at all levels to increase the proportion of government-owned school buildings to more than 59 percent by the end of the Plan.
2.15.3 Undertake a program of surveys and studies to support the expanding school construction program.
2.15.4 Construct administrative and technical office buildings and annexes for the Ministry to replace rented facilities and meet requirements for expansion.

2.15.5 Replace rented space and provide additional offices for the district administration.

2.15.6 Build a system of health units to serve all educational districts.

2.15.7 Construct facilities for the National Center for Educational Technology and the pilot educational television center.

2.15.8 Build a system of scout centers, student hostels, and youth development instruction centers.

2.15.9 Provide for the regular maintenance and repair of existing facilities — government-owned and rented — during the plan period.

3. Programs and Projects

The following programs and projects represent Ministry of Education approaches at this time to the achievement of the above objectives. However, the schedules and scope of many of these programs will undoubtedly be modified to reflect expansion and acceleration in light of recommendations made by international agencies, such as the World Bank and UNESCO, and of private consulting organizations.

3.1 Pre-elementary Education

Initiate a study in 1395-96 of the kindergarten system with recommendations for action provided by 1397-98.

3.2 Elementary Education

The scope of the plan for boys' elementary education is indicated in Figure V-6.

3.2.1 Provide for the following annual intake of new pupils to assure enrollment of all 6- and 7-year-old boys in school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>1395-96</td>
<td>126,967</td>
</tr>
<tr>
<td>1396-97</td>
<td>104,425</td>
</tr>
<tr>
<td>1397-98</td>
<td>107,557</td>
</tr>
<tr>
<td>1398-99</td>
<td>110,780</td>
</tr>
<tr>
<td>1399-1400</td>
<td>114,103</td>
</tr>
</tbody>
</table>

3.2.2 Increase the number of schools from 2,063 in 1394-95 to 2,908 in 1399-1400, opening 596 of the 845 new schools in rural areas. Increase the total number of classes from 16,729 to 27,098 during the same period, adding 6,075 classes to existing schools (the remaining 4,294 classes will be in the new schools).
3.2.3 Initiate four research projects — concerning the elementary curriculum, non-enrollment and repeating, slow learners, and drop-outs — beginning in 1395-96, and complete the evaluation of the examination system to achieve, as a minimum, the following improvement in promotion rates by 1399-1400:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1394-95</td>
<td>71%</td>
<td>79%</td>
<td>79%</td>
<td>68%</td>
<td>73%</td>
</tr>
<tr>
<td>1399-1400</td>
<td>82%</td>
<td>86%</td>
<td>86%</td>
<td>77%</td>
<td>83%</td>
</tr>
</tbody>
</table>

3.2.4 Maintain an average of 25 students per class to help assure elimination of overcrowding in all classes and grades over the plan period.

3.3 Intermediate Education

Figure V-7 summarizes the scope of the intermediate level growth.

3.3.1 As a minimum enroll the following percentages of elementary school graduates during the plan period:

- 1395-96: 91% of elementary graduates of 1394-95
- 1396-97: 92% of elementary graduates of 1395-96
- 1397-98: 93% of elementary graduates of 1396-97
- 1398-99: 94% of elementary graduates of 1397-98
- 1399-1400: 95% of elementary graduates of 1398-99.

3.3.2 Open 224 new intermediate schools, 111 in rural and 113 in urban areas during the plan period. This will increase the number of intermediate schools from 372 in 1394-95 to 596 by the end of the Plan.

3.3.3 Improve methods of instruction, raise standards of teaching and take other appropriate action to achieve as a minimum the following improvement in promotion rates by 1399-1400:

<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1394-95</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>1399-1400</td>
<td>82%</td>
<td>87%</td>
</tr>
</tbody>
</table>

3.3.4 During 1395-96, review and revise the curriculum to incorporate subject matter of relevance to those who may leave school as well as those who will continue at the secondary level. Preparation of texts, teaching materials, teacher training, and pilot application of new curriculum are planned to begin in 1396-97.

3.3.5 Conduct a comparative analysis in 1395-96 of the modern and conventional intermediate-school systems now in operation, and determine whether the modern intermediate approach should be expanded or terminated by the end of 1396.

3.4 Secondary Education

Growth of secondary education during the plan period is shown in Figure V-8.
3.4.1 Enroll the following percentages of intermediate school graduates during the plan period:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1395-96</td>
<td>54.3% of intermediate graduates of 1394-95</td>
</tr>
<tr>
<td>1396-97</td>
<td>54.7% of intermediate graduates of 1395-96</td>
</tr>
<tr>
<td>1397-98</td>
<td>55.1% of intermediate graduates of 1396-97</td>
</tr>
<tr>
<td>1398-99</td>
<td>57.9% of intermediate graduates of 1397-98</td>
</tr>
<tr>
<td>1399-1400</td>
<td>60.3% of intermediate graduates of 1398-99</td>
</tr>
</tbody>
</table>

3.4.2 Increase the number of secondary schools from 65 in 1394-95 to 102 in 1399-1400. Increase the total number of classes from 703 to 1,494 during the same period, adding 684 classes in expanding existing schools and 107 classes with the newly opened schools.

3.4.3 Achieve graduation rates as follows during the plan:

<table>
<thead>
<tr>
<th>Year</th>
<th>Science</th>
<th>Arts</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1395-96</td>
<td>84.5%</td>
<td>93.0%</td>
<td>88.7%</td>
</tr>
<tr>
<td>1396-97</td>
<td>85.0%</td>
<td>94.0%</td>
<td>89.5%</td>
</tr>
<tr>
<td>1397-98</td>
<td>86.0%</td>
<td>94.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>1398-99</td>
<td>87.0%</td>
<td>95.0%</td>
<td>91.0%</td>
</tr>
<tr>
<td>1399-1400</td>
<td>88.0%</td>
<td>95.0%</td>
<td>91.5%</td>
</tr>
</tbody>
</table>

3.4.4 Continue work initiated in 1394-95 on revision of curriculum and begin experimental application of new 1st year curriculum in 1395-96, new 2nd year in 1396-97, and new 3rd year in 1397-98. Concurrently, prepare the training program for teachers.

3.4.5 Examine the applicability of a multi-purpose secondary education structure in Saudi Arabia. This program will begin in 1395-96 and will include visits abroad, recruiting from countries using multi-purpose curricula, curriculum design, text preparation, and teacher training in preparing for a pilot application to begin in 1398-99.

3.5 Teacher Training

Teacher training development is summarized in Figure V-9.

3.5.1 Expand the present secondary-level teacher training program from 16 institutes with 9,093 students in 1394-95 to 21 with 12,139 students by the end of the Plan. During the five years, the number of graduates is estimated at more than 15,600, more than sufficient to meet the need for approximately 13,000 additional elementary teachers.

3.5.2 Complete the testing of the junior college curriculum developed in 1394-95, and in 1395-96 begin the preparation of texts, instructional methods, and laboratory requirements.

3.5.3 Establish the junior college program to train elementary teachers, beginning in 1396-97 with one school and 210 students and increasing to five schools and 2,225 students by the end of the Plan. This program, which will graduate 1,674 students during
the plan period, will eventually replace the secondary institutes as the principal source of elementary teachers.

3.5.4 Expand the Art Institute program for the preparation of specialized art instructors from one to three institutes by 1399-1400, reaching an enrollment of 500 students. Some 522 graduates are projected over the plan period.

3.5.5 Increase the number of Physical Education Institutes from one to three by 1399-1400 with a total enrollment of 687 students. During the five years of the second plan, a total of 530 graduates are forecast.

3.5.6 Expand the Center for Science and Mathematics program, which prepares teachers for intermediate schools, to include 4 branches by 1396-97 and increase total enrollment from 100 students in 1394-95 to 4,929 by 1399-1400. Graduates will number 2,118 by the end of the Plan.

3.5.7 Continue the special training program in English Language with an annual enrollment of 70 students.

3.5.8 Increase the total enrollment in the teacher-upgrading centers from 1,000 students in 1395-96 to 1,200 in 1396-97 and maintain this level during the remainder of the plan period.

3.5.9 Undertake a study of on-the-job teacher training in 1395-96 for application and evaluation beginning in 1397-98.

3.5.10 Establish annual scholarship quotas for continuing teacher education within and outside the Kingdom, beginning in 1395-96.

3.6 Technical Education

3.6.1 Expand the present secondary level industrial education program from 4 schools with 2,160 students in 1394-95 to 13 schools with 7,375 students by the end of the Plan. The number of graduates will increase from 297 in 1394-95 to 1,650 in 1399-1400 for a total of 5,537 over the plan period.

3.6.2 Expand existing fields of study and introduce new programs in such subjects as electronics, petrochemical technology, civil engineering, mechanics, and hotel services.

3.6.3 Increase enrollment in the Higher Industrial Institute from 105 students in 1394-95 to 375 students in 1399-1400. This program will graduate 285 students during the plan period.

3.6.4 Expand the present secondary level commercial education program from 5 schools with 715 students in 1394-95 to 9 schools and 3,303 students in 1399-1400. During the plan period, the program will graduate 2,574 students, reaching an annual output of 915 graduates by 1399-1400.

3.6.5 Continue to offer the evening program in commercial education at three schools until 1398-99 when three additional schools will be opened.
3.6.6 Open one Higher Commercial Institute in 1395-96 with an initial enrollment of 105 students and add two institutes the following year. Enrollment will increase from 105 in 1395-96 to 741 in 1399-1400, and the program will graduate 947 students during the plan period.

3.6.7 Start the secondary level program in agricultural education at Buraydah in 1396-97 with 175 students and open 4 additional institutes in 1398-99. Total enrollment in 1399-1400 is 1,259 students and the Buraydah school will have graduated 226 students by the end of the plan period.

3.7 Special Education
3.7.1 Increase the number of institutes providing education for blind, deaf, or retarded students from 15 as of 1394-95 to 28 by the end of the Plan. The number of students served will increase from 2,119 in 1394-95 to 4,416 in 1399-1400.
3.7.2 Develop an audio library system for use by the handicapped.
3.7.3 Initiate a continuing program of public education and information concerning the handicapped person.

3.8 Holy Qur'an Studies
3.8.1 During the plan period, add 16 schools at the elementary level for instruction in the Holy Qur'an to increase the total to 23 schools by 1399-1400. The number of students will increase from 2,306 in 1394-95 to 8,687 in 1399-1400.
3.8.2 Continue to operate 4 intermediate level schools for this program; student enrollment will increase from 128 in 1394-95 to 950 in 1399-1400.
3.8.3 Initiate a secondary level program in 1395-96 with one school and 15 students, opening additional schools beginning in 1397-98 to reach a total of four schools by the end of the Plan. Enrollment as of 1399-1400 will be 315 students.

3.9 Adult Education and Literacy
The expansion of the adult literacy program during the plan period is illustrated in Figure V-10.
3.9.1 Add 68 schools to the evening intermediate-school program for adults and 15 to the evening secondary program during the plan period. Intermediate enrollment will increase from 6,570 students as of 1394-95 to 16,290 in 1399-1400, and secondary from 1,623 to 3,014 students during the same period.
3.9.2 Continue the two-stage program for adult literacy, adding 200 schools a year so that 2,015 schools will be operating by 1399-1400. Enrollment will grow from 55,540 students in 1394-95 to 126,080 in 1399-1400.
3.9.3 Beginning in 1396-97, establish special literacy centers in selected Community Development centers. A total of 17 literacy centers will be in operation by 1399-1400.
3.9.4 Organize annual summer campaigns, beginning in 1395-96, to provide literacy training to nomadic and rural groups. The initial target is 3,000 participants, increasing to 5,000 in the campaign for 1399-1400; a total of 20,000 participants is projected for the plan period.

3.9.5 Establish an award program beginning in 1395-96, offering SR 500 to all who graduate from the literacy course.

3.10 Services

3.10.1 Expand the school meal program, beginning in 1395-96, to cover all elementary students. An annual average of 160 meals per student will be provided.

3.10.2 Prepare a plan in 1396-97 for introducing the school meal program at the intermediate level and initiate a pilot program with 26,000 students in 1397-98. Expand the program to cover all intermediate students, beginning in 1398-99.

3.10.3 Study the implications and requirements during 1399-1400 for a universal school meal program.

3.10.4 Improve the school transportation system in rural areas to serve students living at a distance from school locations.

3.10.5 Augment the existing school health unit system through the introduction, in 1395-96, of mobile units with facilities for X-ray and dental care. Expand the program, beginning in 1396-97, with fully equipped mobile health units capable of providing full preventive health services.

3.10.6 Study students and their performance as a basis for guidance in academic work and program choices.

3.10.7 Provide a full range of sports activity at school and utilize schools and sports centers for continuing programs during the summer months.

3.10.8 Expand the scouting program at cub, regular, and senior scout levels and add 4 permanent camps and 16 training centers during the plan period.

3.10.9 Establish summer youth centers in all educational districts and arrange for student exchange trips between centers and abroad.

3.10.10 Provide specialized training for outstanding students in athletics, art, scouting, and social affairs to prepare them as representatives of the Kingdom in international youth events.

3.11 Educational Technology

3.11.1 Establish a National Center for Educational Technology in Riyadh in 1395-96 for the development of educational aids and materials, curriculum research, program development and testing, and equipment testing and evaluation.

3.11.2 Establish an Educational Television Center in Riyadh in 1395-96, for the preparation of classroom programs for broadcast to selected intermediate schools as part of the pilot educational television project.
3.11.3 Supply 200 portable English Language laboratories to secondary schools in 1395-96, an additional 60 a year for the next two years, and 65 a year for the final two years of the plan period for a total of 450 units.

3.11.4 Initiate in 1396-97 the development of an experimental audio system for Arabic Language instruction in elementary schools, and complete all testing and development of teaching materials by the end of the plan period.

3.11.5 Design and introduce multi-purpose classrooms combining theory and laboratory practice facilities in 30 secondary schools, beginning with 3 in 1395-96, and adding 5 in 1396-97, 6 in 1397-98, and 8 in 1398-99 and 1399-1400. Concurrently, establish miniature museums as secondary school exhibits in three districts, one each in 1395-96, 1397-98, and 1399-1400.

3.11.6 Plan during 1395-96 to establish one experimental elementary, intermediate, and secondary school, and prepare curricula and associated texts and educational material for operational application beginning in 1398-99.

3.11.7 Utilize mobile and prefabricated classrooms, particularly in the rural areas and in the literacy campaigns, to implement the school expansion program.

3.12 Educational Quality

3.12.1 Increase the inspectorate staff for elementary education from 191 in 1394-95 to 339 by the end of the Plan, maintaining a level of one inspector for one hundred teachers throughout the plan period. In addition, develop a cadre of personnel to provide guidance to teachers in instructional practices and personal relations.

3.12.2 Allocate scholarships each year for teachers and administrators to participate in special courses, and degree and diploma programs both within and outside the Kingdom. Each year of the Plan, release for upgrading classes between 500 and 600 elementary teachers who do not hold the secondary certificate.

3.12.3 Beginning in 1395-96, publish a journal on educational research for international as well as internal distribution.

3.12.4 Evaluate in 1395 the examination system review project which began in 1394, and train teachers initially in the Riyadh area during 1395-96 in testing techniques and test construction, for application in 1396.

3.12.5 Use all possible means to encourage the development of an atmosphere of mutual understanding and cooperation between teachers and administrators.

3.12.6 Develop procedures for periodic reporting of the status of school facilities and equipment, and streamline administrative processing of requests for supplies to reduce delays in delivery.

3.13 Administration and Operations

3.13.1 Beginning in 1395-96 and continuing through the plan period, analyze the departmental structure of the Ministry and introduce modifications where indicated to
provide a more efficient management system. Concurrently, identify personnel requirements and qualifications in keeping with the changing structure.

3.13.2 Initiate in 1995 a continuing program of job analysis directed toward the simplification of administrative procedures and rearrangement of centers of responsibility.

3.13.3 Undertake the reorganization of the existing system of 23 educational districts beginning in 1995-96, dividing the Kingdom into a small number of general departments with subordinate elements to provide coverage of all educational activities.

3.13.4 Continue the work that began in 1994 on the development of computer programs for information storage and retrieval, and investigate the potential of microfilm or similar devices for record and file maintenance.

3.13.5 Review the preliminary study completed in 1994 concerning introduction of a functional internal accounting and budgeting system, modify as necessary, and arrange for its application during the plan period.

3.14 Teaching Staff

Increase teaching staffs as shown in table V-11.

<table>
<thead>
<tr>
<th></th>
<th>1394-95</th>
<th>1399-1400</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Ratio to Students</td>
</tr>
<tr>
<td>Elementary</td>
<td>21,669</td>
<td>1:19</td>
</tr>
<tr>
<td>Intermediate</td>
<td>4,953</td>
<td>1:14</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,353</td>
<td>1:15</td>
</tr>
<tr>
<td>Teacher training,</td>
<td>698</td>
<td>1:13</td>
</tr>
<tr>
<td>secondary level</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Teacher training,</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>junior college</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Special teacher</td>
<td>131</td>
<td>1:12</td>
</tr>
<tr>
<td>training programb</td>
<td>116</td>
<td>1:20</td>
</tr>
<tr>
<td>Qur'an, elementary</td>
<td>13</td>
<td>1:10</td>
</tr>
<tr>
<td>Qur'an, intermediate</td>
<td>370</td>
<td>1:8</td>
</tr>
<tr>
<td>and secondary</td>
<td>612</td>
<td>1:3</td>
</tr>
<tr>
<td>Agricultural,</td>
<td>29,915</td>
<td>1:17</td>
</tr>
<tr>
<td>commercial, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>industrial (all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>levels)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Does not include advisors or inspectors.

b Does not include teachers at Centers for Science and Mathematics where instruction is conducted in a unit basis instead of a class basis.
3.15 Facilities

3.15.1 Complete the execution of currently authorized projects for which 29.8 percent of the original total funding of SR 1,454.79 million extends into the new plan period.

