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Education for all programmes in the Kingdom of Saudi Arabia

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Education for All Programmes in the Kingdom of Saudi Arabia

The observer of long-term planning for adult education and literacy programmes in the light of the concept of Education for All in the Kingdom of Saudi Arabia will notice that it has proceeded on the basis of a defined vision which accords with social requirements and subsequent formulation of general and specific goals on the basis of that vision and in line with a criteria-based strategy for the design and application of courses, textbooks, evaluation tools, teacher training and competent educational management. Given the variability of the pivotal elements, a strategy for change and development had to be put in place within the overall, long-term plan to keep pace with constant changes in science and technology.

Education policy in the Kingdom of Saudi Arabia is concerned with the education system as a civilizational demand which it endeavours to meet by the continuous development of educational systems and regulations to keep pace with the rapid developments in human activity. Education policy in the Kingdom of Saudi Arabia believes in the principle, based on religious and social constants and engagement with international agreements and declarations, including the Dakar Declaration (2000), of equality of opportunity for all citizens. Eager to implement the recommendations of the Dakar Declaration, the Kingdom of Saudi Arabia published its plans for Education for All for the next few years for all regions of the country, leaving space for state sectors and civil society institutions to participate in the Education for All programmes. Not neglecting the role of the teacher in fostering the concept of Education for All, the Kingdom has adopted the international "Education for All Week", scheduled by UNESCO each year to remind nations of their commitments. In 2006, the Kingdom gave this the theme of "Every Child Needs a Teacher", in affirmation of the role of the teacher and importance of the teacher being suitably qualified pedagogically to implement the educational process and achieve its goals.

"Education for All" in the Kingdom of Saudi Arabia means the provision of basic education to those of suitable age. It includes all categories determined by the International Declaration on Education for All and International Conference on Education for All namely, early childhood, basic education, adult education, the education of those from deprived environments and girls' education.

Turning to the strategic policies adopted by the Kingdom of Saudi Arabia to spread education and eradicate illiteracy, we find that serious consideration of this matter began with the introduction of statutory education and grew into a principal goal, given prominence through the activities of education departments and civil society institutions in the Kingdom of Saudi Arabia, all of which strive to achieve equality of opportunity in education by extending the scope of enrolment and making all aspects of education universally accessible, beginning with basic education and materials and concern with the curriculum, course, teacher and educational environment. This concern recently took concrete form with the National Forum on Education for All which the Kingdom of Saudi Arabia undertook to set up in implementation of the recommendations of the Dakar Conference and which is considered a strategic step towards the serious and systematic task of providing high-quality education for all. This forum was not a review of previous achievements but an appropriate mechanism for improving the efficiency of the education system and increasing output in such a way as to help achieve the stated goals in accordance with international scientific standards and within a specific time-frame.

By referring to education policy in the Kingdom of Saudi Arabia, which guarantees free education for all and for which purpose suitable budgets have been allocated, it is possible to analyse the conformity of policy goals to the current concept of Education for All pursuant to the Dakar Declaration (2000), which affirmed the importance of affording everyone access to education. The recommendations of the Dakar Declaration (2000) have been adopted by the

Ministry of Education in the Kingdom of Saudi Arabia, in line with the country's education policy goals. The Ministry has drawn up for itself a long-term plan to address these recommendations objectively and scientifically and in accordance with social and economic criteria, through the National Forum which aims to provide basic education for all by 2015 at the latest. All are agreed upon the aim of having male and female graduates equipped with Islamic values both in theory and practice, in possession of useful knowledge, skills and attitudes, able to interact positively with modern developments and deal effectively and flexibly with advanced technologies, capable of competing internationally in scientific and applied fields and able to contribute positively to the drive for sustainable development. This can be achieved through an efficient education system able to nurture abilities and propensities and disseminate a positive spirit towards work, in a school environment where education and learning are encouraged.

The National Forum on Education for All

The National Forum aims to provide basic education for all by 2015 at the latest. Its specific goals are:

1. To achieve the goals of Education for All specified at the Dakar Conference namely:
 - expanding and improving comprehensive early childhood care and education;
 - striving to enable all children to have access to, and complete, free and compulsory primary education of good quality by 2015;
 - ensuring that the educational needs of all young people and adults are met;
 - achieving a 50% improvement in levels of adult literacy by 2015, especially for women;
 - eliminating gender disparities in primary and secondary education by 2005;
 - improving all qualitative aspects of education and ensuring excellence for all so that clear and tangible learning outcomes are achieved by all students, especially in literacy, numeracy and essential life skills.
2. To participate in and influence the drafting of policies and strategic plans relating to education (the development and drafting of national plans designed to achieve the goals of Education for All).
3. To monitor national activities in the area of Education for All, compile regular reports thereon and prepare strategies to develop processes to help achieve the goals of Education for All.
4. To strengthen and develop cooperative and collaborative relationships through dialogue and coordination between the relevant educational bodies.
5. To derive the maximum benefit from the entire available potential of all sectors related to the education process in order to maximize the effectiveness of planning for Education for All.
6. To strengthen the commitment of bodies associated with Education for All.

The Importance of the Forum

The importance of the National Forum on Education for All is clear from its setting of the following priorities:

1. In addition to its concern with basic education, the Forum is concerned with programmes for early childhood, literacy, girls' education and education of the most deprived groups and likewise affirms the importance of training in life skills. In this way, the principle of Education for All shall be realized.
2. The Education for All programmes comprise an integrated framework in which the various educational elements are brought together and the bodies, whether governmental or civil sector, which implement activities designed to achieve the goals of Education for All, join forces.
3. Education for All contributes to the development of social values through the various educational programmes and activities offered to members of society.
4. The provision of opportunities to meet basic learning needs, such as literacy and numeracy, thereby assisting in the acquisition of fundamental knowledge, skills, values and attitudes.
5. The expansion of basic education and making it universally accessible is the principal bulwark against the spread of illiteracy in the Kingdom of Saudi Arabia. It is also the foundation upon which the Ministry of Education builds other forms and the levels of education.