3.15.2 Beginning in 1395-96, initiate school construction projects (new and replacement) which will be phased over the plan period to achieve the following:

**Elementary:** Additional schools with a total of 17,412 classrooms and 508 special-purpose rooms.

**Intermediate:** Additional schools with a total of 4,614 classrooms and 215 special-purpose rooms.

**Secondary:** Additional schools with a total of 762 classrooms and 301 special-purpose rooms.

**Teacher Training:**
- 9 new secondary-level institutes,
- 103 additional classrooms,
- and 16 special-purpose rooms.

**5 new junior colleges.**

**1 center for Science and Mathematics in Riyadh and 4 branch centers.**

**Technical Education:**
- 12 new industrial education schools.
- 5 new agro-industrial institutes.
- 5 new commercial schools.
- 1 Higher Commercial Institute.

**Special Education:**
- 16 new institutes, 3 student dormitories, and 4 special-purpose buildings.

3.15.3 Under the supervision of the Ministry’s Engineering Department, study the availability of land in locations where school construction or expansion can be expected.

3.15.4 Establish through the Engineering Department standards for projects and develop simplified models and specifications for schools in remote areas.

3.15.5 Initiate the following construction projects for Ministry buildings to be phased over the first three years of the plan period, as follows:

- **1395 – 96:** Four buildings — engineering administration, examinations administration, statistics and research, and curriculum and research.
- **1396 – 97:** Three buildings — technical education administration, supplies and equipment, and teaching materials administration.
- **1397 – 98:** Two buildings — supreme council for sciences, mosque, and library.
3.15.6 Start construction of 20 new buildings for district administration according to the following schedule:

1395 - 96: 3 large, 3 medium, 2 small buildings.
1396 - 97: 2 large, 2 medium, 2 small buildings.
1397 - 98: 2 large, 2 medium, 2 small buildings.

3.15.7 Beginning in 1395-96, initiate construction projects for school health services which will be phased over the plan period to achieve the following results:

Health units: 23 main health units and 47 branch units.
Hospitals: 6 student hospitals.
Clinics: 31 eye clinics in the health units.
Medical centers: 17 X-ray centers in the health units.
34 dental centers in the health units.

3.15.8 Acquire land and initiate study and design in 1395-96 for the National Center for Educational Technology and the Educational Television Center, with construction to be completed by the end of 1396-97.

3.15.9 Begin a comprehensive construction program in 1395-96 to provide in coordination with the General Presidency for Youth Welfare the following youth development facilities by the end of the Plan:

21 compound stadiums
24 scout centers
14 student hostels
387 game courts.

3.15.10 Beginning in 1395-96, schedule annually the renovation, remodelling, and major maintenance of 10 administration buildings, 200 government-owned schools, and 250 rented school buildings.

4. Finance

The Ministry of Education's annual requirements, including most Cultural Affairs and Antiquities programs, are estimated as follows (SR millions):

<table>
<thead>
<tr>
<th></th>
<th>Budgeted 1394-95</th>
<th>1395 96</th>
<th>1396 97</th>
<th>1397 98</th>
<th>1399 99</th>
<th>1400 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent</td>
<td>1,310.7</td>
<td>4,116.6</td>
<td>4,775.1</td>
<td>5,570.0</td>
<td>6,668.1</td>
<td>7,581.0</td>
</tr>
<tr>
<td>Project</td>
<td>757.7</td>
<td>7,380.5</td>
<td>7,278.2</td>
<td>7,962.3</td>
<td>401.6</td>
<td>158.6</td>
</tr>
<tr>
<td>Total</td>
<td>2,068.4</td>
<td>11,497.1</td>
<td>12,053.3</td>
<td>13,532.3</td>
<td>7,069.7</td>
<td>7,739.6</td>
</tr>
</tbody>
</table>
V.D.1. 2. MODEL SCHOOLS

1. Present Conditions

1.1 Al Asma school in Riyadh and Thaghr school in Jiddah continue to operate as model schools with enrollment restricted at all levels to highly qualified students. The numbers enrolled in academic year 1394-95 are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Al Asma</th>
<th>Thaghr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>250</td>
<td>-</td>
</tr>
<tr>
<td>Pre-elementary</td>
<td>400</td>
<td>-</td>
</tr>
<tr>
<td>Elementary</td>
<td>662</td>
<td>921</td>
</tr>
<tr>
<td>Intermediate</td>
<td>353</td>
<td>455</td>
</tr>
<tr>
<td>Secondary</td>
<td>430</td>
<td>303</td>
</tr>
<tr>
<td>Total</td>
<td>2,095</td>
<td>1,679</td>
</tr>
</tbody>
</table>

1.2 Thaghr school, designed to accommodate classes of 35 students, suffers from over-enrollment in almost all classes at every level. However, al Asma school, which follows a limit of 25 students per class and has more expensive facilities, has not experienced this problem.

1.3 The two-stage program of kindergarten and pre-elementary classes at al Asma school is meeting with favorable response, indicated by an increase in enrollment of over 50 percent in the past four years.

1.4 Thaghr school is making its facilities available to children of the Saudi diplomatic corps as well as selected regularly-enrolled students.

1.5 Thaghr school maintains a ratio of 2 teachers per class at all levels. At al Asma, this ratio is prescribed for intermediate and secondary levels, with a ratio of 1.4 teacher per class for the elementary level. However, the 1394-95 staffing at al Asma is below the desired levels for elementary and secondary classes.

2. Objectives and Policies

Both the model schools are expected to continue to provide high-quality general education to students who meet the entry requirements and who maintain the level of classroom performance required. The following objectives and policies will support this mission in the second plan period.

2.1 Continue the policy of retaining only those students who successfully complete their academic programs.

2.2 Increase the size of the kindergarten and pre-elementary programs at al Asma school.

2.3 Raise the enrollment in elementary, intermediate, and secondary levels to 1,875 students at al Asma school, limiting classes to 25 students at all levels.

2.4 Continue at Thaghr school with 24 elementary, 12 intermediate, and 10 secondary level classes, and hold enrollment to an average of 35 students per class.
2.5 Maintain the existing teacher: class ratios at Thaghr school and set ratios of 1.4:1 for elementary and 2:1 for the intermediate and secondary levels at al Asma school.
2.6 Arrange boarding facilities in both schools for students, as required.
2.7 Improve classroom, athletic and recreation, and administrative facilities at both schools in keeping with their high-quality educational programs.

3. Programs and Projects
3.1 Achieve the following graduation rates at both schools by the end of the plan period:

<table>
<thead>
<tr>
<th></th>
<th>Al Asma</th>
<th>Thaghr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>94</td>
<td>95</td>
</tr>
<tr>
<td>Secondary</td>
<td>94</td>
<td>95</td>
</tr>
</tbody>
</table>

3.2 At al Asma school increase kindergarten enrollment to 700 pupils and pre-elementary to 800 pupils by 1399-1400.
3.3 Increase the number of classes at al-Asma school as follows:

<table>
<thead>
<tr>
<th></th>
<th>1394-95</th>
<th>1399-1400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Intermediate</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Secondary</td>
<td>18</td>
<td>21</td>
</tr>
</tbody>
</table>

3.4 Eliminate overcrowding at Thaghr school by reducing enrollment from 1,679 students in 36 classes as of 1394-95 to 1,617 students by 1399-1400.
3.5 Increase the teaching staff at al Asma school from the 1394-95 level of 120 to 222 by the end of the plan period. (The number of teachers at Thaghr school will remain at 98.)
3.6 Initiate construction of dormitories in 1395-96 at al Asma and Thaghr schools. The Thaghr school buildings will include classrooms and housing of female students in support of the program for children of the Saudi diplomatic corps.
3.7 In addition to dormitories, accomplish the following planned construction at al Asma school:

☆ Initiate construction of additional classrooms for the pre-school, elementary, and intermediate levels (1395-96).
☆ Start constructing the school health-unit building (1395-96).
☆ Start installation of the closed-circuit instructional television system (1395-96).
☆ Continue work on the recreation and athletic center (1395-1400).
☆ Provide necessary utilities, landscaping, and executive offices (1395-1400).
3.8 In addition to dormitories, accomplish the following planned construction at Thaghr school:

☆ Initiate development of a school complex on the Medina Road, including a boys' elementary school, housing, mosque, library, recreation area, and utilities.
☆ Complete the new model elementary section on the Mecca Road (1395-96).
☆ Provide vehicle shelters, maintenance shops, and necessary alterations and improvements (1395-97).

4. Finance

The financial requirements of the model schools are estimated below (SR millions):

Al Asma school

<table>
<thead>
<tr>
<th></th>
<th>Budgeted 1394-95</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399</th>
<th>Plan Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent</td>
<td>3.8</td>
<td>8.7</td>
<td>13.1</td>
<td>16.2</td>
<td>20.6</td>
<td>26.7</td>
<td>85.3</td>
</tr>
<tr>
<td>Project</td>
<td>14.3</td>
<td>22.1</td>
<td>29.8</td>
<td>16.1</td>
<td>5.0</td>
<td>1.0</td>
<td>74.0</td>
</tr>
<tr>
<td>Total</td>
<td>18.1</td>
<td>30.8</td>
<td>42.9</td>
<td>32.3</td>
<td>25.6</td>
<td>27.7</td>
<td>159.3</td>
</tr>
</tbody>
</table>

Thaghr school

<table>
<thead>
<tr>
<th></th>
<th>Budgeted 1394-95</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399</th>
<th>Plan Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent</td>
<td>5.6</td>
<td>8.2</td>
<td>8.9</td>
<td>9.3</td>
<td>9.4</td>
<td>9.9</td>
<td>45.7</td>
</tr>
<tr>
<td>Project</td>
<td>9.2</td>
<td>18.2</td>
<td>11.0</td>
<td>4.0</td>
<td>5.0</td>
<td>5.0</td>
<td>43.2</td>
</tr>
<tr>
<td>Total</td>
<td>14.8</td>
<td>26.4</td>
<td>19.9</td>
<td>13.3</td>
<td>14.4</td>
<td>14.9</td>
<td>88.9</td>
</tr>
</tbody>
</table>
V.D. 2 GIRLS' EDUCATION

1. Present Conditions

1.1 The substantial expansion program for elementary education that was proposed five years ago has been realized. Enrollment as of 1394-95 is within 5 percent of the target of 224,500 pupils, and the number of elementary classes has doubled in five years.

1.2 Opportunities for elementary education have been expanded far beyond plan expectations; there are now 500 communities with schools for girls, well over the target of 300.

1.3 The proportion of Saudi personnel holding elementary school staff positions has increased from 29 percent at the beginning of the plan to 56 percent in 1394-95, surpassing the target of 48 percent.

1.4 The shift of emphasis at the intermediate level from teacher training to general education has been greatly accelerated. General education now accounts for over 97 percent of intermediate level enrollment as teacher training programs at this level are being phased out.

1.5 The availability of Saudi teachers for intermediate schools has not kept pace with expectations and only 12 percent of the 1394-95 staff was Saudi, compared with the target of 20 percent.

1.6 General secondary education has expanded in keeping with the growth of general intermediate enrollment. Although the plan projected an enrollment of 4,900, more than 7,600 students were in school in 1394-95.

1.7 It was anticipated that almost all of the secondary teaching staff would be contract personnel; however, Saudi teachers for this level of education are now becoming available and at present hold 54 of the 480 teaching posts.

1.8 The program for secondary-level teacher training institutes is now intended to be the principal source of elementary school teachers. Enrollment in the two-year course has reached a total of almost 3,600 students, about 1,000 more than projected for 1394-95. Planning for the modification of the course of study is now in its final stage.

1.9 Classroom overcrowding has been relieved at all levels. School construction projects currently underway will, at their completion, provide the government school system with 129 elementary schools with 2,489 classrooms, 30 intermediate schools with 600 classrooms, and 10 secondary schools with 198 classrooms. These will both expand the system and replace rented facilities.

1.10 Adult literacy programs for women, initiated in 1392-93 with 1,400 participants at 5 schools, have expanded to a registration of almost 29,000 women in 99 schools.

2. Objectives and Policies

From the sound foundation laid in the 1390-95 period, the plan for girls' education in the years 1395-1400 aims to bring diversity and qualitative advances to continually
expanding programs at all levels. The specific objectives of the Plan are summarized below.

2.1 Elementary Education
2.1.1 Increase present (1394-95) elementary school enrollment by 64 percent by the end of the plan period.
2.1.2 Provide school places for at least 50 percent of the Saudi girls aged between 6 and 12.
2.1.3 Increase the number of communities with elementary schools for girls, putting emphasis on the rural areas.
2.1.4 Improve the promotion rates by reducing the incidence of repeating and drop-out in all grades.
2.1.5 Eliminate overcrowding in all classes.

2.2 Intermediate Education
2.2.1 Continue to enroll at least 80 percent of the elementary school graduates.
2.2.2 Provide more opportunities for intermediate education in small communities and rural areas.
2.2.3 Improve the promotion rates by reducing the incidence of repeating and drop-out in all grades.
2.2.4 Reduce the average number of students per class to 27 by the end of the Plan.

2.3 Secondary Education
2.3.1 Continue to enroll at least 50 percent of the intermediate school graduates.
2.3.2 Continue the program of opening schools at new locations (as well as in communities with schools) to expand the availability of secondary education.
2.3.3 Achieve passing rates of 90 percent in grade one and over 95 percent in higher grades by the end of the Plan.
2.3.4 Reduce the average number of students per class to 23 by the end of the Plan.

2.4 Teacher Training
2.4.1 Expand the teacher training program at the secondary level to meet annual requirements for additional elementary teachers and also to begin replacing non-Saudi teachers by the end of the Plan.
2.4.2 Extend the course of study in the secondary-level teacher training institute program from two to three years.
2.4.3 Complete the phasing-out of the intermediate-level teacher training institute program.
2.4.4 Encourage participation in teacher training programs by students from rural areas
through the provision of housing and special financial incentives.

2.4.5 Develop a post-secondary school program for the training of intermediate school teachers.

2.5 Technical Education
2.5.1 Continue the operation of the technical training centers at the four present locations.
2.5.2 Introduce new courses related to occupations appropriate for Saudi women.
2.5.3 Extend the course of study from two to three years.

2.6 Literacy Program
2.6.1 Expand the ongoing literacy program to reach uneducated adults and elementary school dropouts in all areas of the Kingdom.
2.6.2 Make the syllabus more relevant to women.
2.6.3 Utilize public information media to reinforce the program.
2.6.4 Develop training programs to prepare teachers for adult literacy assignments.

2.7 Facilities
2.7.1 Complete with minimum delay school building projects already authorized.
2.7.2 Initiate a comprehensive building program for additional schools at all levels to increase the proportion of government-owned school buildings to 42 percent by the end of the Plan.
2.7.3 Construct student housing units at selected teacher training institutions.
2.7.4 Construct office buildings for the general and regional administrative headquarters to replace existing make-shift facilities in modified villas.
2.7.5 Build a system of health units to serve all educational districts.

2.8 Educational Quality
2.8.1 Provide regional and branch offices with sufficient support staff for continuing supervision of educational programs.
2.8.2 Expand the educational guidance program to ensure comprehensive coverage of all instruction by qualified inspectors.
2.8.3 Develop an upgrading program for elementary teachers who do not hold secondary-level certificates.
2.8.4 Insure that all schools have the necessary classroom equipment, instructional aids, texts, and student supplies, and that buildings include all required utility services.

2.9 Services
2.9.1 Initiate on a pilot basis a school-meals program in selected areas.
2.9.2 Expand the health service program for students and school staff.
2.9.3 Make housing available for students and staff at schools in isolated locations.
2.9.4 Improve and expand the school transportation system.

2.10 Staffing
2.10.1 Increase the number of teachers to achieve lower teacher-pupil ratios at all levels by the end of the Plan.
2.10.2 Increase the proportion of Saudi women teachers and administrators in schools to 59 percent of the total by the end of the Plan.
2.10.3 Emphasize supervisory, technical, and educational posts in the expansion of the staff sections of the General Presidency for Girls' Education.
2.10.4 Enlarge the school health service staff, both general and specialist.

3. Programs and Projects

3.1 Elementary Education
3.1.1 Expand total enrollment from 214,641 pupils in 1394-95 to 353,428 in 1399-1400 (see Figure V-11).
3.1.2 Increase the annual intake of new pupils from 44,184 in 1394-95 to 72,361 in 1399-1400.
3.1.3 Open 707 new schools throughout the plan period to increase the number of towns and villages with elementary schools from 500 in 1394-95 to 1,000 in 1399-1400.
3.1.4 Study factors influencing repeating and drop-out rates and take corrective action to achieve the following improvement in promotion rates by 1399-1400:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1394-95</td>
<td>83.4%</td>
<td>86.2%</td>
<td>86.7%</td>
<td>77.9%</td>
<td>83.8%</td>
</tr>
<tr>
<td>1399-1400</td>
<td>91.9%</td>
<td>92.9%</td>
<td>93.3%</td>
<td>88.4%</td>
<td>92.2%</td>
</tr>
</tbody>
</table>

3.1.5 Increase the number of classes from 6,646 in 1394-95 to 11,761 in 1399-1400 to reduce the average enrollment from over 32 to 30 students per class.
3.2 Intermediate Education

3.2.1 Increase new student admissions from 12,359 in 1394-95 to 26,480 in 1399-1400, equal to approximately 80 percent of the total number of graduates of public elementary schools. Achievement will require that intermediate schools be capable of enrolling all graduates from the local elementary schools plus 20 percent of the graduates from elementary schools in locations that lack an intermediate school. The total number of students in intermediate schools will increase from 34,061 in 1394-95 to 70,200 in 1399-1400 (see Figure V-12).

3.2.2 Open 140 additional intermediate schools during the plan period including schools in rural locations where there is no intermediate school within 25 kilometers and the elementary schools are graduating at least 30 pupils per year. This will increase the number of intermediate schools from 93 in 1394-95 to 233 by the end of the Plan.