The Achievements of the National Forum on Education for All

1. The convening of the first meeting of the members of the National Forum, in which 23 members took part, representing the relevant sectors from the Ministry of Education and elsewhere;
2. The formation of a subcommittee of the National Forum on Education for All in all departments of boys' and girls' education, bringing together a number of departmental employees and representatives from civil society organizations;
3. The convening of the first meeting of the chairmen of the National Forum on Education for All subcommittees in all departments of boys' and girls' education;
4. The publication of the Ten-Year National Action Plan for Education for All (2004-2015);
5. The organization of a number of seminars and lectures on early childhood, deprived learners, adult education and girls' education, within the framework of the goals of Education for All;
6. The publication of a number of introductory leaflets and pamphlets on the work of the Forum;
7. The invitation to a number of experts and specialists in Education for All from international and regional institutions to exchange experience;
8. The provision of international and regional institutions with plans, information and statistics on Education for All;
9. The promulgation of royal assent to compulsory elementary education;
10. The organization of a symposium entitled, "The Efforts of the Kingdom of Saudi Arabia in the Field of Education for All";

11. Participation in the international “Education for All Week” (2005), with the theme of “Send My Friend to School”;
12. Participation in a number of symposia, conferences and workshops relating to the activities of Education for All.

Similar goals have been pursued through a number of activities in recent times. Perhaps the symposium “What Do Educators Want from Society and What Does Society Want from Educators?” was one of those which encouraged society and the private sector to take part in the educational drive in the Kingdom of Saudi Arabia. The symposium included a number of themes:

The Qualities and Characteristics of the Product of Education

Regarding the nature of the social, economic, technological and political changes at domestic and international level and the future reflection of these on the needs of the individual and of society in the Kingdom of Saudi Arabia, the school has an undeniably important function in providing a comprehensive scientific and practical education to the younger generation in the areas of doctrine and worship, ethics, individual and social rights and duties, self-development, the preservation of religion, the self, the intellect, property and the physical body. This necessitates greater direction, focus of effort and evaluation of inputs and processes in order to equip a generation of male and female students endowed with the following characteristics, qualities and traits:

1. profound belief in God;
2. informed worship of God;
3. representing praiseworthy Islamic morals in oneself and with others;
4. healthy body, mind and spirit;
5. taking pride in one’s religion and allegiance to country and nation;
6. self-confidence without conceit;
7. appreciation of responsibilities to oneself, society and nation;
8. readiness to assume one’s social roles and functions;
9. appreciation of the social order;
10. positive interaction with other cultures;
11. wise and honest interaction with others;
12. active participation in charitable activities and voluntary work;
13. efficient planning of one’s work and activities;
14. efficient management of self and time;
15. sound, scientific way of thinking.

The manner of achieving these qualities

The preparation of qualified learners equipped with these characteristics, features and qualities requires the following:

- I. Adoption of the policy of quality in education, the targeting of excellence and reducing the extent of mediocrity. Excellence in education, as in any qualitative activity, is based upon certain principles; these include:
 1. standardization;
 2. focus on the client (here, the student);
 3. reliance upon evaluation at all stages;
 4. continuity of development;
 5. commitment of the relevant parties to the demands of quality;
 6. continuous review;
 7. ongoing accountability.

Indicators of quality include:

- A national commitment to quality whereby both government and society seek quality, requires them also to provide it by:
 1. continuous review of the overall form of educational development and the strategic management of development such that the particular demands of continuous development are clear to those in the field. This is preferable to unconnected initiatives which quickly fade away.
 2. the dissemination of a culture of assuming responsibility for the outputs of education, starting with the Ministry of Education, where problems are aired rather than covered up and allowed to worsen;
 3. stable expenditure on and investment in development.
- A national plan for the development of education with the following features:
 1. that the government takes charge of its drafting and ensures commitment to implementation;
 2. that it be a national, cooperative effort by all partners in the field of development;
 3. that it proceed in a scientific manner from a general State plan;
 4. that it define powers aimed at achieving the goals of excellence in education;
 5. that it include sustainable financial support;
 6. that it be designed for a limited period and directed towards specific activities;

7. that it incorporate regular indicators of performance.

- The existence of an environment with the following features:

1. action on the basis of institutional organization;
2. action on the basis of a system of strategic planning;
3. conformity to educational goals;
4. ability to embrace and adapt to change;
5. efficient use of technology;
6. systems of monitoring and accountability.

- The adoption of assessment indicators such as:

1. levels of student attainment;
2. levels of teacher performance;
3. level of school performance and the school's relations with surrounding environments;
4. levels of inputs to the education process;
5. levels of policy, systems and regulations;
6. levels of education management;
7. levels of performance of the education system as a whole and its general results.

II. Development of all human, organizational and material elements and components of the educational environment such that the following features and requirements are present:

1. well-trained teachers;
2. a safe and fertile educational environment that encourages learning;
3. suitable educational facilities and materials;
4. effective learning technologies;
5. an appropriate academic methodology;
6. clearly defined and accurately assessed learning outcomes;
7. participatory management and administration;
8. development of policy and systems;
9. appropriate educational and pedagogic practice;
10. systems of standardization and accountability;

11. linkage to the needs of the labour market;
12. ties to national and international life (global thinking and domestic behaviour).

Achieving excellence in the teaching and learning processes requires:

1. the use of information and communication technology (ICT) inside and outside the school environment, making it a fundamental element in the performance of the school, its administrative and teaching staff, and students;
2. the provision of a learning environment for learners focusing upon values, the formation of attitudes, the development of knowledge and skills, the use of self-directed and cooperative forms of learning and the use of methodical and scientific ways of thinking in problem-solving and in dealing with, analysing, processing and using knowledge;
3. support for the learner in a manner that will achieve all-round growth and permit interaction with and adaptation to a multicultural and multiskill society.

III. Adoption of action policies to facilitate positive change in the educational environment. These policies will include endeavouring to create a national education development plan and adoption of the concept of total quality, by means of the following:

1. planning at all stages of work and organizational levels;
2. adoption of a standardized and internationally-accepted system for regular, comprehensive and continuous evaluation of inputs, processes and outputs; the system will use international standards and precise pedagogic indicators and be reliable and objective;
3. application of a fair system of accountability at all organizational levels;
4. adoption of a method of managing by systematic and relatively stable regulations at all organizational levels, dispensing with emergency circulars and directives during the school year;
5. expanding the delegation of executive (procedural) powers at all organizational levels, especially to those in the field;
6. individual professional development at all levels and stages of work;
7. making use of modern management concepts;
8. continuous development of systems, regulations, aids, equipment and materials.

Expanding the participation of society (at individual and institutional level) in planning, implementation and evaluation by means of the following executive policies:

1. expansion of practical, material and moral support for private schools;
2. privatization of certain sections of the Ministry, for example: course development, educational technologies, educational evaluation, educational research, teacher training and certain aspects of student activity;

3. expansion of the supervisory and administrative powers of parents' associations in schools;
4. participation of members of society in planning and development committees.