3.2.3 Improve methods of instruction, raise standards of teachers, and take other appropriate action to achieve the following improvement in promotion rates by 1399-1400:

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1394-95</td>
<td>88.2%</td>
<td>90.4%</td>
<td>85.8%</td>
</tr>
<tr>
<td>1399-1400</td>
<td>91.7%</td>
<td>93.6%</td>
<td>90.3%</td>
</tr>
</tbody>
</table>

3.2.4 Increase the number of classes from 1,106 in 1394-95 to 2,600 by 1399-1400 to reduce the average class from 31 students to 27.

3.3 General Secondary Education

3.3.1 Increase new student admissions from 3,115 in 1394-95 to 7,000 in 1399-1400 to accommodate at least 50 percent of the intermediate school graduates every year of the plan period. This program will raise total enrollment from 7,616 students in 1394-95 to 17,571 by the end of the Plan (see Figure V-13).

3.3.2 Increase the number of secondary schools from 18 in 1394-95 to 50 in 1399-1400. Of the 32 additional schools, 20 are to be opened in locations now without secondary schools, 13 in 1395-96 and 7 during the remaining years of the Plan. The remaining 12 schools are scheduled for Riyadh (3), Mecca (3), Jiddah (3), and one each in Dammam, al-Hasa, and Tayif.

3.3.3 Improve methods of instruction, teachers' standards, and other related educational activities to achieve the following improvement in promotion rates:

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1394-95</td>
<td>86.5%</td>
<td>91.9%</td>
<td>92.0%</td>
</tr>
<tr>
<td>1399-1400</td>
<td>90.0%</td>
<td>95.4%</td>
<td>96.0%</td>
</tr>
</tbody>
</table>

3.3.4 Increase the number of classes from 283 in 1394-95 to 764 in 1399-1400 to reduce the average class from 27 students to 23.
3.4 Teacher Training

3.4.1 Increase the enrollment in teacher training at the secondary level from 4,561 students in 1394-95 to 12,961 students in 1399-1400 — see Figure V-14 — to provide a total of 11,090 graduates during the plan period. This will require raising the intake of new students from 2,123 in 1394-95 to 4,756 in 1399-1400 and improving the graduation rate from 91.9 percent to 96 percent during the same period.

3.4.2 Change the present two-year secondary-level program for teacher training to three years, beginning in 1396-97, with first graduates of the new program scheduled at the completion of the 1397-98 school year.

3.4.3 Complete the phasing-out of the intermediate-level program for teacher training at the end of the 1395-96 school year, and transfer the graduates (approximately 100) to the first year of the new secondary-level program at the beginning of the 1396-97 school year.

3.4.4 Establish 5 teacher training institutes, each with housing accommodation for 200 students and 20 teachers and administrators, in selected areas to serve widely-dispersed villages. Provide additional supplements to the standard stipend for students from villages who participate in teacher training programs.

3.4.5 Introduce a two-year post-secondary program to train teachers for intermediate-level assignments, beginning with institutions at Mecca and Qasim in 1397-98, at Medina and Dammam in 1398-99, and at al-Hasa and Abha in 1399-1400. New enrollment at each school is set at 200 secondary graduates, either general or teacher training, per year.

3.5 Technical Education

3.5.1 Increase total enrollment at the four technical training institutes at Riyadh, Mecca, Jiddah, and al-Hasa from 550 students in 1394-95 to 1,200 in 1399-1400, providing a total of 1,585 graduates during the plan period.

3.5.2 Reorganize current courses into a home economics department and add three new departments — secretarial, clerical and book-keeping, and laboratory technician — in each institute.

3.5.3 Change the present two-year program to three years, beginning in 1396-97, with admission restricted to holders of the intermediate school certificate. Graduates of these institutes will be awarded the Technical Training Diploma which will be equivalent to the academic secondary school certificate.

3.6 Literacy Program

3.6.1 Increase total enrollment in the present literacy program from 28,893 in 1394-95 to 393,751 in 1399-1400, providing a total of over 89,000 graduates during the plan period. The number of schools utilized for this program will increase from 99 in 1394-95 to 1,312 in 1399-1400, and 19,687 teachers and 3,936 administrators will be engaged in the program in 1399-1400: see Figure V-15.

3.6.2 Review the current syllabus during 1395-96 and modify the basic subject material to make it more relevant to women.
3.6.3 Produce in cooperation with the Ministry of Information program material for radio and television which will supplement and reinforce the classroom work of the literacy program.

3.6.4 Organize intensive short-term training courses for literacy teachers and supervisors on an annual basis to improve the effectiveness of the ongoing literacy program.

3.7 Facilities

3.7.1 Complete the following authorized projects:

- 25 elementary schools, 9 classes each (1395-96).
- 16 elementary schools, 15 classes each (1395-96).
- 22 intermediate schools, 15 classes each (1395-96).
- 88 elementary schools, 23 classes each (1396-97).
- 18 intermediate schools, 15 classes each (1396-97).
- 4 secondary schools, 15 classes each (1396-97).
- 6 secondary schools, 23 classes each (1396-97).
- General Presidency building (1398-99).

3.7.2 Initiate the following new projects:

- 300 elementary schools at the rate of 60 per year; equal numbers of 9-class, 15-class, and 23-class schools (1395-1400).
- 132 intermediate schools at the rate of 26-27 per year; 52 of 9 classes and 40 each of 15 and 23 classes (1395-1400).
- 50 secondary schools of 15 classes each at the rate of 10 per year (1395-1400).
- 5 secondary teacher training institutes of 15 classes each (1395-96).
- Technical training institutes to replace the four existing centers (1395-96).
- 6 post-secondary teacher training colleges to be opened at the rate of two per year beginning in 1397-98 (1396-1400).

3.7.3 Include a hostel for 200 students and 20 teachers and administrators in the construction of the 5 secondary teacher training institutes listed above.

3.7.4 Construct the following administrative facilities:

- Buildings for ten regional education departments, beginning in 1395-96 with completion by the end of 1405.
- General stores and warehouse buildings at the Riyadh headquarters, beginning in 1395-96 with completion by the end of 1397-98.

3.7.5 Construct 14 school health units beginning in 1395-96 with completion by the end of 1398-99.
3.8 Educational Quality
3.8.1 Increase staffing in the regional educational offices as required for educational supervision. In addition, cover all towns not served by the regional offices through the representative system.
3.8.2 Increase the instructional inspectorate from the 196 posts authorized in 1394-95 to 502 posts in 1399-1400, the number of social inspectors from 122 in 1394-95 to 304 in 1399-1400, and the subject inspectors from 48 in 1394-95 to 143 in 1399-1400. Provide appropriate administrative support to help in implementation.
3.8.3 Design a program by the end of 1395-96 for the upgrading of elementary teachers who hold the intermediate certificate, and begin this in 1396-97.
3.8.4 Develop procedures for periodic reporting of the status of school facilities and equipment and streamline administrative processing of requests for supplies to reduce delays in deliveries.

3.9 Services
3.9.1 Initiate in 1395-96 a school-meals program in selected elementary schools in rural locations and extend the program in succeeding years as dictated by experience and need.
3.9.2 Increase the number of school health units from 23 in 1394-95 to 30 in 1399-1400; provide all remote schools with visiting medical service, and establish medical laboratories and dental and ophthalmological clinics in school health units at Dammam, Jiddah, and Riyadh.
3.9.3 Incorporate student and staff housing in intermediate and secondary schools and institutes that serve rural areas.
3.9.4 Enlarge the school bus fleet and replace outdated vehicles; strengthen contracts for school transport to insure adherence to schedules and provision of appropriate vehicles in good condition.

3.10 Teaching Staff
3.10.1 Increase teaching staffs as follows:

<table>
<thead>
<tr>
<th></th>
<th>1394 - 95</th>
<th>1399 - 1400</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers</td>
<td>Ratio to Students</td>
</tr>
<tr>
<td>Elementary</td>
<td>8,970</td>
<td>1:24</td>
</tr>
<tr>
<td>Intermediate</td>
<td>2,030</td>
<td>1:17</td>
</tr>
<tr>
<td>Secondary</td>
<td>480</td>
<td>1:16</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>250</td>
<td>1:18</td>
</tr>
<tr>
<td>Technical</td>
<td>45</td>
<td>1:12</td>
</tr>
<tr>
<td>Intermediate College</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>11,775</td>
<td></td>
</tr>
</tbody>
</table>
3.10.2 Increase the overall proportion of Saudis in the teaching staffs from the present 42 percent to 53 percent in 1399-1400.

3.11 Health Staff

Increase the number of doctors and medical specialists from the present 44 to 66 in 1399-1400.

4. Finance

The annual requirements of girls' education, excluding the women's colleges, are estimated below (SR millions):

<table>
<thead>
<tr>
<th></th>
<th>Budgeta</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1394-95</td>
</tr>
<tr>
<td>Recurrent</td>
<td>445.0</td>
</tr>
<tr>
<td>Project</td>
<td>433.3</td>
</tr>
<tr>
<td>Total</td>
<td>878.2</td>
</tr>
</tbody>
</table>
V.D.3. HIGHER EDUCATION

Figure V–16, showing increases in student enrollment, is indicative of the overall scope of development anticipated by the separate plans for the institutions of higher education presented below. Plans are being prepared for a new university in the Eastern Region.

V.D.3.1. UNIVERSITY OF RIYADH

1. Present Conditions

1.1 The University of Riyadh is now firmly established as a comprehensive higher education institution, with eight colleges that cover all major fields of study at the undergraduate level.

1.2 The number of full-time students enrolled at the University more than doubled during the first plan. the enrollment for the 1394–95 academic year is estimated at approximately 5,600 students, compared with the total of 2,665 in 1390–91. In addition, the University has increased its part-time student enrollment, from 942 in 1390–91 to over 1,200 in 1394–95.

1.3 The system for student advancement has been revised to require repetition only of courses failed rather than all courses when one was failed. A further modification is the credit-hour system introduced in the College of Education.

1.4 By the end of the 1394–95 academic year, the number of graduates is expected to exceed the first plan's target by almost 500, with particularly strong gains from the Colleges of Education and Science.

1.5 Planning the development of the ad-Dir‘iyah campus has required more time than was anticipated; however, work is progressing, with ground-breaking for construction of the College of Medicine buildings scheduled for early 1395.

1.6 In view of the eventual relocation of the University near ad-Dir‘iyah development of facilities in Riyadh has, for the most part, been restricted to remodeling and renovation, and new construction has been held to a minimum. As a result, the University colleges are crowded; classroom, laboratory, library, and office space is generally inadequate for the increased enrollment and instructional staff.

1.7 The faculty has not expanded in keeping with enrollment growth, and the 1:10 ratio of faculty to students in 1389–90 has increased to more than 1:13 as of 1393–94. While it is unlikely that the target of 1:10 will be reached in 1394–95, the situation is expected to improve as Saudis studying abroad begin to return to take up instructional staff positions.

1.8 Shortages of administrative and technical support personnel continue to constrain the operation of such programs as student registration, purchasing, inventory control, and others designed to improve the effectiveness of the University's operation. Staffing as of 1393–94 was 36 percent below the first plan's estimate.
1.9 Research programs have been initiated by several colleges of the University, concentrating on studies designed to extend the knowledge of the Saudi physical and social environment. Concurrently, studies that focus on various aspects of the University's operation have been commissioned as preliminary stages to administrative decisions.

2. Objectives and Policies

2.1 The following objectives are in keeping with the announced intention to further develop the University into a unified and integrated higher education institution.

2.1.1 Initiate and complete construction work at the ad-Dir'iyyah campus scheduled in the long-term master development plan of the University.

2.1.2 Improve and augment facilities in Riyadh to meet requirements of increased enrollment.

2.1.3 Develop a highly qualified instructional and administrative staff with increasing Saudi participation at all levels.

2.1.4 Ensure that support personnel are provided to meet the instructional, administrative, and service needs of the University staff, students, and facilities.

2.1.5 Strengthen the planning department in keeping with its responsibilities for plan formulation and budget preparation.

2.1.6 Increase the size of the student body while strengthening selection procedures and prerequisites for admission.

2.1.7 Expand all component colleges with particular emphasis on those offering programs in critical fields of professional manpower development.

2.1.8 Reorganize the departmental system in the colleges.

2.1.9 Provide the organizational structure for the coordination of graduate studies.

2.1.10 Implement the credit-hour system in all colleges and modify examination procedures.

2.1.11 Complete arrangements for the eventual establishment of a College of Veterinary medicine.

2.1.12 Provide housing for non-local students in lower division standing.

2.1.13 Broaden the program of student services.

2.2 Prepare students for participation in the social, economic, and cultural growth of the Kingdom.

2.2.1 Offer post-graduate programs leading to a graduate diploma or the master's degree in selected major departments.

2.2.2 Expand departmental offerings in all colleges that now grant undergraduate degrees.

2.2.3 Introduce new majors in astronomy and statistics and expand existing majors in other departments of the College of Science.
2.2.4 Introduce new majors in archeology, Eastern languages, and linguistics and expand existing majors in other departments of the College of Arts.
2.2.5 Introduce a major in chemical engineering in the College of Engineering.
2.2.6 Expand the women's section of the College of Medicine.
2.2.7 Increase the scholarship program for graduate studies abroad in selected specialties.
2.3 Promote the advancement of knowledge through research in social, economic, and cultural areas of investigation.
2.3.1 Expand ongoing research programs in the Colleges of Agriculture, Education, and Engineering.
2.3.2 Establish research centers in the Colleges of Arts, Commerce, and Pharmacy.
2.4 Expand the continuing program of public service.
2.4.1 Organize training courses to upgrade professionals in Government and the private sector.
2.4.2 Sponsor conferences, seminars, and exhibits on subjects of regional, national, and international interest.
2.4.3 Continue to provide part-time study opportunities for external students.
2.4.4 Initiate study programs and courses in cooperation with other government agencies to meet special requirements.
2.4.5 Continue to encourage external consulting services by faculty or staff under the standing regulations of the University.

3. Programs and Projects
3.1 University Development
3.1.1 Ad-Dir'iyyah campus
3.1.1.1 Undertake the construction projects shown in Table V-12.
3.1.1.2 Provide a bus and motor car transportation system beginning in 1397-98 to bring College of Medicine and College of Pharmacy students and faculty from ad-Dir'iyyah to the Riyadh campus for class and laboratory work.
3.1.2 Riyadh Campus
3.1.2.1 Undertake the construction projects shown in Table V-13.
3.1.2.2 Arrange for utilization of facilities in Riyadh released by the Colleges of Medicine and Pharmacy upon their move to ad-Dir'iyyah. Give consideration to requirements of the Colleges of Science and Arts as well as other university needs for instructional and administrative space.
3.1.3 Faculty and Staff Development
3.1.3.1 Increase instructional faculty from 1,406 in 1395-96 to 2,308 in 1399-1400, equally divided between professorial ranks and lecturers and demonstrators.
3.1.3.2 Insofar as possible, organize academic rank distribution of professors, associate professors, and assistant professors and instructors in the ratio of 1:2:3.
Table V-12
PLANNED AD-DIR’IYAH FACILITIES OF THE UNIVERSITY OF RIYADH

<table>
<thead>
<tr>
<th>Year</th>
<th>College or Function and Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1395-96</td>
<td>On-campus housing: start&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Utilities: start</td>
</tr>
<tr>
<td>1396-97</td>
<td>(no new construction programs)</td>
</tr>
<tr>
<td>1397-98</td>
<td>College of Medicine: complete first phase</td>
</tr>
<tr>
<td></td>
<td>College of Pharmacy: complete</td>
</tr>
<tr>
<td></td>
<td>College of Science: start</td>
</tr>
<tr>
<td></td>
<td>Dining halls: start</td>
</tr>
<tr>
<td></td>
<td>Utilities: complete first phase</td>
</tr>
<tr>
<td>1398-99</td>
<td>College of Arts: start&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Mosque: complete</td>
</tr>
<tr>
<td>1399-1400</td>
<td>College of Commerce: complete&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>College of Education: complete&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>College of Medicine: complete all phases</td>
</tr>
<tr>
<td></td>
<td>College of Science: complete first phase&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Central Library: complete&lt;sup&gt;c&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>Dining halls: complete first-phase</td>
</tr>
<tr>
<td></td>
<td>Administration: complete administration center (first phase), auditorium, and computer center.</td>
</tr>
</tbody>
</table>

---

<sup>a</sup> On-campus housing construction will continue throughout the campus development period.

<sup>b</sup> Complete all College of Arts construction in 1401 and all College of Science by end of 1403.

<sup>c</sup> Complete the Colleges of Commerce and Education, and the Central Library, by the end of 1400 (academic year 1400-01).

3.1.3.3 Allocate instructional staff according to teaching loads to provide an overall student-faculty ratio of 1 staff member per 9.68 students, with ratios for component colleges as follows:

<table>
<thead>
<tr>
<th>College</th>
<th>Staff Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>10.57</td>
</tr>
<tr>
<td>Arts</td>
<td>4.76</td>
</tr>
<tr>
<td>Commerce</td>
<td>19.04</td>
</tr>
<tr>
<td>Education</td>
<td>20.76</td>
</tr>
<tr>
<td>Engineering</td>
<td>6.72</td>
</tr>
<tr>
<td>Medicine</td>
<td>5.62</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>11.71</td>
</tr>
<tr>
<td>Science</td>
<td>7.73</td>
</tr>
</tbody>
</table>

3.1.3.4 Assign scholarship students who have completed graduate studies abroad to instructional positions, thus increasing the proportion of Saudis in professorial ranks — full, associate, and assistant professors — to 40 percent by the end of the Plan.

3.1.3.5 Recruit foreign contract faculty from countries with advanced and established higher education systems, and concentrate on attracting Arabs of professional standing who now reside in Europe or the United States.
Table V-13
PLANNED RIYADH FACILITIES OF THE UNIVERSITY OF RIYADH

<table>
<thead>
<tr>
<th>Year of Undertaking</th>
<th>College and Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1395-96</td>
<td>College of Agriculture: Land for experimental farm, sheds etc. for plant production, dual-purpose swimming pool/irrigation reservoir, seminar/reading rooms, dining/social halls. College of Arts: Language lab, monuments office (rent and furnish), classrooms and equipment for part-time female students. College of Commerce: Lecture halls (5), classrooms (15), offices (15), social center, gymnasium, library, storage building. College of Education: Research center, school for applied studies, short-term courses center, chemistry/biology lab, storage for chemicals, etc. College of Engineering: Electrical engineering building. College of Medicine: For female students—lecture halls (2), labs (3), offices (10). College of Pharmacy: Lecture hall, classrooms (5), offices (6), pharmacy lab (1), research labs (2), medicinal plants research center, model pharmacy, experimental animal housing. College of Science: Labs (4)—astronomy, maths/statistics, physics, desert sciences; lecture halls (8); offices; department libraries (5); science museum; storage. Administration: Annex office building (2), library annex, admissions office (furnish and equip).</td>
</tr>
<tr>
<td>1396-97</td>
<td>College of Agriculture: Lecture halls (5), classrooms (9). College of Education: Lecture hall, physics lab. College of Engineering: Drafting rooms (10), classrooms (9), administrative offices (15), instructional staff offices (50). College of Pharmacy: Classrooms (5), offices (3), microbiology lab. College of Science: Labs (5)—botany, chemistry, explosives, spectrum, insects; electronic microscope.</td>
</tr>
<tr>
<td>1397-98</td>
<td>College of Arts: Lecture halls (2), classrooms (8), offices (8). College of Engineering: Labs (2)—mechanical engineering, general engineering science; electronic nuclear reactor; reproduction center; library expansion; storage; maintenance shop; garages. College of Pharmacy: Labs (3)—toxicology, biochemistry, drug chemistry; medicine analysis control center; offices (3). College of Science: Lecture halls (6), seminar hall, administration offices, social hall.</td>
</tr>
<tr>
<td>1398-99</td>
<td>College of Arts: Lecture halls (2), classrooms (6), offices (6). College of Pharmacy: Calibration lab, offices (3).</td>
</tr>
<tr>
<td>1399-1400</td>
<td>College of Arts: Classrooms (6), offices (6). College of Pharmacy: Offices (3).</td>
</tr>
</tbody>
</table>

3.1.4 Support Personnel
Increase the number of laboratory technicians as required, with the following distribution among colleges:

☆ 100 percent of professorial staff in the Colleges of Agriculture, Engineering, Medicine, Pharmacy, and Science.
☆ 60 percent of professorial staff in the College of Education.
☆ 40 percent of professorial staff in the College of Arts.
☆ 30 percent of professorial staff in the College of Commerce.
3.1.5 Planning Department
3.1.5.1 Complete the staffing of the Planning Department as authorized in the current budget.
3.1.5.2 Review administrative procedures to ensure full coordination between the Planning Department and the Department of Studies and Information.
3.1.6 Enrollment Expansion
3.1.6.1 Expand total enrollment from 5,638 students in 1394-95 to 10,496 students in 1399-1400.
3.1.6.2 Increase intake of new students from 1,978 in 1395-96 to 2,715 in 1399-1400.
3.1.6.3 Continue to use the secondary-school certificate grades as a criterion for admission.
3.1.6.4 Develop a system of objective tests to screen applicants for admission.
3.1.7 Growth of Colleges
3.1.7.1 Allocate approximately 25 percent of the incoming students to the College of Education, 17 percent to Commerce, 15 percent to Engineering, and 13 percent to Science.
3.1.7.2 Increase the share of the Colleges of Medicine and Pharmacy to approximately 10 percent of the incoming students by the end of the Plan.
3.1.7.3 Increase the proportion of new students enrolling in the College of Agriculture to 8 percent and maintain new student enrollment in the College of Arts at approximately 12 percent.
3.1.8 College Department Reorganization
Replace in 1395-96 the existing structure of principal departments and related study fields with a new structure of primary departments and secondary or sub-departments.
3.1.9 Graduate Studies Coordination
Establish a graduate studies directorate with responsibility for proposing regulations governing graduate work, assisting in selection of instructional staff, and ensuring balance between research requirements and study.
3.1.10 Credit-Hour System
3.1.10.1 Continue phasing in the credit-hour system in the Colleges of Agriculture, Education, Engineering, and Pharmacy.
3.1.10.2 Initiate the credit-hour system in all remaining colleges beginning in 1395-96 so that the University will be operating on this system by the end of the plan period.
3.1.10.3 Review the experimental results of the new examination system in the introductory and first years of college study, and make amendments as necessary prior to extending the system to all college years.
3.1.11 Department of Veterinary Medicine
Establish a veterinary medicine program at department level in the College of Agriculture, initially of two years duration, with ultimate expansion to major status as a new college of the University.
3.1.12 Student Housing in Riyadh
3.1.12.1 Provide housing through rental agreements for first- and second-year male students from outside Riyadh (estimated at approximately 70 percent of the enrollment in these two years).
3.1.12.2 Provide housing for all female students from outside Riyadh who are enrolled in the female section of the College of Medicine.

3.1.13 Student Services
3.1.13.1 Strengthen the Department of Student Affairs through additions of qualified staff and allocations of finances adequate for operations.
3.1.13.2 Construct two student-activity complexes in 1395-96, one in Ulaysha for the Colleges of Agriculture, Commerce, Education, and Engineering, and one in Malaz for the remaining colleges in Riyadh.
3.1.13.3 Expand the two existing student-health units and establish additional units on a one-per-college basis.
3.1.13.4 Establish a psychological and social unit with staff specialists in student problems, guidance, and personal adjustment.
3.1.13.5 Establish procedures for receipt and distribution of contributions and funding to improve the operation of the student assistance fund.

3.2 Academic Development
3.2.1 Post-Graduate Programs
3.2.1.1 Expand the ongoing master's degree programs in the Colleges of Arts and Education.
3.2.1.2 Introduce a post-graduate diploma program in the College of Agriculture in 1395-96.
3.2.1.3 Establish a two-year diploma program in administration in the College of Commerce.
3.2.1.4 Initiate graduate studies in the College of Science in 1395-96.

3.2.2 New Departmental Offerings
   Establish new primary and sub-departments in the colleges as shown in Table V-14.
3.2.3 New Majors — College of Science
3.2.3.1 Offer a major in statistics beginning in 1395-96.
3.2.3.2 Offer majors, beginning in 1396-97, in the following fields:
   ☆ Astronomy.
   ☆ Botany — ecology and physiology
   ☆ Chemistry — organic, inorganic, physical, analytical.
   ☆ Geology — hard rock, soft rock.
   ☆ Zoology.
3.2.3.3 Offer a major in Theoretical Physics beginning in 1397-98.
3.2.3.4 Offer a major in Applied Physics beginning in 1399-1400.
### Table V-14
PLANNED NEW DEPARTMENTS OF THE UNIVERSITY OF RIYADH

<table>
<thead>
<tr>
<th>Year of Establishment</th>
<th>College and Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1395 – 96</td>
<td>College of Agriculture</td>
</tr>
<tr>
<td></td>
<td>Sub-departments: Agricultural Engineering, Dairy Products, Food Products, Horticulture, Insects, Insecticides, Plant Diseases.</td>
</tr>
<tr>
<td></td>
<td>College of Arts</td>
</tr>
<tr>
<td></td>
<td>Primary departments: Library Science, Eastern and African Languages.</td>
</tr>
<tr>
<td></td>
<td>College of Engineering</td>
</tr>
<tr>
<td></td>
<td>Primary department: Chemical Engineering</td>
</tr>
<tr>
<td></td>
<td>Sub-departments: Chemical Engineering, Communications, Construction, Power and Machinery, Transportation.</td>
</tr>
<tr>
<td>1396 – 97</td>
<td>College of Commerce</td>
</tr>
<tr>
<td></td>
<td>Primary and sub-departments: Statistical Analysis.</td>
</tr>
<tr>
<td>1396 – 97</td>
<td>College of Education</td>
</tr>
<tr>
<td></td>
<td>Primary departments: Vocational Education, Special Education.</td>
</tr>
<tr>
<td>1396 – 97</td>
<td>College of Science</td>
</tr>
<tr>
<td></td>
<td>Primary Department: Astronomy</td>
</tr>
<tr>
<td></td>
<td>Sub-departments: Astronomy, Botany(^a), Chemistry(^b), Geology(^c), Mathematics (applied and pure), Zoology(^d).</td>
</tr>
<tr>
<td>1397 – 98</td>
<td>College of Arts</td>
</tr>
<tr>
<td></td>
<td>Primary Departments: Linguistics and Phonetics, Modern European Languages.</td>
</tr>
<tr>
<td></td>
<td>Sub-departments: Linguistics and Phonetics, Arabic Literature and Criticism, Arabic Literature and Dialogues, French Language, German Language, English Language, English Literature, Geography, Cartography, Drama Techniques.</td>
</tr>
<tr>
<td>1398 – 99</td>
<td>College of Education</td>
</tr>
<tr>
<td></td>
<td>Primary Departments: Experimental Psychology, Clinical Psychology, Adult Education.</td>
</tr>
<tr>
<td>1399 – 1400</td>
<td>College of Pharmacy</td>
</tr>
<tr>
<td></td>
<td>Primary Department: Biological Pharmacy</td>
</tr>
<tr>
<td></td>
<td>Sub-departments: Micro-organic Pharmacy, Biochemistry, Drug Properties, Bio-Experiments, Toxicology.</td>
</tr>
<tr>
<td></td>
<td>College of Agriculture</td>
</tr>
<tr>
<td></td>
<td>Primary Departments: Agronomy, Rural Community Studies.</td>
</tr>
</tbody>
</table>

\(^a\) Including physiology of plants, microscopic biology, and environment.  
\(^b\) Including analytical, organic, inorganic, and physical chemistry.  
\(^c\) Including earth chemistry, fossils, metallurgy, precipitation, and rocks.  
\(^d\) Including comparative anatomy, biochemistry, tissues, vertebrata, environment, and radiobiology.
3.2.4 New Majors — College of Arts.
3.2.4.1 Offer majors, beginning in 1397-98, in the following fields:
    ☆ Arabic language
    ☆ Arabic literature
    ☆ Cartography
    ☆ Eastern languages
    ☆ English language
    ☆ English literature

3.2.4.2 Offer a major in Archeology, beginning in 1399-1400.

3.2.5 New Major — College of Engineering
    Offer a major in Chemical Engineering, beginning in 1395-96.

3.2.6 Women’s Section — College of Medicine
3.2.6.1 Increase the intake of new female students in the women’s section of the
    College of Medicine from 30 in 1395-96 to 50 per year beginning in 1396-97.
3.2.6.2 Expand total enrollment from 56 students in 1395-96 to 214 in 1399-1400.

3.2.7 Graduate Studies Abroad
    Provide 500 scholarships during the plan period to lecturers and demonstrators for
    advanced study abroad in selected fields.

3.3 Research
3.3.1 Ongoing Programs
3.3.1.1 College of Agriculture:
    ☆ Complete study of plant oils and processing in 1395-96.
    ☆ Complete studies of soil and salinity problems in the al-Hasa area in 1395-96.
    ☆ Conduct research during the period 1395-96 to 1396-97 on the effects of
      fertilizers on growth and quality of selected crops.

3.3.1.2 College of Education:
    ☆ Complete work on the formulation and standardization of I.Q. tests for Saudi
      children.
    ☆ Implement the program of studies on educational subjects being developed in
      coordination with the Ministry of Education.

3.3.1.3 College of Engineering:
    ☆ Establish research units in heat and solar energy transmission, and hydraulic
      engineering in the College research center.

3.3.2 Additional Research Centers
3.3.2.1 Establish a social research center with computer capability in the College of
    Arts.
3.3.2.2 Establish a research and advisory center for economics and management in the
    College of Commerce.
3.3.2.3 Establish a research center in the College of Pharmacy to concentrate initially on medicinal plants and later expand to include drug analysis and control.

3.4 Public Service
3.4.1 Training Courses
3.4.1.1 Present at the College of Agriculture a six-month course in 1395-96 on modern techniques of agricultural marketing for personnel of the Saudi Agricultural Bank.
3.4.1.2 Develop a multi-purpose technical course in coordination with the Ministry of Agriculture and Water for presentation by the College of Agriculture.
3.4.1.3 Initiate a two-year program in the College of Agriculture for agricultural technicians, beginning in 1395-96.
3.4.1.4 Establish a center in the College of Education for the presentation of short courses (similar to the headmasters and modern mathematics courses) in coordination with the Ministry of Education.
3.4.1.5 Provide special courses on pharmaceuticals and pharmacy operations in the College of Pharmacy.
3.4.2 Conferences, Meetings, Exhibits
3.4.2.1 Continue the program of special meetings, conferences, and exhibits on both a university-wide and an individual college basis.
3.4.2.2 Continue to take advantage of cooperative proposals by foreign governments for presentations and conferences on subjects relevant to the role of the University in public service.
3.4.3 Services
Increase consulting activity, and field and applied research in response to specific requirements from government agencies.

4. Finance
The University of Riyadh's annual financial requirements are estimated below (SR millions):

<table>
<thead>
<tr>
<th></th>
<th>1394</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399-1400</th>
<th>Plan Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent</td>
<td>.95</td>
<td>.96</td>
<td>.97</td>
<td>.98</td>
<td>.99</td>
<td>1400</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>148.6</td>
<td>231.5</td>
<td>272.9</td>
<td>329.0</td>
<td>388.5</td>
<td>471.9</td>
<td>1,693.8</td>
</tr>
<tr>
<td></td>
<td>223.1</td>
<td>575.6</td>
<td>359.9</td>
<td>538.1</td>
<td>611.2</td>
<td>505.5</td>
<td>2,590.2</td>
</tr>
<tr>
<td>Total</td>
<td>371.7</td>
<td>807.1</td>
<td>632.7</td>
<td>867.1</td>
<td>999.6</td>
<td>977.4</td>
<td>4,284.0</td>
</tr>
</tbody>
</table>
V.D.3.2 KING ABDUL AZIZ UNIVERSITY

1. Present Conditions
1.1 King Abdul Aziz University is completing its transition from a small private college in Jiddah with two faculties, to a comprehensive higher education institution with three colleges in Jiddah and two colleges in Mecca. Plans are completed for the opening next year of two additional colleges — Engineering and Medicine — in Jiddah.
1.2 Students enrolled in the 1394-95 academic year number 3,737, almost double the total in 1391-92, the first year of operation as a public university.
1.3 Rapid growth has made the University heavily dependent on foreigners for instructional staff; Saudis account for only about 20 percent of this staff.
1.4 Construction of new facilities has been limited to a multi-story building for administration and classes, and an adjacent education complex for female students; other needs are being met temporarily by portable buildings and modification of old structures.
1.5 The University's organization is being modified; departments for Planning and for Organization and Management were established in 1393-94 and 1394-95, respectively, but have yet to be fully staffed.
1.6 The Library has yet to be developed to university standards, having only some 25,000 books and a variety of periodicals.
1.7 The Mecca campus, which accounts for almost half of the 1394-95 enrollment, is reaching the physical limit of its expansion capability.
1.8 The preliminary master development plan for the University has been completed and work is underway on the design stage for the 15-year expansion program.

2. Objectives and Policies
The following objectives and policies for the 1395-1400 period provide the framework of the first phase in the long-range development of King Abdul Aziz University into a comprehensive general education university of excellent quality.
2.1 Guide the growth of the University as an integral element of the higher education system of the Kingdom.
2.1.1 Develop a highly-qualified instructional and administrative staff with increasing Saudi representation at all levels.
2.1.2 Provide support capability to meet the instructional, administrative, and service needs of the university staff, students, and facilities.
2.1.3 Modify the organizational structure where necessary to assure effective operation both within and between the Jiddah and Mecca campuses.
2.1.4 Provide for the orderly growth of component colleges to assure balanced contributions to the nation's professional manpower.
2.1.5 Implement the phased campus-construction programs at Jiddah and Mecca.
2.1.6 Unify all curricula through adoption of the credit-hour system.
2.1.7 Increase the size of the student body while continuing the policy of selective admission.
2.1.8 Phase out the present female student division in Jiddah following the establishment of the Women's College of Education in Jiddah under the General Administration for Girls' Colleges.
2.1.9 Expand the library system and extend its capabilities.
2.1.10 Coordinate and extend the program of student services.
2.1.11 Provide housing and support facilities where necessary for students and staff.
2.2 Prepare students for participation in the social, economic, and cultural growth of the Kingdom.
2.2.1 Offer programs leading to the master's degree in selected major departments.
2.2.2 Expand the College of Education program in keeping with the growing general and specialized requirements of the Kingdom's educational system.
2.2.3 Establish a College of Medicine.
2.2.4 Establish a College of Engineering.
2.2.5 Develop a Journalism and Information program, eventually expanding it to undergraduate degree status.
2.2.6 Develop a European Languages program with eventual expansion to undergraduate degree status.
2.2.7 Develop a Library Sciences program at the post-graduate level.
2.2.8 Expand the College of Sharia program to meet changing judiciary requirements associated with economic development.
2.2.9 Expand the scholarship program for graduate studies abroad in selected specialties.
2.3 Promote the advancement of knowledge in social, economic, and cultural areas through research.
2.3.1 Establish a Marine Sciences Institute with research capabilities in the economic potential of marine resources, implications of sea water population, fisheries, and related subjects.
2.3.2 Establish pilot schools at the secondary and elementary-intermediate levels as educational laboratories for the study of curricula, teaching methods, educational aids, and administration.
2.3.3 Establish a schedule of academic research programs for all the present colleges of the University.
2.4 Expand the program of public service toward optimum utilization of the University's resources.
2.4.1 Provide short practical training courses in various subjects for participants from the public and private sectors.
2.4.2 Increase participation in the programs of part-time study for external students.
2.4.3 Study the potential of public television for educational programs and courses.
2.4.4 Sponsor conferences and seminars on subjects of regional, national, and international interest.
2.4.5 Continue to encourage external consulting services by faculty or staff under the standing regulations of the University.