Sustainable development of educational systems and regulations by means of the following executive policies:

1. adoption of the modelling method (development of models) as a comprehensive method of developing the elements and components of educational activity;
2. transfer of first-rate, international educational experience and its adaptation to accord with the fixed values of society;
3. liaison and cooperation with international organizations and institutions involved in public education;
4. endeavouring to conclude cooperation agreements and the exchange of experience with developed, international, education systems;
5. expanded use of modern technology in education and administration.

Focus on the development of the educational process and reduction of educational wastage by means of the following executive policies:

1. giving priority to projects and programmes concerned with developing the core elements and activities of the school itself;
2. reducing the cost of school building and furnishing by focusing on the fundamental educational specifications and dispensing with superficial, ancillary specifications;
3. development of the school programme, giving students the opportunity for personal and capacity development;
4. continuous course development;
5. expansion of staff professional development programmes;
6. downsizing the centralized administrative sectors in the Ministry (agencies, general departments, departments of education, etc.) by gradually reducing administrative centralization, the devolving of authority and privatization of functions.

Speeding up the work of completing fully-equipped school buildings by means of the following executive policies:

1. endeavouring to attract private sector partnership in the upgrading and furnishing of schools;
2. relaxing school building specifications by dispensing with superficial specifications which have no effect upon the process of teaching and learning;
3. raising the conditions for opening new private schools and renewing their operating licences to include the requirement that school building and furnishing meet standard criteria.

Commitment to reinforcing links to the national economy by means of the following executive policies:

1. striving to strengthen cooperation and consolidate links to national economic visions and plans;
2. striving to give the next generation a broadly-based professional grounding and provide them with skills, knowledge, attitudes and positive professional and economic habits;
3. raising the degree of flexibility in payment systems for educational programmes;
4. striving to make use of theoretical, planning and practical economic experience to improve the performance of the educational system;
5. making use of information technology in the design of special education systems to help increase the effectiveness of education, rationalize expenditure and solve certain problems (such as the problem of small schools in remote areas).

Adult Education and the Eradication of Illiteracy

The report published by the General Secretariat for Adult Education of the Ministry of Education (Girls' Education Branch) on the occasion of the Arab Day for the Eradication of Illiteracy noted a reduction in illiteracy among women from 40.1% in 1993 to 21.2% in 2005 due to the provision by the Ministry of Education of a number of programmes to reduce the level of illiteracy among female nationals and eliminate its sources of nourishment by expanding the quantity and quality of adult women's education and literacy programmes. The scope of the plan put in place by the Ministry of Education to reduce the illiteracy level has been evident to observers and those concerned with education, especially the eradication of illiteracy. Moreover, the Ministry has endeavoured to diversify its programmes, offering formal and informal programmes to attract illiterate women into education. Analysis of the Ministry's plan shows that the formal programmes involve three parallel stages of general education. Each stage has its own curriculum with a scientific and practical methodology linking the concepts and information to which adult female learners and illiterate women are exposed to the society in which they live. As such, it has been possible to transfer abstract knowledge and concepts to the reality of their daily lives. The result has been a success for the Ministry, when we realize that, in 1993, there were 1,254 schools, 4,544 classes and 67,814 female students while, at the end of 2006, there were 3,252 schools, 8,629 classes and 78,906 female students. Alongside the rise in enrolment and success of the programme, there was continuity to advanced levels. In 1999, there were three schools, three classes and 103 female students at intermediate level while, at the end of 2006, there were 106 schools, 260 classes and 4,087 female students at this level.

The secondary level of adult women's education began in 2001 with eight schools, eight classes and 158 students; at the end of 2006, there were 43 schools, 127 classes and 3,043 students. Informal programmes include mobile adult education and literacy centres, given that geography makes it difficult to establish permanent centres. The goal is to eradicate alphabetic illiteracy among female nationals and raise their religious, health and social consciousness. In 2002, there were 29 centres and 1,531 beneficiaries rising, at the end of 2006, to 359 centres and 10,782 beneficiaries.

The summer campaigns conducted by the Ministry of Education to disseminate knowledge and information are one activity which has borne fruit in this area. The goal of the campaigns is to establish, within two months, educational centres and activities in villages and agricultural communities where the illiteracy level is high and migration is a feature of life. The focus is on

teaching reading and writing and the religious and social sciences. Results show that in 2006 there were 2,326 women beneficiaries. This is all within the Ministry of Education's plan of "Education for All".

Also within the concept of "Education for All", the Ministry has drawn up a pioneering plan entitled, "Town and Village without Illiteracy" which aims to declare towns and governorates free from alphabetic illiteracy. It has been implemented in Medina, where it targeted 9,750 cases of female illiteracy and is being implemented in Mecca, targeting some 32,032 cases, and the Governorate of Shaqrā', targeting 622 cases. The programme is concerned with the eradication of alphabetic and civilizational illiteracy among adult women and with enabling them to acquire the skills to help them move into productive work. It was implemented in Jeddah in 2006, targeting 1,295 cases of female illiteracy and will be implemented this year (2007) in seven provinces and governorates. There are also professional development programmes that involve running various short vocational training courses to meet the needs of women and qualify them to become active members of the family and society. These programmes are implemented in accordance with the needs of each province and as either vocational development programmes or adult literacy programmes through vocational development. The idea of introducing a vocational element into the literacy programmes arises essentially from the illiterate person's need for basic education, alphabetic literacy through knowledge of reading and writing, and the ability to perform the four arithmetic operations, and linking this to an occupation the illiterate person will practise. In this way, the daily needs of such individuals will be satisfied and their social and work-related capabilities increased, whether in respect of the occupations they actually practise and for which they are offered competence-raising courses or in respect of other occupations to help raise their income level and bind them with the local community as active, effective and productive members thereof. In short, a link is established between literacy and numeracy on the one hand, and basic vocational skills programmes directly related to the students' occupational needs. However, such programmes have not been implemented on the ground as hoped, perhaps because the literacy programmes have lacked a vocational element. It was hoped that the terminology, processes, skills and tools of the occupation in which the adult is trained would be a point of entry to the process of eradicating alphabetic illiteracy, while the student acquired the skills of the job in which he is trained. The adult learner would thus graduate from the programme with a grasp of the fundamentals of writing and arithmetic and, through these, acquire knowledge and an occupation.

The Goals of Incorporating a Vocational Training Element:

- to underpin the literacy project with the occupations needed by illiterate persons to help boost their motivation to learn;
- to provide the illiterate individual with the basic skills to enable him to learn for himself how to meet the requirements of his life and occupation;
- to plan and implement experiments having an impact upon course and teaching methodology;
- to create literacy programmes directed towards work and fostering socio-economic development;
- to help the illiterate solve their social and economic problems and raise their economic capacity;
- to integrate adult education and the eradication of illiteracy with the needs of society.

It was proposed to the Ministry of Education that an educational glossary be compiled which would include mention of the significance of the trade or occupation, its rudimentary elements, methods of best practice and ways of dealing with common mistakes. In this way, illiterate individuals might acquire a deeper knowledge of the occupation. Programmes might take the form of classes spread throughout the plan, with a full day devoted to each occupation.

The contributions of other sectors, including civil society associations, have played a role in driving the Education for All programmes forward. Both charitable societies and Qur'an memorization societies have conducted literacy programmes and have contributed a programme of one academic year targeting some 500 illiterate persons annually. The ministry launched a campaign entitled "A Ministry without Illiteracy", designed to eradicate illiteracy among employees of the Ministry of Education (Girls' Education Branch) and other ministries and government agencies. In addition, 206 women from different regions have benefited from the incorporation by the Ministry of the hearing-impaired into adult education schools. Other adult education programmes exist in women's prisons and correctional facilities, from which 360 inmates of different nationalities have benefited and there are literacy programmes in old people's homes, care hostels for girls and rehabilitation centres, from which 195 inmates have benefited. The Ministry's goal of seeking to reduce the level of illiteracy to 19% this year is consistent with the Dakar Declaration on Education for All.

The Situation of Boys' and Girls' Education in the Kingdom of Saudi Arabia

There has been a tangible, qualitative development and both horizontal and vertical expansion of boys' and girls' education in the Kingdom of Saudi Arabia. In 2005, there were 29,735 boys' and girls' schools, an increase of 2.8% over 2004. These schools comprised 214,311 classes at all levels and in all types of education, an increase of 3.1% over 2004. At the same time, the number of registered male and female students in 2005 was 5,557,479 which, if compared with the figures for 2004, represents an increase of 734,389 or 1.6%.

This development follows an expansion in recruitment and numbers of staff working in education. The number of male and female educational staff (teachers, headmasters, deputies, librarians, laboratory technicians and student councillors) was 406,471 which, compared to 2004, represents an increase of 28,527 posts or 4.8%. The number of male and female administrative and administrative support staff was 20,478.

The indicators of boys' and girls' education in the Kingdom of Saudi Arabia show the extent of this expansion, which is the corollary of the following:

1. the wide-ranging concern with all levels of girls' and boys' general education;
2. the spread of adult education and literacy centres throughout the Kingdom of Saudi Arabia;
3. the markedly increased levels of enrolment in literacy centres in recent years;
4. the adoption of the most effective methods of designing an adult education environment, including the development of methods of assessment and open education at all levels;
5. the concern with quality education programmes providing the opportunity for all to benefit from;

6. affording the opportunity for male and female teachers in adult education to train in modern technological aids and their use in adult education.

Education in Early Childhood

The policy of the Kingdom of Saudi Arabia with regard to early childhood education is informed by the conceptual framework of early childhood and based upon care, play and education, with attention given to the qualities of excellence, fairness and effectiveness. The element of education in early childhood is represented by pre-school education – i.e. education from birth up to enrolment in primary school – to prepare infants for general education by means of:

1. Early childhood care and education (ECCE):

Priority is given to learning programmes and, thereafter, childhood care, taking into account that integrated care is the responsibility of the family.

2. Early childhood care (ECC):

The focus here is on the integrated care of the child and provision of care for the children of working mothers.

3. Early childhood development (ECD):

In this phase, attention is given to the cognitive, linguistic and social development of the child, focusing on the child's growth and stages of life.

4. Early childhood care and development (ECCD):

Here, care is diversified to include all aspects, while stressing the development of natural talents through carefully-designed educational programmes.

5. Kindergarten education:

Here, all dimensions of early childhood education are integrated with all the tools and methods of early childhood development through an educational environment consistent with the concepts and theories of teaching and learning.

Through the Ministry of Education and the private sector, the Kingdom of Saudi Arabia cares for and supports kindergarten education, for which it has established scientific bases, principles and concepts. The dimensions of kindergarten education are defined by the following concepts:

- integrated health care, together with the provision of security and protection;
- the development of the bond of belonging and affection towards the adults with whom they interact;
- the provision of an environment which prepares them to employ their five senses;
- the provision of opportunities to learn how to care for themselves and develop an independent nature;
- the provision of opportunities for structured play and programmes to develop motor abilities;

- the encouragement of self-expression by telling stories, having oral exchanges and singing songs;
- the practice of activities which give them a sense of the ability to control things;
- the provision of opportunities for learning, training and discovery through daily action programmes;
- the development of self-control by appraisal of their achievements and awareness of their subjective values.

Planning for Education for All requires establishing an integrated, multidimensional strategy, including the pre- and in-service training of early childhood-level teachers at all levels. The teaching and training plan includes imparting the technical skills and knowledge relating to early childhood programmes. The Ministry is aware of the importance of this phase and of the requirements for preparing practitioners.

Through colleges of education and kindergarten sections of Saudi universities, the Ministry of Education and Ministry of Higher Education in the Kingdom of Saudi Arabia have been concerned with the training of female graduates scientifically and professionally along approved academic lines in order to increase the numbers holding bachelor's degrees in kindergarten education and employ them in the field to achieve 100% Saudization of pre-school education.

The Situation of Male and Female Adult Education in the Kingdom of Saudi Arabia

If we accept that the recognized, statutory education system in the Kingdom of Saudi Arabia, which takes the student from age six to age 18, is a normative progression, logic requires us to acknowledge that whoever does not set foot upon this ladder and advance through the learning process or fails to complete it before exceeding the age limit, shall be considered by the Ministry of Education as an adult and classified as educationally backward. There is, however, another education system which has appeared on the scene as the result of a number of social, economic and doctrinal factors and which has been fostered by successive developments in all areas of life and multiple sources of education and learning. It has given rise to a number of concepts, including qualification and upgrading, the eradication of occupational illiteracy and functional, developmental and social capacity-building programmes. The concepts of learning for the labour market, learning to learn and learning for life have acquired greater prominence, prompting the Kingdom of Saudi Arabia, in the form of education departments and governmental and civil educational and training institutions, to give consideration to adult education programmes and accord them the utmost importance.

The contemporary approach towards adult education in the Kingdom of Saudi Arabia proceeds from the principle of behaviour acquired through the educational process, the results of which are an intellectual, organic and psychological transformation reflected at the level of the individual's productivity, his relations with others and his attitude towards his own position on the social map. The intellectual change generates the acquisition of new ideas or reorganization of existing ones, causing a professional change whereby the learner masters and values his work, feeling differently towards it than before his exposure to education.