3. Programs and Projects
3.1 University Development
3.1.1 Instructional Faculty
3.1.1.1 Increase instructional faculty from 800 in 1395-96 to 1,832 in 1399-1400, with approximately 57 percent of these personnel assigned as professors, associate professors, assistant professors and teachers and the remaining 43 percent as lecturers and demonstrators.
3.1.1.2 Insofar as possible, organize academic rank distribution according to the following proportions: professors — 20 percent; associate professors — 30 percent; and assistant professors and teachers — 50 percent.
3.1.1.3 Increase the proportion of Saudis in the professorial ranks from 18 percent in 1395-96 to approximately 25 percent by the end of the Plan.
3.1.1.4 To achieve this Saudi faculty target, initiate an annual program of foreign scholarships for graduate studies, beginning with 107 scholarships in 1395-96 and totalling 650 scholarships during the plan period.
3.1.2 Support Capability
3.1.2.1 Provide component colleges of the University with the necessary administrative, technical, and clerical staff.
3.1.3 Growth of Colleges
3.1.3.1 Through a program of guided admissions, increase the size of the Colleges of Education, Engineering, and Science from 45.8 percent of the total university enrollment in 1395-96 to 55.8 percent in 1399-1400.
3.1.3.2 Control the growth of the Colleges of Arts and Sharia through selective admissions, changing the proportion of students enrolled in these two colleges from 25.4 percent of total enrollment in 1395-96 to 16.9 percent in 1399-1400.
3.1.3.3 Maintain the relative size of the College of Economics and Administration at between 26 and 27 percent of the total enrollment.
3.1.3.4 Increase new student admissions annually to the College of Medicine, from 60 male and 20 female students in 1395-96 to 135 male and 42 female students in 1399-1400.
3.1.4 Construction

3.1.4.1 Complete Phase I of the construction program for the Jiddah campus by the end of 1398, with beneficial occupancy at the beginning of the 1398-99 academic year.

3.1.4.2 Complete Phase I of the construction program for College of Medicine at Jiddah by the end of 1399, with beneficial occupancy at the beginning of 1399-1400 academic year.

3.1.4.3 Complete construction of the new Mecca campus by the end of Ramadhan 1400, with phased beneficial occupancy during the 1399-1400 academic year.

3.1.5 Credit-hour System

Complete phasing in the credit-hour system for all colleges by the 1397-98 academic year.

3.1.6 Enrollment Expansion

3.1.6.1 Expand total enrollment from 3,737 students in 1394-95 to 11,610 students in 1399-1400.

3.1.6.2 Increase new student admissions from 1,842 in 1395-96 to 3,904 in 1399-1400 — approximately 30 percent of the graduates of all boys' public secondary schools.

3.1.7 Female Students

3.1.7.1 Admit female students to the College of Medicine, beginning in 1395-96.

3.1.7.2 Suspend admission of new female students to other colleges of the Jiddah campus, beginning in 1395-96 when the Women's College of Education will open in Jiddah under the supervision of the General Administration for Girls' Colleges.

3.1.7.3 Continue ongoing programs for currently-enrolled female students at the Jiddah campus, phasing out lower classes as students progress so that by 1399-1400 only the fourth year of Arts and the third and fourth year of Economics and Business Administration will have female students.

3.1.7.4 Continue female student admissions at colleges in Mecca.

3.1.8 Library Systems

3.1.8.1 Expand the program of library acquisitions, adding 500,000 reference, non-technical, and related books during the plan period.

3.1.8.2 Establish a system of sub-libraries in 1395-96 for the component colleges of the University, with emphasis on relevant technical books and publications appropriate to each college.

3.1.8.3 Establish two documentation centers, one in Jiddah and one in Mecca, in 1395-96.

3.1.8.4 Expand the university's library system through the development of library services in cooperation and coordination with other universities.

3.1.9 Student Services

3.1.9.1 Strengthen provisions for academic and personal counselling to keep pace with enrollment growth.
3.1.9.2 Provide the necessary staff, facilities, and equipment to support a comprehensive program of formal and informal athletic activity for students.
3.1.9.3 Provide the necessary staff, facilities, equipment, and supplies for both routine and emergency medical treatment and care of students.
3.1.10 Housing and Support Facilities
   Complete construction of the first increment of student and faculty housing at Jiddah by the end of 1398 — totalling 33,600 square meters floor space — as an element of the Phase I construction program.

3.2 Academic Development
3.2.1 Master’s degree programs
3.2.1.1 Establish master’s degree programs in the Colleges of Education and Economics and Administration, beginning in 1395-96.
3.2.1.2 Introduce a master’s degree program in English Language in the College of Arts in 1398-99.
3.2.2 College of Education
3.2.2.1 Initiate a one-year special diploma program of post-graduate studies for graduates of the college, beginning in 1395-96.
3.2.2.2 Initiate a one-year general diploma program of studies for headmasters and teachers in Ministry of Education schools, beginning in 1395-96.
3.2.2.3 Initiate a master’s degree program, beginning in 1395-96.
3.2.2.4 In coordination with the Ministry of Education, open one junior college per year during the period 1396-97 through 1398-99 at different locations, to provide training for specialized teachers in intermediate and elementary schools.
3.2.3 College of Medicine
   Open a College of Medicine in 1395-96, with the initial enrollment of 60 male and 20 female students growing to a total of 397 male and 125 female students by 1399-1400.
3.2.4 College of Engineering
3.2.4.1 Open a College of Engineering in 1395-96 with initial enrollment of 100 students in the preparatory year, expanding to a total enrollment of 592 students in 1399-1400 when the first class of 22 students will graduate.
3.2.4.2 During 1395, review the potential for increasing the intake of new students and, if necessary, modify the above projection of enrollment and graduates.
3.2.5 Journalism and Information
   Open a Journalism and Information section in the College of Arts in 1397-98.
3.2.6 Open a European Languages and Arts section in the College of Arts in 1397-98.
3.2.7 Library Sciences
   Introduce a diploma program in Library Sciences at the post-graduate level in the College of Arts in 1399-1400.
3.2.8 College of Sharia
3.2.8.1 Open a Justice section in 1395-96, with initial enrollment of 20 students.
3.2.8.2 Open an Invocation and Guidance section in 1396-97, with an initial enrollment of 20 students.
3.2.9 Graduate studies abroad
3.2.9.1 Sponsor a total of 650 scholarships for graduate studies abroad, scheduled as follows: 107 in 1395-96; 137 in 1396-97; 157 in 1397-98; 127 in 1398-99; and 122 in 1399-1400.
3.2.9.2 Distribute graduate studies scholarships as follows: 75 in medicine; 75 in engineering; 160 in science; 120 in economics; 150 in education; 60 in arts; and 10 in Sharia.

3.3 Research
3.3.1 Marine Sciences Institute
3.3.1.1 Complete plans for the Marine Sciences Institute, with operations beginning in 1396-97, initially under the College of Science.
3.3.1.2 Complete the feasibility studies scheduled for 1395 for the Marine Sciences Institute as a separate entity.
3.3.2 Pilot Schools
3.3.2.1 Open a secondary school in 1396-97 (with an initial enrollment of 100 students increasing to 450 students by 1399-1400) to provide opportunities for applied educational research in teaching and administration at the secondary level.
3.3.2.2 Open an elementary-intermediate school in 1398-99 (with an initial enrollment of 300 elementary and 100 intermediate students, increasing to 450 elementary and 250 intermediate students by 1399-1400) to provide opportunities for applied educational research in teaching and administration at the pre-secondary levels.
3.3.3 Academic Research and Study
3.3.3.1 Conduct studies in the College of Science during 1395-96 on water pollution; during 1396-97 on fishery development; during 1397-98 on water resource development; and during 1399-1400 on solar power and meteorology.
3.3.3.2 Conduct studies during the plan period in the College of Education on nursery schools and kindergartens; elementary, intermediate, and secondary education; adult education; examination systems; student guidance programs; and vocational education.
3.3.3.3 Initiate a program in 1395-96 of physical environment studies by the Geography Division of the College of Arts.
3.3.3.4 Initiate a program in 1396-97 of studies concerning Saudi society by the Social Studies Division of the College of Arts.
3.3.3.5 Initiate an archeological research program in 1397-98 by the History Division of the College of Arts, with particular attention to Madayn Salih and similar areas.
3.3.3.6 Conduct studies during the plan period in the College of Sharia on the archeology at Haram al-Macci, the religious curriculum requirements at the secondary-school level, and Hajj principles and performance.

3.4 Public Service
3.4.1 Special Courses
3.4.1.1 Introduce in 1395-96 in the College of Science an annual evening training program of two months in modern mathematics for secondary school teachers, enrolling 20 participants for each program.
3.4.1.2 Establish a two-month training program in 1395-96, to be held every two years in the College of Science for managers and businessmen on the use of mathematics and statistics in decision-making.
3.4.1.3 Provide, annually, short courses in the College of Economics and Administration for businessmen in business administration, banking, and transportation.
3.4.1.4 Present a course for marketing and manpower specialists in the College of Economics and Administration in 1395-96 and 1397-98.
3.4.1.5 Provide, annually, courses in the College of Economics and Administration for university staff in administration, accounting, financial management, personnel management, purchasing, and public relations.
3.4.1.6 Provide, annually, a four-month course in English Language and another in Library Sciences in the College of Arts.
3.4.1.7 Conduct short courses annually in Arabic Language for non-Arabic speaking foreigners.
3.4.1.8 Present training courses in the College of Sharia on recitation, memorization, and interpretation of the Qur'an for university students in Jiddah and Mecca.
3.4.1.9 Present a training course in application of Sharia principles at the College of Sharia in 1396-97 for 10 members of the judiciary.
3.4.1.10 Initiate a program of courses to be held annually at the College of Sharia in spoken classical Arabic, beginning in 1395-96.
3.4.1.11 Arrange through the University for summer work-experience programs for students in both the public and private sectors.
3.4.2 Programs for Part-Time Students
Continue to expand the acceptance of part-time students for university study up to a maximum of 50 percent of total full-time enrollment.
3.4.3 Public Television
Continue discussions with the Ministry of Information on the development of a cooperative arrangement for the presentation of university courses or study programs to the public over the national television system.
3.4.4 Conferences and Seminars

3.4.4.1 Under College of Education sponsorship, organize:

☆ A conference on secondary-school examinations in 1395-96.
☆ A conference on kindergarten and elementary education in 1397-98.
☆ A conference on the role of the teacher training college in 1399-1400.

3.4.4.2 Under College of Arts sponsorship, organize:

☆ An Islamic historians’ conference in 1398-99.
☆ An Islamic social scientists’ conference in 1399-1400.

4. Finance

The annual requirements for financing of King Abdul Aziz University are estimated as follows (SR millions):

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399-1400</th>
<th>Plan Total</th>
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<tbody>
<tr>
<td>Recurrent</td>
<td>78.2</td>
<td>126.4</td>
<td>173.3</td>
<td>228.6</td>
<td>294.5</td>
<td>376.3</td>
<td>1,199.2</td>
</tr>
<tr>
<td>Project</td>
<td>93.7</td>
<td>96.8</td>
<td>219.2</td>
<td>453.7</td>
<td>776.9</td>
<td>482.6</td>
<td>2,029.2</td>
</tr>
<tr>
<td>Total</td>
<td>171.9</td>
<td>223.3</td>
<td>392.5</td>
<td>682.3</td>
<td>1,071.4</td>
<td>858.9</td>
<td>3,228.4</td>
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</table>
V.D.3.3. UNIVERSITY OF PETROLEUM AND MINERALS

1. Present Conditions

1.1 The University of Petroleum and Minerals has met or surpassed all targets set in the first development plan and is firmly established as an undergraduate institution preparing professional manpower for the petroleum and minerals industry of the Kingdom.

1.2 Students enrolled in the 1394-95 academic year number 1,497 — well over the plan target of 1,150.

1.3 The University graduated 123 students with the Bachelor of Science degree in 1394 and expects to graduate 155 in 1395: the plan estimated 103 graduates.

1.4 The master's degree program has 54 students in the 1394-95 school year, over twice the 22 student total projected in the first plan. Some 15 students are expected to receive the Master of Science degree at the end of this year: the plan called for 8 advanced degree graduates.

1.5 The new academic complex was completed and fully operational at the beginning of the 1394-95 school year.

1.6 The curriculum has been expanded beyond that planned, with the introduction of majors in petroleum engineering, systems engineering, and industrial management.

1.7 Although the instructional faculty total of 166 persons as of 1394-95 (104 of whom hold professorial rank) exceeds the plan estimate of 133, the tabulation below shows that the University is understaffed for the growth in enrollment and programs now being experienced.

<table>
<thead>
<tr>
<th>Category</th>
<th>Required</th>
<th>Actual</th>
<th>Deficit</th>
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</thead>
<tbody>
<tr>
<td>Instructional faculty</td>
<td>235</td>
<td>166</td>
<td>69</td>
</tr>
<tr>
<td>Support staff</td>
<td>383</td>
<td>250</td>
<td>133</td>
</tr>
<tr>
<td>Library/Data Processing/Geology Center</td>
<td>76</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>Faculty and staff in training</td>
<td>166</td>
<td>120</td>
<td>46</td>
</tr>
<tr>
<td>Skilled labor</td>
<td>83</td>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>943</strong></td>
<td><strong>642</strong></td>
<td><strong>301</strong></td>
</tr>
</tbody>
</table>

2. Objectives and Policies

Future needs of the Kingdom for professional manpower dictate that the University maintain its development momentum, correct its staffing deficiencies and, where appropriate, shift its educational emphasis. The following objectives and policies are responsive to these requirements.

2.1 Continue the development of the University of Petroleum and Minerals into a technical university of excellent international standard.
2.1.1 Develop a highly-qualified, balanced, multi-national faculty and staff, fully competitive by international standards.

2.1.2 Complete the planning, design, construction, and equipping of academic facilities in accordance with the current campus master development plan.

2.1.3 Increase the size of the student body and raise its quality through a selective admissions system.

2.1.4 Expand the base of incoming students through admission of a percentage of tuition-paying and foreign scholarship students.

2.1.5 Initiate a phased program of library acquisitions.

2.1.6 Maintain and expand international cooperative agreements with academic institutions and organizations.

2.1.7 Continue operations of the University as essentially a resident institution, providing necessary housing and support facilities for students and eligible staff members.

2.1.8 Unify the utilities systems to support the operation of the University.

2.1.9 Establish a University Press to provide internal publication services.

2.2 Prepare personnel to high degrees of expertise so they may meet the professional and managerial needs of the Government and the Petroleum and Minerals Industry in the economic and social development of the Kingdom.

2.2.1 Offer programs leading to both the M.Sc. and Ph.D. degree in selected major departments, with additional offerings when indicated by need.

2.2.2 Expand the Industrial Management program to an academic degrees major, and consider the establishment of a College of Industrial Management.

2.2.3 Develop a Petroleum Engineering program, with eventual expansion to undergraduate and graduate degree status.

2.2.4 Review and modify, as necessary, curricula in existing major study fields in consonance with current academic and professional developments.

2.2.5 Initiate a one-year foreign study program in counterpart institutions for selected students.

2.2.6 Expand the Saudi graduate-assistant program.

2.3 Promote knowledge of energy, petroleum, and minerals, and encourage scientific research in these fields.

2.3.1 Establish, plan, staff, construct, and equip a Research Institute that will ultimately become the primary source of research and development for the Saudi petroleum industry.

2.3.2 Initiate a program of training and research in atomic energy.

2.3.3 Incorporate academic research facilities in future construction where necessary to augment the Research Institute.
2.3.4 Develop facilities at the Half Moon Bay property to support research in water distillation, pollution control, marine biology, and oceanography.

2.4 Maintain and expand the program of public service.

2.4.1 Increase the size and scope of the extension program of continuing education at the post-secondary level, with major emphasis on technology and engineering subjects.

2.4.2 Continue to encourage faculty and staff to undertake external consulting under cost-plus-fee arrangements between the University and clients.

2.4.3 Through the Research Institute, perform technical and consulting services for government and industrial clients.

2.4.4 Continue to provide data processing service on a fee basis to government and industrial organizations, but retaining first priority for the University.

2.4.5 Sponsor lecture series and scientific and technical conferences, using both university faculty and invited participants of international stature.

3. Programs and Projects

3.1 Instructional Faculty Development

3.1.1 Increase instructional faculty from 166 in 1394-95 to 357 in 1399-1400; approximately two-thirds of the faculty will hold professorial rank, the remainder being lecturers, instructors, or teachers.

3.1.2 Increase the proportion of Saudis holding professorial ranks from approximately 21 percent (36 of 180) in 1395-96 to over 37 percent (91 of 242) by 1399-1400, with a target of 50 percent by 1402-03.

3.1.3 At the undergraduate level, seek the following proportions of academic rank: professors — 25 percent; associate professors — 25 percent; assistant professors — 35 percent; and lecturers, instructors, teachers — 15 percent. Distribution at the graduate level should be: professors — 25 percent; associate professors — 25 percent; and assistant professors — 50 percent.

3.1.4 While not setting a formal quota, aim at the following proportions of academic staff holding the Ph.D. degree or its equivalent: 20 percent of the Applied Engineering faculty, 60 percent of the Engineering faculty, and 70 percent of the Science faculty.

3.1.5 Contract for foreign faculty from technologically advanced areas and from the 75 percentile or higher of the earned compensation range in their instructional field in their country. It is planned that in 1395-96, 43.3 percent would come from the United States or Canada; 43.9 percent from the United Kingdom or elsewhere in Europe; and 12.8 percent from the Middle East, Asia, or Africa. By 1399-1400, these proportions would change to 44.3, 41.7, and 14 percent, respectively. Foreign contract instructional staff will be divided approximately equally between short-term (two to four years) and longer-term (career) personnel.
3.1.6 Increase Saudi staff development through the assignment of exceptional students to the Faculty-in-Training program, increasing the number from the currently-authorized target of 74 positions to achieve the 50 percent Saudi faculty target noted above (allowing for a 20 percent attrition rate in the program).