Adult educators are aware that the adult learner is capable of learning by himself and, when given the opportunity of a richly-resourced educational environment, of deciding his own direction by himself. Learning means discovery and knowledge and how to use and consolidate knowledge, apply it in practice to acquire proficiency and then to develop proficiency to arrive at the stage of

creativity. This confirms the saying that the learner is someone who wants something, someone who observes something, someone who does something and someone who gets something.

As understood in adult education programmes in the Kingdom of Saudi Arabia, education is a change; it is not accumulated additions to behaviour acquired prior to the learning process. Learning is a re-formation and re-organization of accumulated, linked intellectual elements. Accordingly, adult education programmes in the Kingdom of Saudi Arabia are fashioned in accordance with the concept of changing behaviour rather than imparting behaviour. This requires educational programmes and an educational environment which are different from teaching programmes developed in accordance with the statutory education system.

Male and female adult learners have different personal characteristics and physical abilities from the young and these are taken into consideration when thinking about establishing adult education programmes in the Kingdom of Saudi Arabia. Adults are treated as adults and not as if they were schoolchildren. Things they are able to perform of their own accord will be those which correspond to their propensities as successful individuals. These facts must be taken into account when designing adult education programmes.

From the present writer's point of view, the problem faced by adult educators in the Kingdom of Saudi Arabia can be expressed in terms of the questions: How does the adult learn? And what does he learn? These two eternal questions would not dominate the thinking of educators and those concerned with education were it not for the professional debate over theories of learning and disagreement over how to address the cognitive growth of the individual. While educators believe it is important for adult education courses to follow a methodology consistent with the cognitive abilities of adults, there are new social demands for adult education that not everyone may agree with but which nevertheless constitute a reality that has imposed itself on the educational arena and given rise to other problems for which solutions are needed. For example, the development occurring in human societies has obliged them to be in a state of constant change in many respects. Such change, which requires that there be continuous adjustment to the technological facts of the age, has left people constantly seeking to keep pace with and benefit from the wheel of scientific progress. However, people's aspiration to keep up with the developed nations is accompanied by a process of constant evaluation of all emerging technologies, selecting those appropriate to their needs and, consequently, part of the needs of their society, without this influencing the human values and concepts of the society in which they live.

Designers of adult education programmes in the Kingdom of Saudi Arabia are aware that it is the level of general culture which determines the ability to be selective with regard to modern technology, to determine society's need for this technology and to adapt the greater part of it to suit the nature of society's requirements. This adaptation involves making use of the tools, materials, equipment, systems and ideas of technology to serve individuals and social institutions without encroaching on the basic structure of society. When technology imposes itself upon society, an adjustment and functional reorganization on the part of the individual is inevitable. It is clear that technology is there to increase the efficiency of the individual, if the ground has been properly prepared to make use of it but the adoption of technology without a suitable environment having been prepared for it will not serve the purpose, according to the theories of education and learning and their application. These hold that education is a subjective activity practised by the adult and from which responses are produced which help him to face situations and solve problems he may encounter during performance of his work. By saying that education and training are subjective activities on the part of the learner or trainee, we are stressing the role of the individual and his ability to comprehend what is taught to him. The teacher and various educational and training aids are agents which stimulate sound responses from the learner; these responses are acquired by adult learners exposed to the programme.

Education is a desired change in behaviour, imparting knowledge and information to the adult to enable him to apply such knowledge and information in his working life. In other words and according to theories of learning, adult education is the conversion of knowledge and information into practical skills through which the learner is able to make use of what he has learned in adult education programmes.

These factors may seem at first self-evident and simplistic but they are the basic foundation upon which the adult education programme in the Kingdom of Saudi Arabia is built.

As the pace of development, technological progress and civilizational change have a positive or negative impact upon individuals, so education systems in the Kingdom of Saudi Arabia have focused on the knowledge and skills of individuals to enable them to keep up with this change and raise their scientific attainment to a level more appropriate to the age in which they live. Those concerned with adult education continually have to classify and define the scale of needs in order to allocate priorities for implementation. Similarly, the designer of adult education programmes is aware that life progresses as an integrated system, governed by sub-systems that interact with each other for the sake of the cohesion of the whole.

Knowledge of the sustainable development plan and working within its framework make adult education more relevant and beneficial to the society it serves. The designer must emphasize his role as specialist in this field when drawing up the strategy for adult education – which should not concentrate on theoretical aspects at the expense of the practical, even if these are important in applying concepts and skills and forming the adult learner's creative ability.

It has been observed that planning for adult education programmes in the Kingdom of Saudi Arabia has three basic stages namely:

1. Study and analysis of the current situation is extremely important for determining the starting point of the programme, once the vocational and educational levels of the individuals it is wished to teach have been ascertained. The study is carried out by means of descriptive analysis and the Ministry of Education's reports and records, with documents on adult education and the eradication of illiteracy in education departments in all regions of the Kingdom of Saudi Arabia being studied and analysed;
2. Study and analysis of the material, physical and human demands, the definition of adult education needs upon programme implementation and the time-frame for implementation;
3. Selection and appointment of the teaching staff in accordance with criteria determined by the preliminary job description studies of the teachers and learners capable of working in adult education programmes.

These three stages represent the preliminary studies undertaken for the Ministry of Education by educational experts commissioned to conduct programme planning. Together, they constitute one step in the development of the programme. They are extremely important since ignorance of them will not help the designer to design a programme that serves the goals of the State effectively. A national plan for adult education and training involves the precise definition of current needs and development, and the definition of future requirements. Adequate planning involves taking a number of factors into account, the most important of which are the educational goals and plans of the Ministry, the work-related and technological changes, the nature of the processes of application, the formation of the workforce, the capabilities of those responsible for teaching and development and associated costs.

The curriculum of adult education programmes in the Kingdom of Saudi Arabia is underpinned by scientific, philosophic and pedagogic bases. We should distinguish here between the concept of the curriculum and the concept of the course. The course is the map which enables the learner to acquire knowledge, master skills, solve problems and develop competence. The curriculum is the objective statement of the knowledge, facts and concepts which assist the acquisition of skills and attitudes; it is built upon philosophic and pedagogic bases, as mentioned above. The use of reason in cognitive matters is governed by a number of psychological circumstances such as receptiveness, realism, intelligence, perceptiveness and skill in application. In itself, thinking is the process of organizing situations and events and retrieving information to meet an educational or training situation and is determined by the degree of intelligence enjoyed by the learner. Intelligence is considered innate and exemplified in reason. A man's interaction with his environment and the behavioural changes he undergoes through education and training help to develop it. These premises are taken into consideration by adult education programmes in the Kingdom of Saudi Arabia.

One of the elements of the curriculum of adult education programmes in the Kingdom of Saudi Arabia is the promotion of the learner's ability to transfer the effect of the learning, which is an extension of the ability to engage in the process of applying in practice the material acquired during study. While stating that one of the elements of a good curriculum is to help to transfer the effect of the teaching, we observe a number of issues with regard to adult education curricula in the Kingdom of Saudi Arabia:

I. The definition of educational goals

The knowledge explosion which confronts people has left curricula and course designers throughout the world in a state of permanent confusion over the degrees of importance of the content and how the amount of scientific material it is wished to convey to the recipient at a particular time such that it leaves a significant benefit can be determined. The definition of goals helps the designer to determine the quantity of written material, the way of shaping it and method of distributing it to contribute to the effective transfer of information in the shortest time. The teacher helps to transfer the information to the adult learner in a manner consistent with his abilities. Likewise, the methodological sequencing of the material in accordance with the stated educational goals helps both teacher and learner to examine and analyse situations and understand the relationships between experiences associated with the educational situation. The designers of adult education programmes in the Kingdom of Saudi Arabia are not unaware of this fact.

II. Clarity of thinking

The success of the education process and the scale of acquisition of knowledge and skills depend on the ability of the designer to engineer the course and make use of educational, pedagogical and psychological ideas in the objective presentation of the curriculum. This helps to explain concepts and open channels of understanding for the learner in such a way that he will be able to generalize the concepts and skills and apply them in his working life. This has been observed in adult education curricula which have embraced the principle of individual differences in the understanding of course concepts and put solutions in place to ensure the gap is reduced.

III. The use of educational aids

The curriculum designer knows that the stiff, formulaic presentation of ideas and reliance on words alone in presenting subject matter may result in a failure to fix the information in the learner's memory or the learner's failure to understand the verbal explanation. Accordingly the curriculum writer relies on educational aids such as charts, pictures, diagrams, illustrations and

examples to connect scientific facts with the actual social life experienced by the adult. This imparts to the learner the ability to interpret and apply such facts and to retain a substantial amount of information. Practical aspects of the educational plan, such as conducting experiments and field research, promote the ability to recall information and facts with the desired speed. As such, consideration must be given to direct, purposeful experience to enhance understanding, retention and recall.

Goals properly formulated in accordance with educational concepts help in choosing the curriculum. Accordingly, the Ministry of Education has been anxious to scrutinize goals and define areas of importance which determine the subject matter of the curriculum and method of presentation to learners. In fact, goals are a map for the acquisition of scientific, educational and practical knowledge.

The curriculum designer knows that intellectual activity is governed by a number of internal and external influences. Examples of internal influences are the psychological and organic aspects of the adult learner, such as intelligence, sensory perception and the physical ability to perform practical exercises. External influences include all outside influences and stimuli which steer the process of adult learning, such as need, motivation, receptiveness and conviction. Although these are considered as psychological factors, they are, in most cases, external influences. The most important external influence is the curriculum, which has an effective part to play in the adult learner's intellectual activity.

For the curriculum to be comprehensive and realistic, the adult learner must be given the opportunity to have direct experience of tools and equipment, rather than theoretical explanation. This should be done under conditions comparable or similar to actual conditions of work and with educational equipment, tools and aids comparable to those found at work. All of these conditions produce good results when capable and experienced adult education teachers are chosen.

The design of the subject curriculum is a skill requiring pedagogic and technical abilities. Likewise, the organization of the curriculum and sequencing of ideas requires a thorough study of the nature of the educational programme, the level of the programme beneficiary and the educational environment. In the design of the content of adult education programmes in the Kingdom of Saudi Arabia, the following points have been taken into account:

1. Determination of the nature of the culture of adult learners:

Culture may be either general culture, which includes language, values, doctrinal belief, social customs, etc., or specific culture, which characterizes a specific group of people linked by a particular discipline or profession.

2. Determination of the importance of the curriculum in eradicating adult illiteracy:

Knowledge of the importance of the curriculum in adult education programmes and its benefit to the individual in the performance of his work helps to define the amount of material and content the learner needs to study.

3. Accuracy and modernity in the curriculum of adult education programmes:

It is important that the scientific concepts in the curriculum be accurate and up-to-date in order for it to keep abreast of scientific developments and help to raise the adult learner's competence in modern technology. This requires that the entire scientific content of the material be carefully examined and that the scientific concepts be tightened up.

4. The general framework of the curriculum:

There has been no departure from the Islamic framework of values and ethics; instead, these have been observed when providing examples, presenting philosophical aspects or reviewing concepts which make use of dialectics and logic. The general framework of the curriculum is thus consistent with the Islamic principles and values to which society adheres, thereby gaining a degree of acceptance.

5. The internal organization of information (knowledge, skills and attitudes):

The interconnectedness of information and its organization within the curriculum have been observed by sequencing ideas and simplifying all information. This is apparent in the sequence of knowledge levels. It also helps in the choice of teaching method and appropriate tools.

6. The degree of accuracy in the presentation of ideas within the curriculum:

Accurate presentation of ideas in the curriculum, their appropriateness to the level of the adult learner, the importance of the educational programme and the focus on priorities in the presentation of ideas, concepts and facts;

7. Soundness of language:

The writing of a memorandum or educational material requires attention to linguistic accuracy. This has been observed in the curriculum of adult education programmes, where the language has been simplified to the level of understanding of the illiterate person.

8. Creativity and innovation in curriculum design:

The skilful linking of scientific principles and workshop applications to the reality of the local environment and not borrowing other people's ideas enables the learner to use the information in the curriculum to develop his creative abilities.

9. The cognitive and affective aspects of the curriculum:

The curriculum does not focus upon cognitive aspects alone, as this would cause the scientific material to lose flexibility and fail to elicit a response from the learner. Affective aspects such as the stimulation of feelings, sensations and impressions concerning the programme materials have been taken into account. It is possible to highlight this by concentrating on exemplary values, teaching the love and virtue of work and the need to perfect this in practice, as far as possible.

10. The general clarity of the curriculum:

The curriculum has been designed with sufficient clarity to direct the adult learner to information with ease, thereby helping him to examine and solve problems. It is necessary to affirm the importance of learning tools, activities, exercises and projects to assist the process of understanding and, consequently, of mastery. The curriculum should be provided with references which the learner may consult to obtain further information.