3.1.7 In projecting the staff needed to allow employee upgrading programs at all levels, assume that 2.5 percent of instructional staff and 5.0 percent of administrative and support staff are on training assignments.

3.2 Academic Facilities Development

3.2.1 Complete construction by 1396-97 of Project A-1, which includes Building 14, to provide space for the expanded industrial management program as well as for enlarging the data processing center and the administration office for graduate studies and research.

3.2.2 Provide, as required, laboratory and shop equipment and major furniture items for academic facilities now nearing completion as well as the above project.

3.3 Enrollment Expansion

3.3.1 Expand total enrollment from 1,497 students in 1394-95 to 2,651 students in 1399-1400.

3.3.2 Project admission of Saudi new students on government scholarship at 450 for 1395-96, increasing at a rate of 25 students per year to 550 in 1399-1400.

3.3.3 Project placement of Saudi new students in advanced standing, bypassing the preparatory year, to increase from 5 percent of new admissions in 1395-96 to 8 percent in 1399-1400, with a target of 10 percent by 1402-03.

3.4 Student Base Expansion

3.4.1 Accept Saudi and foreign tuition-paying students, the number to approximate 10 percent of new Saudi students who are on government scholarships.

3.4.2 Accept about the same number of foreign scholarship students — approximately 10 percent of new Saudi admissions on government scholarship — with their total enrollment not to exceed 20 percent of the student body.

3.5 Library Acquisitions

Initiate a five-year program of library acquisitions, to include 20,000 basic technical books per year; 5,000 basic non-technical and supporting books per year; and annual additions to the current materials.

3.6 International Cooperative Agreements

Expand international cooperative agreements with the Consortium of American Universities, French Institute of Petroleum, and Austrian Academy of Science, emphasizing research and professional staff in particular.
3.7 Housing and Support Facilities
3.7.1 Initiate phased faculty/staff housing for a total of 310 new units, 269 of which are to be completed by 1399-1400, and construction of the remaining 41 to begin in 1398-99.
3.7.2 Initiate phased executive housing of 9 units to be completed by 1399-1400.
3.7.3 Initiate phased guest housing for a total of 18 units, 9 of which are to be completed by 1398-99 and construction initiated on the remaining 9 by 1399-1400.
3.7.4 Initiate phased support-staff housing for a total 454 units, with three stages completed by 1398-99 and the construction underway on the final stage by the end of the plan period.
3.7.5 Construct 110 faculty/staff housing units in the south compound area, beginning in 1395-96 and completing in 1399-1400; these will replace existing sub-standard units in the north compound.
3.7.6 Construct 112 housing units for married graduate students, including Saudi Faculty-in-Training participants, in two phases with final completion in 1400.
3.7.7 Construct 55 housing units for single graduate students, 33 to be completed in 1397-98 and 22 to be started in 1399-1400.
3.7.8 Initiate phased undergraduate student housing for a total of 819 units, 338 of which are to be completed during the plan period, with another 244 under construction by 1398-99. The remainder will be started after the plan period and completed by 1402-03.
3.7.9 Renovate 15 dormitories in the al-Salamah student housing area in 1395-96, and provide major maintenance work for the remaining dormitories in 1396-97 and 1397-98.
3.7.10 Repair or replace utilities, improve grounds, and provide recreational facilities in al-Salamah, beginning in 1395-96 and completing in 1397-98.
3.7.11 Initiate construction of soccer stadium and tennis court complex in 1395-96, with completion in 1397.
3.7.12 Initiate a program of renovation of existing student athletic facilities, beginning in 1395-96 and continuing to 1399-1400.
3.7.13 Develop the recreation center for faculty and staff, beginning in 1395-96 with completion by 1399-1400.
3.7.14 Renovate the preparatory-year shop at the old campus in 1395-96.

3.8 Unified Utilities System
3.8.1 Establish an independent sewage treatment plant and pipeline system.
3.8.2 Establish an electrical power plant to meet all University requirements with standby capacity provided by commercial sources.
3.8.3 Construct a transportation center for the security, control, dispatching, and garaging of university-owned vehicles, beginning in 1396 with completion by 1398.
3.8.4 Replace the existing sewer network in the north compound in 1397-98 and the existing gas network in the south compound in 1398-99.

3.8.5 Renovate storehouses and other support facilities in 1399-1400.

3.8.6 Initiate a continuing program of landscaping in the housing areas of the south compound, beginning in 1395-96 and continuing throughout the plan period.

3.9. University Press

Modify the current construction requirements for specialized space to provide for expanded editorial space and installation of printing and photo-engraving facilities; initiate this project in 1398-99 and complete the following year.

3.10 Graduate Programs

3.10.1 Offer programs leading to the Ph.D. beginning in 1395-96.

3.10.2 Provide graduate studies for the M.Sc. or Ph.D. degrees initially in the Chemical, Electrical, and Mechanical Engineering, and Mathematics Departments, adding Petroleum Engineering later.

3.10.3 Plan for approximately 5 percent of total student enrollment to the master’s programs and 2.5 percent in doctoral programs by 1400.

3.10.4 Award a total of approximately 137 master’s degrees and 29 doctoral degrees during the period 1395-96 through 1399-1400.

3.11 Industrial Management Program

Expand this program to academic college status, College of Industrial Management, by 1398-99.

3.12 Petroleum Engineering Program

Shift this program from an option within Chemical Engineering to a four-year major, adding a graduate program later.

3.13 Curriculum Review and Modification

3.13.1 Reduce the Engineering Science curriculum from five to four years.

3.13.2 Revise the Applied Engineering curriculum by reducing core subjects and emphasizing specialist courses.

3.13.3 Modify the Science College curriculum in light of this college’s role of major support for the two engineering colleges.

3.14 Undergraduate Study Abroad

Arrange an undergraduate exchange program with overseas universities at the third-year level, with participation limited to students in the top 10 percent of their class.
3.15 Graduate-Assistant Program

Organize the graduate-assistant program to incorporate five years of academic graduate study, one year of work assignment, and one year internship abroad in a participating consortium university.

3.16 Research

3.16.1 Establish a Research Institute with divisions in petroleum, geology and minerals, environment and water resources, energy, and meteorology and standards research; start construction in 1396-97 and complete in 1398-99; provide minimum-level staffing to undertake consulting programs by 1396-97 and full-level by 1398-99.

3.16.2 Construct atomic energy training facilities beginning in 1396-97, and later acquire a research atomic reactor.

3.16.3 At Half Moon Bay, initiate in 1395-96 a phased five-year program for the construction of classrooms, workshops, aquarium, and laboratories.

3.17 Public Service

Continue the extension and other public service programs according to the policies noted earlier.

4. Finance

The annual funding requirements of the University of Petroleum and Minerals are estimated as shown below (SR millions):

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>1395</th>
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<th>1398</th>
<th>1399-1400</th>
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<td>Project</td>
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<td>229.1</td>
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</table>
V.D.3.4. WOMEN'S COLLEGES

1. Present Conditions
1.1 In less than ten years, the Kingdom’s program of public education for females has progressed from the first provisions for elementary education of girls to the opening in 1390 of the Girls’ College of Education in Riyadh with a four-year undergraduate curriculum.
1.2 The College has come within 80 percent of achieving the targets set in 1390 for new student admissions, total enrollment, and graduates — without the benefit of experience.
1.3 Although not anticipated when the first development plan was published, a second college of education has been opened in Jiddah with classes for 219 students beginning in 1394-95.
1.4 The General Administration for Girls’ Colleges has been established as a major department of the General Presidency for Girls’ Education, with responsibility for all matters pertaining to this level of education. A separate budget has been developed for the colleges to facilitate fiscal control and programming.
1.5 The Riyadh college program includes seven major fields of study and similar specialization is planned for Jiddah after its initial year of operation.
1.6 Facilities at Riyadh, although only recently constructed, will require expansion to meet projected enrollment growth. The Jiddah college is in temporary quarters, using two buildings that were constructed as intermediate and secondary schools.
1.7 Supervised housing is provided at Riyadh for students from outlying areas; they account for almost 25 percent of the total enrollment.
1.8 Staffing for both instruction and administration continues to present a serious problem. Dependence on contract personnel is even greater than had been anticipated. Non-Saudis fill almost all of the posts at both the Riyadh and Jiddah colleges: at the Riyadh college, 75 of the 79 instructional and 45 of the 50 administrative staff are contract personnel, and at Jiddah, 21 of the 22 instructors and 14 of the 15 administrators are non-Saudis. Yet both colleges are about 25 percent below required staff levels.
1.9 Thus, the nucleus of a higher education system for women is still not fully formed.

2. Objectives and Policies
2.1 To complete the basic system of higher education for women and assure its expansion, the primary goals in the second plan period are to gain academic excellence, prepare the students for participation in the Kingdom’s growth, and extend the resources of the colleges into public life. These three objectives and their associated policies are summarized below.
2.2 The first objective is to develop the college system so that it will provide excellent quality in teacher preparation as well as in liberal arts education. The policies are to:

2.2.1 Plan, design, construct, and equip new academic and administrative facilities in Riyadh and Jiddah.

2.2.2 Increase the enrollment by actively encouraging graduates of secondary-level schools to continue their education.

2.2.3 Develop a highly-qualified instructional and administrative staff with a higher percentage of Saudis at all levels.

2.2.4 Provide the General Administration for Girls’ Colleges with the necessary staff to discharge its responsibilities.

2.2.5 Provide housing and support facilities where necessary for students and staff.

2.2.6 Continue the development of the program of student services.

2.3 The second aim of the Plan is to provide female students with a sound education that will prepare them for participation in the social, economic, and cultural growth of the Kingdom.

2.3.1 Expand the undergraduate programs of the Colleges of Education in Riyadh and Jiddah.

2.3.2 Establish a College of Arts in Riyadh.

2.3.3 Initiate programs in the field of education leading to the master’s degree.

2.3.4 Establish model schools at the kindergarten, elementary, intermediate, and secondary levels at the Riyadh and Jiddah campuses as educational laboratories for study and training in teaching methods, curricula, educational aids, and school administration.

2.3.5 Provide a system for follow-up of graduates.

2.4 Utilization of college resources will be extended through programs of public service.

2.4.1 Arrange training courses for girls’ education personnel.

2.4.2 Provide short courses in various subjects related to the role of women in Saudi life.

3. Programs and Projects

3.1 Higher Education Development

3.1.1 Academic and Administrative Facilities

3.1.1.1 Purchase land for the Jiddah campus in 1395-96.

3.1.1.2 In 1395-96, initiate the study, design, and construction of the following projects:

   - College of Education in Riyadh to include administration buildings, classrooms, lecture halls, a library, closed-circuit television system, laboratories, offices for instructional staff, and supporting utilities.
∀ Graduate studies buildings at the Riyadh campus to include lecture halls, laboratories, and offices for the administration and instructional staff.
∀ Pilot kindergarten, elementary, intermediate, and secondary schools at the Riyadh campus.

3.1.1.3 In 1996-97, initiate the study, design, and construction of the following projects:
∀ Office building in Riyadh for the General Administration for Girls' Colleges.
∀ Warehouse and supplies storage building in Riyadh for the whole girls' college system.
∀ Student housing at the Riyadh campus.
∀ College of Education at Jiddah to include administration buildings, classrooms, lecture halls, a library, closed-circuit television system, laboratories, offices for instructional staff, and supporting utilities.
∀ Pilot kindergarten, elementary, intermediate, and secondary schools at the Jiddah campus.
∀ College of Arts building at the Riyadh campus.

3.1.1.4 In 1997-98, initiate the study, design, and construction of the following project:
∀ Student housing for the Jiddah campus.

3.1.2 Enrollment Expansion
3.1.2.1 Anticipate enrolling approximately 46 percent of the girl graduates of secondary-level schools and institutes during the plan period.
3.1.2.2 Expand total undergraduate enrollment in the Riyadh College of Education from 1,147 students to 3,893 during the plan period.
3.1.2.3 Increase new student admissions at Riyadh from 447 students to 1,090 during the plan period.
3.1.2.4 Expand total enrollment in the Jiddah College of Education from 654 students to 2,895 during the plan period.
3.1.2.5 Increase new student admissions at Jiddah from 439 students to 799 during the plan period.
3.1.2.6 Enroll 200 new students a year in the College of Arts when it begins operations.

3.1.3 Instructional Faculty Development
3.1.3.1 Increase instructional staff at the College of Education in Riyadh from 115 to 364 during the Plan, with Saudi participation growing from approximately 8 percent to 20 percent. (The administrative staff will grow from 76 to 253, with Saudi participation increasing from 10 percent to 30 percent.)
3.1.3.2 Increase instructional staff at the College of Education in Jiddah from 65 to 289, with Saudi participation growing in the same proportion as in the Riyadh college.
3.1.3.3 Provide the new College of Arts with an initial staff of 20 instructional and 13 administrative personnel, increasing to 40 and 26 persons, respectively, at the end of the Plan. Saudis would hold 8 instructional and administrative posts by 1399-1400.

3.1.3.4 Open the post-graduate studies program with a faculty of five supported by administrative personnel. By the end of the Plan, there would be 36 on the instructional staff and 17 in the administrative group. Saudi participation will be limited to the administrative organization because qualified Saudi female professors are not expected to become available before the end of the Plan.

3.1.4 Housing

3.1.4.1 Continue to make available supervised housing for students and staff from areas outside Riyadh and Jiddah, renting until construction of housing units is completed.

3.1.5 Student Services

3.1.5.1 Encourage the expansion of the cooperative society at each college which provides student meals and refreshments.

3.1.5.2 Strengthen the staff of the college student supervision office to assure continuing social interest and activity among the students.

3.1.5.3 Provide transportation between students' residence halls and each college campus.

3.1.5.4 Maintain health units at each campus, to provide on-call treatment as well as examinations and preventive medical service.

3.2 Academic Programs

3.2.1 Expand the undergraduate program as follows.

3.2.1.1 Increase the number of major departments at the Riyadh College of Education from seven to ten by advancing existing minor divisions in history, mathematics, and biology to major status.

3.2.1.2 Introduce major departments at the Jiddah College of Education to provide a ten-department structure similar to the Riyadh College's.

3.2.2 Establish a College of Arts in Riyadh with enrollment beginning in the 1398-99 academic year.

3.2.3 Introduce a master's degree program of two years at the College of Education at Riyadh, beginning in 1395-96.

3.2.4 Establish a model school system, beginning in 1395-96, at both the Riyadh and Jiddah campuses. Eventually include all levels of general education from kindergarten through secondary. (This system will provide opportunities for practical application by college students of teaching methods, educational aids, administrative procedures, and curriculum changes.)

3.2.5 Establish offices at the Riyadh and Jiddah Colleges of Education for following up graduates on a periodic basis.
3.3 Public Service Programs

3.3.1 Arrange training courses at the Colleges of Education for the general-education teaching and administrative staff.

3.3.2 Organize short courses in female-oriented subjects, including religion and education.

3.3.3 Organize English language training to all who indicate interest.

4. Finance

The annual financial requirements of the women's colleges are estimated as follows (SR millions):

<table>
<thead>
<tr>
<th>Year</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399-1400</th>
<th>Plan Total</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>-97</td>
<td>-98</td>
<td>-99</td>
<td>1400</td>
<td></td>
</tr>
<tr>
<td>Recurrent</td>
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<td>509.5</td>
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<td>125.0</td>
<td>165.6</td>
<td>193.5</td>
<td>635.5</td>
</tr>
</tbody>
</table>
V.D.3.5. POLYTECHNIC INSTITUTES

1. Present Conditions
1.1 No formal provision for the development of middle-level manpower to support industry and commerce currently exists in the Kingdom. The Department of Technical Education operates the Higher Institute for Industrial Education, but it is directed primarily toward the preparation of instructors for the secondary-level institutes, and programs for expansion are in keeping with this requirement. While a Higher Commercial Institute for post-secondary courses in office practices is being planned, it will not begin operation until 1395-96.
1.2 Junior colleges are being planned by the Ministry of Education, the General Presidency for Girls' Education, and King Abdul Aziz University; however, all are concerned with teacher training in academic subjects for elementary and post-elementary positions.
1.3 Development plans for the Eastern, Western, and Central regions all concur in the immediate requirement for a polytechnic system to fill the gap in the existing education structure. Recommendations of the World Bank Manpower Development Study include provisions for a post-secondary polytechnic institute in Riyadh.

2. Objectives and Policies
   There is a requirement for the post-secondary polytechnic institute or technical junior college to complete the educational structure of the Kingdom. The following policies address this objective.
2.1 Determine where the first polytechnic institutes should be located.
2.2 Identify which agency or agencies should be given responsibility for establishing and operating the proposed institutes.
2.3 Develop schedules for establishing these institutes.
2.4 Provide finance to support these institutes.

3. Programs and Projects
3.1 Arrange for a review of proposals for establishing polytechnic institutes to include types, size, programs, and locations (1395). Such a review could be accomplished under one of the international technical assistance agreements.
3.2 Conduct a study of jurisdictional options based on the findings of the above review. Consideration will be given to establishment of a separate National Institute for Polytechnic Education, assignment of responsibility to the Ministry of Education, assignment of responsibility to individual universities, or a combination of these possible choices.
3.3 Identify the agency or agencies to be responsible for polytechnic education programs and formalize this decision through publication of the necessary official decrees or resolutions.

3.4 Initiate a plan within the designated agency or agencies for the establishment of polytechnic institutes during the development plan period, to include objectives and policies, programs and projects, finance, and manpower requirements.

4. Finance

Estimates of finance will become available on completion of the above planning programs and projects.
V.D.4. RELIGIOUS EDUCATION

V.D.4.1. ISLAMIC UNIVERSITY

1. Present Conditions

1.1 Achievements at Islamic University during the first development plan are concentrated in student enrollment. College-level enrollment has increased from 494 students in 1389-90 to 890 in 1394-95, secondary enrollment is up from 258 to 1,532 students, and intermediate enrollment has grown from 163 to 466 students. However, this growth is below that projected in the first development plan by at least 20 percent.

1.2 The Sharia College is expected to meet its target of 440 graduates, but the estimated number of graduates — 260 — of the ad-Da’wa College will fall far short of its goal of 400 graduates.

1.3 The proposed Language and Literature Section did not become operational and the master’s degree program has been delayed until 1395-96.

1.4 The new College of the Holy Qur’an, scheduled to open in the 1394-95 academic year, starts with an enrollment of 50 students.

1.5 The University is housed in converted military facilities which, despite some recent additions, are inadequate to the needs of a university and its subordinate institutes.

1.6 In addition to inadequate facilities, staff shortages and equipment deficiencies continue to frustrate Islamic University in its role as a center of Islamic education in the Muslim world. The following objectives and policies are designed to correct this situation.

2. Objectives and Policies

The three-fold aim of development of Islamic University in the period 1395-1400 is to make it into an international educational center, assure that it provides a sound religious education, and encourage the advancement of Islamic knowledge.

2.1 For developing the University into an international center for Islamic students from the Muslim world, the following policies have been formulated.

2.1.1 Plan, design, construct, and equip new academic and administrative facilities to provide the physical capability necessary to execute the mission of the University and its institutes.

2.1.2 Increase the size of the student body by raising foreign scholarship allocations.

2.1.3 Develop a highly-qualified instructional and administrative staff with increasing female representation at all levels.

2.1.4 Expand the organizational structure of the University to meet operational requirements.

2.1.5 Modify the grade structure so that salaries are in keeping with the academic and administrative responsibilities of the faculty and staff.
2.1.6 Provide support services to meet the instructional, administrative, and other needs of the staff, students, and facilities.
2.1.7 Establish a University Press with full publication capability.
2.1.8 Provide on-campus housing and support facilities where necessary for students and staff.
2.2. To provide Muslim students with a sound religious education that includes all aspects of the Holy Qur'an, Precepts, and Islamic thought, Islamic University will follow several expansion policies in the second plan period, as noted below.
2.2.1 Expand the intermediate and secondary institute programs for pre-college preparation.
2.2.2 Enlarge the Arabic Language section for non-Arabic speaking foreign students.
2.2.3 Expand the programs of the existing three colleges.
2.2.4 Establish a College of Hadith.
2.2.5 Establish a College of Arabic Language and Literature.
2.2.6 Initiate graduate studies programs leading to the master's and doctoral degrees.
2.2.7 Provide a system for follow-up of graduates.
2.3 To promote the advancement of Islamic knowledge through research in social, religious, and cultural matters, Islamic University will be guided by the following policies.
2.3.1 Establish a Center for Muslim Call.
2.3.2 Undertake programs of public service focused on dissemination of information about Islamic subjects.
2.3.3 Sponsor conferences on subjects of national and international religious interest.
2.3.4 Identify Muslim problems and develop proposals for their solution.

3. Programs and Projects
3.1 University Development
3.1.1 Academic and Administrative Facilities
3.1.1.1 Initiate in 1395-96 study and design for new academic buildings for the Colleges of Sharia, ad-Da'wa, and Hadith; the Arabic Language Section; the Graduate Studies Section; and the Intermediate and Secondary Institutes.
3.1.1.2 Initiate in 1395-96 construction of new College of Holy Qur'an buildings, and complete by 1397-98.
3.1.1.3 Initiate in 1396-97 construction of new buildings for the Colleges of Sharia and Hadith, and the Intermediate and Secondary Institutes, with completion by 1398-99.
3.1.1.4 Initiate in 1397-98 construction of new buildings for the College of ad-Da'wa, the Arabic Language Section, and the Graduate Studies Section, with completion by 1399-1400.
3.1.1.5 Initiate in 1395-96 design and construction of the new administrative office building, and complete by 1397-98.
3.1.1.6 Initiate in 1395-96 design and construction of new planning and research office center, with completion by 1397-98.
3.1.2 Enrollment Expansion
3.1.2.1 Expand total enrollment from 2,888 students in 1394-95 to 8,130 students in 1399-1400.
3.1.2.2 Increase provisions for foreign scholarships to assure participation from all Muslim countries.
3.1.3 Instructional Faculty
3.1.3.1 Provide additional instructional faculty to achieve a faculty: student ratio of 1:10 in the colleges and 1:15 in the institutes.
3.1.3.2 Reclassify instructional faculty into professorial ranks. Seek a structure of professors, associate professors, assistant professors, and lecturers in a ratio of 1:2:3:4.
3.1.3.3 Establish a "chair-professor" position in each major subject area.
3.1.3.4 Increase the proportion of Saudis on the instructional staff from 48 percent to at least 60 percent by the end of the Plan.
3.1.3.5 Initiate an active recruiting program to fill existing vacancies, particularly the positions of Vice President and Deputy to the President.
3.1.4 Organizational Structure
3.1.4.1 Establish a Planning, Budgeting and Follow-up department.
3.1.4.2 Establish a Supervision and Social Orientation department.
3.1.4.3 Establish a Post-Graduate Studies department.
3.1.4.4 Modify the university organizational structure to accommodate these new departments, the three new colleges, and the Center for Muslim Call.
3.1.5 Grade-structure Modification
Upgrade administrative and technical support posts in keeping with assigned responsibilities.
3.1.6 Support Capability
Replace and acquire new maintenance facilities and equipment (including telephone equipment) as required.
3.1.7 University Press
Initiate in 1395-96 construction of facilities for a University Press, and acquire the equipment and staff needed to produce books and periodicals.
3.1.8 Student Services
3.1.8.1 Establish a Department of Supervision and Social Orientation with units for social and cultural activities, athletics, and resident-student affairs.
3.1.8.2 Provide indoor and outdoor facilities for athletics and recreation.
3.1.8.3 Construct a student reception and distribution center in Jiddah to replace the present rented facility.

3.1.8.4 Initiate in 1395-96 design and construction of a 40-room hospital capable of providing in- and out-patient services to students and staff, with completion by 1398-99.

3.1.9 Housing

3.1.9.1 Construct 7 student dormitory buildings of 160 rooms each, beginning in 1396-97 and completing by 1398-99.

3.1.9.2 Construct 20 five-room and 50 four-room houses during the plan period for the university employees who are responsible for supervision and service at student dormitories.

3.1.9.3 Construct 50 houses for instructional staff, beginning in 1395-96 and continuing over the plan period.

3.2 Academic Development

3.2.1 Intermediate and Secondary Institutes

3.2.1.1 Increase intermediate-student enrollment from 466 in 1394-95 to 1,358 in 1399-1400.

3.2.1.2 Increase secondary-student enrollment from 1,532 in 1394-95 to 2,785 in 1399-1400.

3.2.2 Existing Colleges

3.2.2.1 Increase enrollment in the College of Sharia from 581 students in 1394-95 to 1,327 students in 1399-1400.

3.2.2.2 Increase enrollment in the College of ad-Da’wa from 88 students in 1394-95 to 773 students in 1399-1400.

3.2.2.3 Increase enrollment in the College of Holy Qur’an from 21 students in 1394-95 to 682 students in 1399-1400.

3.2.3 College of Hadith

Establish the College of Hadith in 1395-96 with an initial enrollment of 50 students increasing to a total of 555 students by the end of the Plan.

3.2.4 College of Arabic Language and Literature

Establish the College of Arabic Language and Literature in 1395-96 with an initial enrollment of 50 students increasing to a total of 474 students by the end of the Plan.

3.2.5 Master’s Degree

Initiate master’s programs in selected subjects, beginning in 1395-96 with 40 candidates and increasing to 112 candidates by the end of the Plan.

3.2.6 Doctoral program

Initiate a graduate studies program leading to the Ph.D. degree in 1398-99 with 32 candidates, increasing to 64 in 1399-1400.
3.2.7 Student Follow-up
3.2.7.1 Develop a system of student follow-up through the Center for Muslim Call to exchange information between the University and its graduates.
3.2.7.2 Distribute University Press publications to university graduates in coordination with the Center for Muslim Call.

3.3 Center for Muslim Call
3.3.1 Design facilities for the Center for Muslim Call in 1395-96; initiate construction in 1397-98 for completion in 1399-1400.
3.3.2 Conduct studies of differing views of Islam and prepare responses to them.
3.3.3 Collect and analyze data on the social and religious situation of Muslims outside the Kingdom.
3.3.4 Publish research findings for international dissemination.

3.4 Public Service Conferences
3.4.1 Initiate design in 1395-96 of a conference hall with a capacity of 10,000 persons; schedule the start of construction for 1396-97 and completion, including furnishings and equipment, by 1398-99.
3.4.2 Organize a program of national and international conferences on subjects relevant to the role and objectives of the University.

4. Finance
The Islamic University’s financial requirements during the plan period are estimated as follows (SR millions):

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<th></th>
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<th>1395</th>
<th>1396</th>
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V.D.4.2. IMAM MOHAMED IBN SAUD ISLAMIC UNIVERSITY

1. Present Conditions
1.1 The Imam Mohamed Ibn Saud University was established in 1394. It incorporates the Colleges of Sharia and Arabic Language, the Higher Judicial Institute, and 37 institutes offering education at the intermediate and secondary level, all of which were formerly under the Presidency of Religious Colleges and Institutes.
1.2 The enrollments in 1394-95 of the above colleges and institutes were as follows:

<table>
<thead>
<tr>
<th>Institute</th>
<th>Enrollment</th>
</tr>
</thead>
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<tr>
<td>Higher Judicial Institute</td>
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</tr>
<tr>
<td>College of Sharia</td>
<td>1,619</td>
</tr>
<tr>
<td>College of Arabic Language</td>
<td>841</td>
</tr>
<tr>
<td>Institutes</td>
<td>12,155</td>
</tr>
</tbody>
</table>

2. Objectives and Policies
2.1 The following objectives are in keeping with the announced intention of further developing the University into an institution for higher education in Islamic Studies.
2.1.1 Provide higher education in Islamic Studies, including Sharia (Islamic jurisprudence), Arabic Language, Islamic History, Islamic Science, Social Science, and related subjects.
2.1.2 Establish a collection of Islamic documents and research material, undertake research, and translate and publish the results of this research.
2.1.3 Provide education at the intermediate and secondary levels to prepare students for higher education in Islamic Studies.
2.1.4 Promote and expand the Islamic mission by all possible means.

3. Programs and Projects
3.1 The Colleges
3.1.1 Enroll 7,181 new students in the colleges during the plan period.
3.1.2 Increase total enrollment from 2,556 students in 1394-95 to 7,037 students in 1399-1400.
3.1.3 Offer post-graduate programs leading to a master's degree in Arabic Language, Arts, Social Science, and other selected majors.
3.1.4 Construct a campus for the University in Riyadh during the early years of the Plan.

3.2 The Institutes
3.2.1 Enroll 19,220 new students in the institutes during the plan period.
3.2.2 Increase total enrollment from 12,155 students in 1394-95 to 21,142 students in 1399-1400.
3.2.3 Open two new institutes in 1395-96.
3.2.4 Construct 18 institutes during the plan period to replace rented buildings.
3.2.5 Expand the existing institutes by adding new classes.
3.2.6 Construct an administrative building and library.

4. Finance

Imam Mohamed Ibn Saud Islamic University’s financial requirements during the plan period are estimated as follows:

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
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<td>-98</td>
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<tr>
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Table V-15
STATISTICAL SUMMARY OF EDUCATION
1394-95 TO 1399-1400 A.H.

<table>
<thead>
<tr>
<th>Education Program</th>
<th>Enrolment</th>
<th>Teachers</th>
<th>Graduates</th>
<th>Schools</th>
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<td>-95</td>
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<tr>
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<td>(212)</td>
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<td>8,044</td>
<td>197</td>
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CONTINUED
Table V-15 (continued)

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<th>1399-1400</th>
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<td>600</td>
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<td>755</td>
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<td>3,504</td>
<td>11,090</td>
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<td>167</td>
<td>915</td>
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<td>(86)</td>
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<td>120</td>
<td>232</td>
<td>542</td>
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<td>-</td>
<td>959</td>
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<tr>
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<td>11,374</td>
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<td>10,688</td>
<td>34,620</td>
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Table V-15 (concluded)

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<th>1995</th>
<th>1399-1400</th>
<th>1399-1400</th>
<th>1394</th>
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<td>959</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>(231)</td>
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<td>166</td>
<td>357</td>
<td>155</td>
<td>459</td>
<td>1,727&lt;sup&gt;a&lt;/sup&gt;</td>
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<tr>
<td>and Minerals</td>
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<td>(135)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>(Graduate level)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>King Abdul Aziz University</td>
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<td>11,610</td>
<td>633</td>
<td>1,832</td>
<td>431</td>
<td>1,380</td>
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<tr>
<td>(Graduate level)</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>(20)</td>
</tr>
<tr>
<td>Subtotal</td>
<td>10,872</td>
<td>24,757</td>
<td>1,758</td>
<td>4,497</td>
<td>1,167</td>
<td>3,842</td>
<td>12,807&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Women's Teacher Colleges

| Riyadh                            | 790  | 3,893| 79        | 364       | 74   | 692       | 1,710<sup>f</sup> |
| (Graduate level)                   | -    | (79) | -         | -         | -    | -         | (81)       |
| Jiddah                            | 219  | 2,895| 22        | 289       | -    | 659       | 1,146      |
| Women's College of Arts           |      | 396  | -         | 40        | -    | -         |            |
| Subtotal                           | 1,009| 7,184| 101       | 693       | 74   | 1,351     | 2,826      |

Islamic University

| Imam Mohamed Ibn Saud             | 2,556| 7,037| 181       | 515       | 334  | 1,459     | 4,902<sup>g</sup> |
| (Graduate level)                   | (96) | (1,541)| -         | -         | -    | -         | (1,444)    |
| Subtotal                           | 3,446| 11,024| 229       | 912       | 462  | 1,965     | 6,423      |
| Total University level             | 15,327| 42,965| 2,088     | 6,102     | 1,703| 7,158     | 22,086<sup>b</sup> |

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<sup>a</sup> Bachelor degrees = 6,628, Masters = 231.
<sup>b</sup> Bachelor degrees = 1,561, Masters = 137, Ph.D. = 29.
<sup>c</sup> Bachelor degrees = 4,201, Masters = 20.
<sup>d</sup> Bachelor degrees = 12,390, Masters = 388, Ph.D. = 29.
<sup>e</sup> Bachelor degrees = 1,629, Masters = 81.
<sup>f</sup> Bachelor degrees = 1,429, Masters = 92.
<sup>g</sup> Bachelor degrees = 3,458, Masters = 1,444.
<sup>h</sup> Bachelor degrees = 20,052, Masters = 2,005, Ph.D. = 29.
E. CULTURAL AFFAIRS

The Ministry of Education, supporting the concept of continued learning, will broaden its programs for the enrichment of the people of Saudi Arabia. Particular attention is directed to the national library system, the availability of museums, the preservation of national sites, and archeological explorations, as detailed in the following plan.
V.E. CULTURAL AFFAIRS

1. Present Conditions
1.1 The Kingdom's public libraries are being improved through a program of renovation and remodeling in keeping with modern library design.
1.2 Library activities have been expanded to include annual exhibitions of student art and book fairs displaying new publications in various fields.
1.3 The planned development of a national museum has not proceeded beyond the preliminary design stage.
1.4 The program of annual archeological field surveys has been modified, with little of the work that was scheduled being undertaken.
1.5 The Department of Antiquities has been reorganized to operate as a separate activity, reporting to an Assistant Deputy Minister of Education. Personnel who are professionally qualified in archeology and related fields are being assigned to the Department.
1.6 Legal controls have been established to govern the removal and export of antiquities.
1.7 Action is being taken to assure that development and construction programs provide for the preservation of sites and property of historic and archeological significance.
1.8 The King Abdul Aziz Research and Cultural Institute has been established as a library and research center on the history of Saudi Arabia and its monarchs, and the Arabian Peninsula. The Institute includes a library and translation, research, publishing, design, and photographic departments. A number of bibliographic activities have also begun.

2. Objectives and Policies
   During the period 1395-1400, eight objectives will guide the Government's development of cultural affairs, as noted below.
2.1 Expand the national public library system and improve library facilities.
2.2 Establish a national museum system to provide opportunities for Saudis to increase their knowledge, appreciation, and understanding of their religious, cultural, and social heritage.
2.3 Strengthen the organization and technical capability of the Department of Antiquities.
2.4 Initiate a comprehensive program of archeological surveys.
2.5 Undertake intensive exploration at selected sites of potential archeological significance.
2.6 Initiate programs for the restoration and maintenance of historical landmarks.
2.7 Promote public interest in and knowledge of archeological findings.
2.8 Develop the facilities and activities of the King Abdul Aziz Research and Cultural Institute as a major library, research, publishing, and cultural center for the Arabian Peninsula and the Kingdom of Saudi Arabia in particular.

3. Programs and Projects
3.1 Complete prior authorized library construction (for which 23.6 percent of the original funding will remain) in 1395-96.
3.2 Establish a biography center and open 10 new general libraries, 2 per year beginning in 1395-96, to increase the number of public libraries from 22 to 32 by the end of the Plan.
3.3 During the period 1396-97 to 1397-98, construct one large, five medium, and ten small library buildings as replacements for existing facilities.
3.4 Initiate construction in 1396-97 of a national museum — an 11-unit complex of 220,000 square meters — in Riyadh.
3.5 Build six regional museums (three in 1397-98 and three in 1398-99) distributed throughout the Kingdom.
3.6 Build two Islamic museums, one in Jiddah and one in Mecca, in 1397-98 and 1398-99.
3.7 Construct four specialized museums, located at such major archeological sites as Madain Salih, two in 1397-98 and two in 1398-99.
3.8 Beginning in 1395-96 provide the Department of Antiquities with facilities and personnel to support research in manuscripts, site restoration and maintenance, and inscriptions. Specialties will include photography, survey, engineering, and technical drawing.
3.9 Conduct area surveys as follows:

<table>
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<th>Period</th>
<th>Area</th>
</tr>
</thead>
<tbody>
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<td>1395-96</td>
<td>Eastern and Northern areas</td>
</tr>
<tr>
<td>1396-97</td>
<td>Western and Tihama areas</td>
</tr>
<tr>
<td>1397-98</td>
<td>Southwest area</td>
</tr>
<tr>
<td>1399-1400</td>
<td>Rub' al-Khali adjacent to Central area</td>
</tr>
</tbody>
</table>

3.10 During the plan period, conduct detailed archeological explorations at the following sites:

<table>
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<tr>
<th>Period</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1395-96</td>
<td>Tarut area</td>
</tr>
<tr>
<td>1396-97</td>
<td>Tayma</td>
</tr>
<tr>
<td>1397-98</td>
<td>al-Ukhud and Thaj</td>
</tr>
<tr>
<td>1399-1400</td>
<td>Sites south of Dhahran</td>
</tr>
</tbody>
</table>
3.11 Initiate the rehabilitation and restoration of selected structures at ad-Dir'iyyah and develop plans for sound-and-light presentations at this historic site.