The educational programme designer develops education strategies on the basis of the general concept of the adult education programme, designed to impart knowledge, develop the skills of individuals and enable them to acquire new skills, thereby preparing workers who are able to cope with the situations of daily life, assume supervisory and managerial positions or improve their productivity in different departments. The programme's educational strategies are divided into two principle types:

I. Strategies related to the adult learners themselves

Strategies related to adult learners are represented in the distribution of educational programmes on the basis of the levels and ages of the learning group. The program is constructed and prepared for implementation in accordance with these levels and features; consequently, learners will be in a position to effect the desired, lasting change. The change in knowledge, skills and attitudes is brought about in accordance with the methods used by the institution which implements the educational programme. Adult education programmes in the Kingdom of Saudi Arabia are prepared with a high level of thoroughness, flexibility and adaptability to rapid change. There are general factors to be taken into consideration when defining the strategies of adult education programmes on the basis of the capabilities and comprehension of learners; these are:

1. the educational levels of the learners;
2. the relationship of the programme to the learner's employment and occupational future;
3. the appropriateness of the programme to the learner's social circumstances;
4. the scale of the material and moral incentives the learner has;
5. the place and time of holding the educational programme.

II. Strategies related to the nature of the educational programme

The strategies of the educational program are represented by the programme's primary and secondary adult education goals. These help to define the quantity of ideas, information and skills it is wished to convey to the learner. On this basis, the forms of teaching and training and methods of implementation increase in number.

The basic elements of adult education programmes designed in accordance with strategies relating to the programme itself may be summarized as:

1. the educational needs in society;
2. definition of the desired knowledge, skills and attitudes;
3. the educational environment of literacy programmes and the teaching conditions;
4. the material and human demands of programme implementation;
5. the educational equipment and aids available in the environment;
6. the timescale of programme implementation.

These frameworks make an effective contribution to the development of a design model for adult education programmes. System input to programme design may be summarized as the response to the following questions:

- (a) Why is the educational programme being prepared?
- (b) For whom is the educational programme being prepared?
- (c) Where will the educational programme be implemented?
- (d) To what extent will the educational programme achieve the goal?

Adult Education Institutions in the Kingdom of Saudi Arabia

Consistent with the concept of Education for All, the number of statutory and non-statutory areas of adult education is multiplying. In consequence, the number of bodies implementing programmes for adults is also increasing. Some of these educational areas have been designed in accordance with scientific, educational and psychological criteria, while others are specific knowledge-, concept-, time- or scientific fact-based programmes. These areas are categorized in accordance with the adult curriculum. In sum, they consist of concepts, knowledge, facts and skills from which everyone can benefit to varying degrees, as determined by need, experience and psychological, social and environmental reasons. Material and moral incentives promote commitment and continuity. These are important bases for fostering the concept of Education for All, although the extent to which they are adopted varies in accordance with the goals and approaches of the implementing bodies.

Cognitive and Skill-Related Areas in Adult Education Programmes:

1. General culture (theoretical and practical);
2. Applied sciences;
3. Continuing education;
4. Skills acquisition (intellectual and performance);
5. Eradication of alphabetic illiteracy;
6. Eradication of vocational illiteracy;
7. Direction and guidance.

The above programmes represent the general concept of education represented in:

- Education for knowledge;
- Education for life;
- Education for dealing with others;
- Education for the labour market.

The above concepts have been put into effect through a great number of educational areas on offer to the adult. These areas have been harmonized scientifically and functionally and a

methodological, content-related and geographic balance has been established in order to achieve the comprehensiveness which is one of the objectives of the concept of Education for All.

Education for All in the Kingdom of Saudi Arabia has witnessed significant developments, leading to a deepening and expansion of the field and making adult education an applied educational arena where efforts are being made to increase knowledge and develop the skills, attitudes and experience associated with its programmes.

The Kingdom of Saudi Arabia has paid special attention to adult education, believing it has a major role to play in the development plans which commenced implementation in 1970. In its broadest sense, illiteracy – alphabetic, civilizational and functional – is one of the main obstacles to sustainable development plans and a manifestation of technological, political and civilizational backwardness.

It was therefore natural that adult education institutions in the Kingdom of Saudi Arabia should multiply and diversify, making it essential for them to be monitored in order to achieve an education system which will realize the concept of Education for All. These programmes and institutions may be categorized as follows:

I. Statutory Education Literacy Programmes

These include study in literacy centres for a period of three years, evening intermediate schools for a period of three years and evening secondary schools for a period of three years.

Within the framework determined by the Higher Committee for Literacy and Adult Education, the Ministry of Education is responsible for technical matters relating to this kind of education, including:

- preparation of executive and organizational plans for study;
- supply of manpower and training programmes;
- preparation of courses, textbooks and educational aids;
- monitoring and supervision of programme implementation;
- organization of summer consciousness-raising and literacy campaigns;
- supervision of examinations and awarding of certificates.

The Ministry of Education has been charged with the task of supervising literacy programmes in the military sectors of the State namely: the National Guard, Ministry of Defence and Ministry of Interior, as well as the schools of the Royal Commission for Jubail and Yanbu.

According to the 2002 statistics, there were 3,760 literacy centres, 342 evening intermediate schools and 224 evening secondary schools with more than 175,000 male and female students currently studying in the Kingdom of Saudi Arabia.

II. Non-Statutory Education Literacy Programmes

Non-statutory education refers to all educational activities conducted outside the formal education system. It is natural that the institutions providing this type of education in the Kingdom

of Saudi Arabia should be as diverse as the goals of the institutions and the needs of their students. These institutions may be categorized as follows:

1. Institutions which are concerned with Islamic studies, such as mosques, charitable societies, Koran memorization groups, offices of missionary work and religious guidance etc., offer programmes of religious doctrine and ritual. These take a variety of forms, including forums, conferences, lectures and seminars. Desiring to increase the awareness of adults and equip them with the weapons of faith and from concern for their capabilities and potential, the Grand Mosques of Mecca, Medina and Riyadh, the Qubbā' Mosque and the Mosque of Sheikh Muḥammad bin 'Uthaimīn in 'Unaiza play a major role in providing these programmes, as well as contributing to the success and realization of development plans in the Kingdom of Saudi Arabia.
2. Educational institutions are those which provide educational and training services and seek to help adult members of society to achieve their goals. Examples are the programmes provided by the Ministry of Education, university social service centres and the Institute of Public Administration. They seek to achieve the following goals:
 - (a) to organize the programmes needed by individuals and institutions;
 - (b) to enable nationals in the Kingdom of Saudi Arabia to keep abreast of the age in which they live;
 - (c) to identify the needs of society and draw up a scientific policy to meet those needs;
 - (d) to spread cultural, social, scientific and vocational awareness among nationals.