3.12 Conduct a detailed reconnaissance of the Durb Zobaidah (one of the traditional land routes to Mecca) and begin reclamation of the ancient reservoirs along the route.

3.13 Publish a journal of archeology beginning in 1396-97, and develop descriptive brochures and similar materials covering known sites of historic interest.

3.14 Develop the facilities and activities of the King Abdul Aziz Research and Cultural Institute as follows:

3.14.1 Construct a new building for the Institute, including a King Abdul Aziz Memorial Hall (1395-96).

3.14.2 Establish microfilm facilities and a photography laboratory (1396-97).

3.14.3 Increase the Institute's documentation and library facilities (continuing).

3.14.4 Publish the Institute's magazine and a wide range of books, articles, and verified manuscripts on the Arabian Peninsula and Saudi Arabia in particular (1395-1400).

4. Finance

The financial requirements of the King Abdul Aziz Research and Cultural Institute are estimated below (SR millions):

<table>
<thead>
<tr>
<th></th>
<th>Budgeted</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399-1400</th>
<th>Plan Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1394-95</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recurrent</td>
<td>2.9</td>
<td>12.0</td>
<td>14.9</td>
<td>19.5</td>
<td>25.1</td>
<td>29.4</td>
<td>100.9</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td>23.6</td>
<td>10.7</td>
<td>10.7</td>
<td>13.6</td>
<td>15.6</td>
<td>74.2</td>
</tr>
<tr>
<td>Total</td>
<td>2.9</td>
<td>35.6</td>
<td>25.6</td>
<td>30.2</td>
<td>38.7</td>
<td>45.0</td>
<td>175.1</td>
</tr>
</tbody>
</table>

The financial requirements of other Cultural Affairs programs have been included in the projections of the Ministry of Education under Boys' Education.
F. INFORMATION SERVICES

The public information media — printed materials but particularly radio and television — are known from the experience of many countries to be highly influential in the development of human resources. In many ways the media can be regarded as the infrastructure for such development. The Government's plan for expanding both the programming and broadcasting capabilities of its information services, both within the Kingdom and internationally, are described in this final section of Chapter V.
V.F. INFORMATION SERVICES

1. Present Conditions

1.1 The information media of the Kingdom have developed extensively in recent years. Not all projects included in the first plan could be implemented but some that were not included in the plan have been implemented. A severe shortage of professional and technical personnel was the major constraint on rapid growth of information channels during this period.

1.2 There are two radio complexes equipped with studios and transmitters, located in Riyadh and Jiddah. Arabic radio programs are now broadcast to the public 20 hours daily. In addition to general programs and primarily religious ones for domestic audiences, programs directed to audiences in European, African and Eastern countries are also broadcast. However, good medium-wave radio reception is not yet available in all parts of the Kingdom during daytime and medium-wave broadcasts beyond its borders are limited in range.

1.3 There are five television stations equipped with studios and transmitters, located in Riyadh, Jiddah, Medina, Qasim, and Dammam; two others, in Tayif and Mecca, are equipped with transmitters only. Half of the population of the country receives the television signal at the present time. Television programs are broadcast five hours daily, and ten hours on Friday. About half of the programs broadcast are produced domestically. Programs include news, documentaries, religion, sports, education/culture, but two-thirds of the schedule are entertainment programs — primarily musical — and children's shows. A contract was recently signed with the government of France for planning, designing, and installing a SECAM color television system throughout the Kingdom.

1.4 Information is also provided within the Kingdom in the form of press releases, films, photographs, and books. Information about the Kingdom is supplied to the foreign press, and visits by members of the foreign press are arranged.

1.5 A news-agency service was established in 1390 to collect and distribute news both within the Kingdom and externally. For external collection and distribution of news, the agency maintains a number of offices in a number of foreign cities. However, the agency is still in a very early stage of development.

1.6 There are a few radio and TV programs in the Kingdom devoted primarily to national development, but no concerted effort in this field of public information has been organized. Most ministries have not been able to develop information capabilities, and few have established cooperative relationships with the mass media of the Kingdom.

1.7 As already noted, the major constraint on information dissemination is a shortage of trained personnel, which affects all information production and distribution activities. In radio and television, staff shortages hamper efforts to improve domestic program
production and to extend broadcast coverage to a greater proportion of the population. Production and review of written information are also hampered by a shortage of manpower.

1.8 Current training programs are centered in the Ministry of Communications for broadcast technicians, and in the University of Riyadh for writers, researchers, and broadcast production staff. These programs are not able to graduate enough qualified students to meet current needs.

Objectives and Policies
2.1 For purposes of entertainment, education, and national development, expand the Kingdom’s capabilities to:

- Collect information from relevant sources within the country and around the world.
- Produce and disseminate information concerning Islam to enrich the spiritual life of the Kingdom’s citizens.
- Produce and disseminate entertainment to enrich the leisure time of citizens.
- Produce and disseminate news to ensure that the citizens are well-informed.
- Produce and disseminate information programs to aid the citizens to participate in national development and realize their own potentials to the fullest extent. Examples are given in Table V-16.

2.2 Expand the capabilities to collect, process, and disseminate information to appropriate world audiences in order to present a positive view of the Kingdom, its people, and the policies of the Government.

2.3 Expand the area of broadcast coverage, and increase the number of broadcast hours.

2.3.1 Complete high-quality medium-wave broadcast coverage of the entire Kingdom and neighboring countries.

2.3.2 Increase radio production facilities, including a remote broadcast capability to cover celebrations and other special events.

2.3.3 Improve the content of radio programs.

2.4 Expand and improve television broadcast transmission and production capabilities, and double the number of broadcast hours.

2.4.1 Extend television transmission to 90 percent of the Kingdom’s population and to accessible areas of neighboring Arab countries.

2.4.2 Link all transmission stations by the national telecommunications network to achieve a central television transmission capability.

2.4.3 Provide a second television channel and introduce color television.
### Table V–16

**POTENTIAL PUBLIC INFORMATION PROGRAMS**

<table>
<thead>
<tr>
<th>Concerned Agency</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Agriculture and Water</td>
<td>Increase community awareness of need for water-resource management.</td>
</tr>
<tr>
<td></td>
<td>Continue to inform farmers about improved agriculture practices.</td>
</tr>
<tr>
<td></td>
<td>Develop a market news service.</td>
</tr>
<tr>
<td></td>
<td>Increase public appreciation of wildlife.</td>
</tr>
<tr>
<td>Agricultural Bank</td>
<td>Make farmers more aware of the Bank's services.</td>
</tr>
<tr>
<td>Ministry of Petroleum and Mineral Resources</td>
<td>Keep the people informed about the international energy situation and</td>
</tr>
<tr>
<td></td>
<td>Saudi Arabia’s policy.</td>
</tr>
<tr>
<td>Ministry of Labor and Social Affairs</td>
<td></td>
</tr>
<tr>
<td>Ministry of Education and General Presidency for Girls’ Education</td>
<td>Produce educational TV and radio programs for boys and girls in school,</td>
</tr>
<tr>
<td>King Abdul Aziz University</td>
<td>for the Literacy program, and for Bedouin children.</td>
</tr>
<tr>
<td>Department of Antiquities, Ministry of Education</td>
<td>In cooperation with the Ministry of Information, present university</td>
</tr>
<tr>
<td>Ministry of Health</td>
<td>courses or study programs to the public over the national TV system.</td>
</tr>
<tr>
<td>Saudi Red Crescent Society</td>
<td></td>
</tr>
<tr>
<td>General Presidency for Youth Welfare</td>
<td>Promote public interest in and knowledge of archeological findings.</td>
</tr>
<tr>
<td></td>
<td>Present health information to the public.</td>
</tr>
<tr>
<td></td>
<td>Encourage youth to make their careers in the health services.</td>
</tr>
<tr>
<td></td>
<td>Publicize aims and principles of the Society.</td>
</tr>
<tr>
<td></td>
<td>Increase public awareness of and interest in the Society’s services.</td>
</tr>
<tr>
<td></td>
<td>Publicize the planned ‘cultural weeks’.</td>
</tr>
<tr>
<td></td>
<td>Spread awareness of sports activities.</td>
</tr>
<tr>
<td>Ministry of Interior</td>
<td>Produce regular radio programs (in Bedouin dialects) on Bedouin matters.</td>
</tr>
<tr>
<td>Under-Ministry of Communications for Roads and Ports</td>
<td>Make the public more conscious of road safety.</td>
</tr>
<tr>
<td>Postal Services</td>
<td>Acquaint the public with the nature and use of postal services.</td>
</tr>
<tr>
<td>General Housing Department</td>
<td>Disseminate information about each of the housing programs.</td>
</tr>
</tbody>
</table>
2.4.4 Increase efficiency in the use of present studio facilities and provide additional office as well as studio facilities.
2.4.5 Improve the content of programs produced domestically and the selection of programs produced in foreign countries, and double the number of hours of the domestically-produced programs.
2.5 Expand and improve all channels for the distribution of public information on national development.
  2.5.1 Define the purpose and content of public information.
  2.5.2 Evaluate the impacts of public information.
  2.5.3 Assist appropriate government agencies to develop their capabilities to collect, process and disseminate public information.
  2.5.4 Encourage the development of cooperative relationships among all segments of public information activities.
  2.5.5 Develop in all of the mass media a regional capability to collect, process, and disseminate public information oriented to particular localities.
2.6 Develop an administrative structure in which responsibilities and functions in the collection, processing, and dissemination of information are clearly defined and efficiently performed.
2.7 Collect and organize written, oral, and visual information for purposes of historical research and documentation.
2.8 Overcome the manpower shortage that exists in virtually all public information activities by adding qualified staff on a massive scale and providing increased training opportunities in all aspects of information collection, processing, and dissemination.

3. Programs and Projects

Figure V-17 shows the locations of existing and already planned radio and television stations which are among the major public information projects described below. (All construction and installation projects will be undertaken by the Engineering Department of the Ministry of Information.)

3.1 Improve Radio Transmission and Production
3.1.1 Construct and bring into operation the five medium-wave megawatt transmitting stations already planned for Duba, Qurayyat, Jiddah, Dammam, and Jaizan to expand coverage both locally and to neighboring countries (1395-99).
3.1.2 Construct a new building to provide offices, new studios, and stand-by power generation for the existing studios in Riyadh.
3.1.3 Improve medium-wave transmission in Jaizan, Medina, and Abha (1395-97).
NOTE: Additional medium-wave radio stations and television transmitters are planned but locations have not yet been selected.
3.1.4 Construct about 20 medium-wave, semi-automatic radio stations, one kW or more if necessary, to provide daytime coverage (radius 50-100 kilometers) to most of the population.

3.1.5 Acquire two portable short-wave transmitters to transmit special programs from remote locations to Riyadh and Jiddah for broadcast over the national radio network (1395-96).

3.1.6 Extend FM coverage to Dammam and Tayif.

3.1.7 Install shortwave transmitters and construct studios to provide shortwave broadcast coverage to Islamic and Arab countries.

3.1.8 Establish radio production centers in neighboring Arab states and a system of radio correspondents to expand and improve distribution of information to foreign countries.

3.1.9 Coordinate with the Ministry of Communications as necessary in the installation and activation of new transmission facilities and networks.

3.2 Expand Television Transmission and Production

3.2.1 Determine the optimal type and geographic location of transmitters for maximum domestic and foreign broadcast signal coverage (1395-96).

3.2.2 Install new transmitters according to the findings of the above study.

3.2.3 Coordinate with the Ministry of Communications in the installation and activation of the linkage of stations by a telecommunications network, and for the provision of a second television channel.

3.2.4 Construct a primary television center in Riyadh containing offices, studios, a film production and processing center, a stores complex, and facilities for a broadcast training institute (1395-98).

3.2.5 Construct a secondary television center in Jiddah containing offices and studios (1395-98).

3.2.6 Construct regional television centers containing offices and studios in Dammam, Medina, Qasim, Abha, and Mecca (1395-98).

3.2.7 Separate the production and recording facilities from the transmission facilities in Riyadh, Jiddah, and Dammam stations, adding new equipment as necessary.

3.2.8 Introduce equipment for color television in all existing stations and provide for installation of color television equipment in all new stations (1395-97).

3.2.9 Study the administrative organization of the Television Department to determine an appropriate organizational structure for its purposes.

3.2.10 Cooperate with the Ministry of Education in developing educational television (1395-1400).

3.3 Improve Program Quality in the Broadcast Media

3.3.1 Develop a system of pre-production planning for all domestic program production.
3.3.2 Improve the formats and scheduling of domestically-produced programs.
3.3.3 Design programs at a level appropriate for the audiences to which they are directed.
3.3.4 Contract with private production companies or freelance producers for special programs.
3.3.5 Expand contacts with foreign sources of programs and expand capabilities for reviewing foreign programs to determine their suitability for domestic broadcast.
3.3.6 Join international broadcasting associations and establish contacts with the broadcasting systems of other nations to exchange ideas on innovative program and production techniques.

3.4 Expand Public Information Capabilities
3.4.1 Draft a comprehensive, organized set of behavioral objectives for public information covering health, vocational training, social affairs, agriculture, commerce, and other developmental activities.
3.4.2 Develop a capability for formative and summative evaluation of the effects of public information, on both a formal and informal basis.
3.4.3 Provide consulting and in-service training opportunities to other government agencies in expanding their public information capabilities.
3.4.4 To promote cooperation in public information activities, establish formal and informal institutional relationships among:

☆ Government agencies
☆ Elements of the mass media
☆ Interpersonal channels.

3.4.5 Establish staff training programs and information production budgets to promote the development of regional public information capabilities in all mass media as soon as central capabilities are adequate.

3.5 Improve Press, Publications, and Public Relations.
3.5.1 Design an office building for press, publications, and public relations, which contains film and photography studios.
3.5.2 Construct and equip a printing office for information publications.
3.5.3 Establish information centers containing a library and an auditorium in Dammam and Abha (1397-1400).
3.5.4 Publish a general information magazine and a news-photo magazine on a periodic basis.
3.5.5 Establish information offices in conjunction with news-agency offices in Cairo, Beirut, Bahrain, Pakistan, London, and New York (1395-1400).
3.6 Develop News Agency Services
3.6.1 Construct a central news-agency office building in Riyadh, and a news transmission station and news reception station in the vicinity of Riyadh (1395-98).
3.6.2 Provide equipment for international transmission and reception of written and pictorial news, and for receiving news from and distributing it to about 40 news points within the Kingdom (1395-97).
3.6.3 Establish three regional news-agency offices.
3.6.4 Establish seven news-agency offices in foreign cities around the world.

3.7 Improve Information Control
Construct a central information control office building in Riyadh and branch offices in Salwah, Turaif, and Khafji (1395-97).

3.8 Improve Administration
3.8.1 Undertake a review of management organization and practice, and institute a continuing program of organizational and managerial improvement designed to promote efficiency and flexibility in the use of information services manpower.
3.8.2 Organize two documentation centers, one in Riyadh and one in Jiddah (1395-1400).
3.8.3 Construct a general stores building in Riyadh (1396-99) and branch administrative offices in Mecca and Dammam (1397-1400).

3.9 Construction
Construct the office buildings for Riyadh specified above, in a single complex.

3.10 Develop Recruitment and Training
3.10.1 Formulate a manpower recruitment and training program, and design a salary and promotion structure to meet planned manpower requirements estimated at 288 additional managerial positions and 1,074 professional positions, plus technical and support staff.
3.10.2 Establish a broadcast training institute in Riyadh for the in-service training of television and radio personnel in technical, production, administrative, and research activities (1396-97).
3.10.3 Consult with the Department of Mass Communications of the University of Riyadh on measures to augment the flow of new staff from this source and to provide in-service training.
3.10.4 Consult with the Ministry of Communications on expansion of telecommunications training programs to improve the supply of technical staff.
3.10.5 Provide as needed short- and long-term in-service training opportunities for staff in all other areas of information collection, processing and distribution.

3.11 Provide training abroad as needed in special communications skills.

4. Finance

The Ministry of Information's financial requirements for developing the above services in the coming five years are estimated as follows (SR millions):

<table>
<thead>
<tr>
<th></th>
<th>Budgeted 1394-95</th>
<th>1395</th>
<th>1396</th>
<th>1397</th>
<th>1398</th>
<th>1399-1400</th>
<th>Plan Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurrent</td>
<td>116.5</td>
<td>146.4</td>
<td>179.7</td>
<td>213.1</td>
<td>240.3</td>
<td>264.3</td>
<td>1,043.8</td>
</tr>
<tr>
<td>Project</td>
<td>205.3</td>
<td>385.4</td>
<td>522.1</td>
<td>510.6</td>
<td>249.7</td>
<td>222.4</td>
<td>1,890.2</td>
</tr>
<tr>
<td>Total</td>
<td>321.8</td>
<td>531.8</td>
<td>701.8</td>
<td>723.7</td>
<td>490.0</td>
<td>486.7</td>
<td>2,934.0</td>
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