To achieve their goals, these institutions seek to achieve human development by the following means:

- (a) general education services (lectures, seminars, awareness and guidance programmes);
 - (b) specialized education services (specialized training courses, language programmes);
 - (c) applied research (educational and social research).
3. Vocational institutions are concerned with the development of human resources to enable these to contribute to development plans. Programmes include those provided by the General Organization for Technical Education and Vocational Training, the Ports Authority, Saudi Arabian Airlines, the Saudi Electricity Company, Saudi Telecom, etc. These programmes are receiving increasing interest from both youth and adults because of the rapid development the Kingdom is experiencing, the general resurgence in all administrative, economic, industrial and agricultural sectors and the need to create a technically qualified and trained workforce capable of meeting the requirements and needs of sustainable social development plans.
 4. Commercial organizations: Believing in the need for employees to keep abreast of the civilizational, educational and technological changes witnessed by society, forms of business education have emerged in the private sector to develop the capabilities of employees or those enrolled in its training programmes. Private sector institutions are interested in adult education programmes, such as those provided by the Chambers of

Commerce and the computer, language and medical science programmes, etc., offered by private sector institutions. The large commercial organizations have departments to teach and train employees, either on-site or off-site, to enable them to achieve their goals and keep pace with ongoing changes. The benefits to these organizations take the form of improved employee performance.

5. Social organizations seek to develop and advance society socially, economically and culturally. Programmes include those provided by the Ministry of Social Affairs and women's associations, as well as agricultural guidance programmes. As a developing country, the Kingdom of Saudi Arabia has, since development planning began, been concerned with social development programmes and has contributed actively to the creation of and funding of charitable societies and women's societies, as an affirmation of its belief in their role in the development of society and enhancement of its ability to keep pace with the successive changes it is going through.
6. The contributions of cultural institutions: These are organizations of mass communications – print and audiovisual – which take an active part in the dissemination of knowledge and spread of cultural awareness among all groups of society by means of educational, scientific, managerial, political and economic programmes and articles. Programmes include the offerings of exhibitions, museums, theatres and the various media. Programmes are characterized by flexibility and are not subject to precise criteria in terms of age, educational level, length, time and type of methodology, teachers and students. In most cases, they are optional programmes to enable students to achieve their goals and meet their needs.

This diversity of programmes, activities and institutions makes the creation of a national plan to coordinate educational services for adults in the Kingdom of Saudi Arabia essential. Such a plan will include the standardization of goals and strategies in preparation for putting in place a long-term plan for this type of educational activity. It will include a strategic organization and executive organization consistent with the social, psychological and geographic dimensions and the overall concept of Education for All. Accordingly, the national group for adult education in the Ministry of Education has drawn up a proposal to coordinate adult education services, taking into account the economic, social and geographic dimensions in the Kingdom of Saudi Arabia. The group has also endeavoured to investigate the nature of the free manual, intellectual and automated professions and has been anxious to formulate a plan to eradicate illiteracy by cooperating with the professions practised by illiterate men and women, establishing a link with the actual situation of these individuals and explaining abstract terms from the literacy curriculum to enable them to understand these and bring about an educational impact which will help reduce illiteracy rates.

The Proposed Plan for the Coordination of Adult Education Services in the Kingdom of Saudi Arabia

Planning the coordination of adult education services in the Kingdom of Saudi Arabia, within the concept of Education for All, is carried out in a manner consistent with the needs of all elements of society, including individuals and public and private institutions. The basic objective is to prepare individuals with a solid education who are able to undertake functional and professional tasks at as high a level of competence as possible. In an age characterized by its technological realities and the knowledge explosion, the need for such coordination has become urgent. However, there are several important aspects which must be taken into account when planning coordination namely, concern with the cultural, occupational and civilizational balance in society. The shape of the plan will be governed by the general structure of society, as represented by educational levels, geographic distribution, the level of acceptance of change and the age levels of those targeted by the

plan. However, this will only be feasible if the plan is drawn up by initially defining the scale of society's needs for these educational services. Accordingly, the starting point of the plan must be the study and analysis of the current situation of institutions providing adult education services.

Planning is a fundamental process for each aspect of programme implementation and development. It is also a continuous process, subject to constant evaluation and revision, rather than a single project measure taken at one specific time. Sufficient time and resources for the programme need to be determined and a realistic time-frame established. Goals and the possible return also require to be defined clearly and precisely. Information and recommendations from previous planning and assessments will require to be reviewed at an early stage.

In such cases, input from systems' methodology will be applied to short- and long-term planning, with reference within the plan to the implementation mechanism by means of which the roles of the institutions concerned with adult education are to be defined. There will also be a focus on the scientific foundations on which coordination must be based. These include:

1. qualitative and quantitative excellence and avoidance of unjustified duplication between adult education programmes in order to achieve the required integration;
2. adult education programmes should be tied to two fundamental approaches namely, service to the natural and social environment of the region, and anticipating the future and preparing to meet the needs thereof in the light of the age of technology, the knowledge explosion and globalization;
3. directing educational efforts and resources towards consolidating Arab and Islamic values, considering these to be civilizational foundations for the building of contemporary societies;
4. planning a set of activities and services designed to assist students and teaching staff to interact with sources of information in order to facilitate teaching and learning;
5. making available suitable information, staff and the necessary location to support the above activities and services, and constructing databases using modern methods;
6. making available the necessary material and intellectual facilities to make use of all types of educational resources;
7. facilitating access to educational information and materials outside the educational environment;
8. appreciating the value of making the link between critical reading, listening and viewing, and success in life;
9. knowledge of how human and material resources and potential should be distributed and managed;
10. providing the information necessary to evaluate individuals' activities and capabilities and the programme delivered to them.

In order to put the coordination plan into effect, work shall be required within the framework of systems' methodology to identify and meet the human input needs, such as teachers, learners, school management, materials, equipment, the educational environment, etc., with the maximum possible efficiency and effectiveness, together with the allocation of time, labour and costs. These

needs must then be translated into specific and quantifiable goals which can be achieved through the educational processes employed within the educational environment and measured by the outputs of the system.

Success in the process of coordinating adult education services in the Kingdom of Saudi Arabia in the light of the concept of Education for All is dependent on its intellectual input, which is the basis for all elements of system input. These, in turn, form the basis for implementing the educational process with a high degree of competence, with its outputs attaining exemplary levels of scientific, practical and intellectual achievement.

God is the Provider of Success

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