Gulf Research Center
Knowledge for All

Education Policies
in the GCC States

Salem Al-Khaldi

" By publishing this *Research Paper*
the *Gulf Research Center* (GRC) seeks
to contribute to the enrichment of
the reader's knowledge out of the
Center's strong conviction that
knowledge is for all. "

Abdulaziz O. Sager
Chairman
Gulf Research Center

About the Gulf Research Center

The **Gulf Research Center** (**GRC**) is an independent research institute located in Dubai, United Arab Emirates (UAE). The **GRC** was founded in July 2000 by Mr. Abdulaziz Sager, a Saudi businessman, who realized, in a world of rapid political, social and economic change, the importance of pursuing politically neutral and academically sound research about the Gulf region and disseminating the knowledge obtained as widely as possible. The **Center** is a non-partisan think-tank, education service provider and consultancy specializing in the Gulf region. The **GRC** seeks to provide a better understanding of the challenges and prospects of the Gulf region.

About
Research Papers

Research papers are peer-reviewed research papers and studies written by specialists in Gulf issues. 'Research Papers' are comprehensive in character and meant to open the door for more specialized Gulf studies.

Contents

ACKNOWLEDGMENTS

I wish to acknowledge with gratitude the support, encouragement and guidance I received from HRH Prince Al-Waleed Bin Talal (Chairman of Kingdom Holding Company), which inspired me to work on the project, especially after I received an award (Best Arab Employee, 2004)

I would fail in my duty if I do not mention Dr. Mohammed Al-Twajri (GM of Arab Administrative Development Organization) and Mr. Abdulla Juma'h (President of Saudi Aramco) with whom I shared my views and who extended their support throughout my project.

None of them, however, are responsible for any errors or omissions in this paper.

Salem Al-Khaldi

Salem Al-Khaldi is currently employed with Invensys, Saudi Arabia

1. Introduction

The Gulf Cooperation Council (GCC), comprising Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates was established on May 25, 1981, with many economic and social objectives. The primary aims were to:

- Formulate similar regulations in various fields such as economy, finance, trade, customs, tourism, legislation, and administration

- Foster scientific and technical progress in industry, mining, agriculture, water and animal resources

- Establish scientific research centres

- Set up joint ventures

- Encourage cooperation of the private sector

- Strengthen ties between their peoples

The GCC was established in view of the countries' special relations, similar political systems based on Islamic beliefs, joint destiny and common agenda. It visualized a defense planning council as well. The geographic proximity of these countries and their general adoption of free market economy are factors that encouraged them to establish the GCC.

2. Setting Education Policies in the GCC States: Analysis and Evaluation

2.1 General Educational Policy of Kingdom of Saudi Arabia

In the 1930s, King Abdul Aziz initiated a program of formal primary education in the Kingdom. This program was given added impetus in 1949-1950 (1369-1370 H) with the personal support of the then Prince Faisal and the encouragement of Prince Fahd bin

Abdul Aziz – who later became Minister of Education and President of the Saudi Higher Council of Education, the highest educational authority in the Kingdom, and the King.

The Ministry of Education, with the then Prince Fahd bin Abdul Aziz at its head, was founded in 1954[1].

In 1390 H (1970 AD), the Saudi Ministerial Council issued a document entitled 'Educational Policy in the Kingdom of Saudi Arabia', which was considered to be the first document of its kind among the Gulf States.

The policy aimed at making education plans and programs accessible to all the members of the society and preparing them for participating in building their society and achieving their ambitions. 'Education For All' is an essential aim for the Kingdom that was a pioneer in this field.[2]

This Saudi document is regarded as the basic reference concerning all educational matters in the Kingdom with regard to its objectives, plans, systems and laws. It stipulates that the education policy in Saudi Arabia derives from Islam, which the nation embraces as a faith, worship, conduct, legislation and law, and as a complete system for life. It also provides for totally-free education. In 1978, the Ministry of Higher Education issued a book detailing the educational policy of the Kingdom, enumerating its general principles of which the following are most important:

1. The objective of education in the Kingdom is to develop the correct understanding of Islam; the implantation and propagation of Islamic faith; bringing up children according to the values of Islam and Islamic tradition and its high ideals, and to equip them with knowledge and educational skills that are

---

1 -"Background to the Development of Education", http://www.saudinf.com/ main/j1.htm

2 - Ali Mohammed Towagry, *The Ministry of Education of Saudi Arabia* (University of Arkansas, US, 1973)

necessary for the building of the society both economically and socially.

2. Pursuit of knowledge is the divine duty of every Muslim.

3. Women have the right to receive education that is suitable to their natural endowments and which would prepare them for their role in life.

4. Religious studies are fundamental in all school years and stages from the primary stage to higher education.

5. Sciences and knowledge should be taught in an Islamic way, with regard to the treatment of their issues and matters, and the appraisal of their theories so that they evolve from Islam and are compatible with sound Islamic thought.

6. Arabic is the basic medium of instruction at all stages except when necessity demands otherwise.

7. Conscious and aware interaction with current international developments in various fields, in such a way that it is conducive to the achievement of welfare and prosperity of society and humanity.[3]

2.2 Education in Oman

Prior to 1970, there was only primary education in Oman. Formal education started with three primary schools which had 909 boys enrolled. Girls were not allowed to go to school. There were no education development committees before 1970.

But there has been rapid growth in the educational sector during Sultan Qaboos' regime. During the first year of his rule, the number of schools increased from three to 16 and, more importantly, three primary schools for girls were started. During the first five years, from 1970-1975, the number of schools rose to 163 with primary,

---

3 - "Development of Education", A National Report about Education in the Kingdom of Saudi Arabia, Ministry of Education Development Centre, General Directorate for Educational Research, September 2001.

preparatory and secondary schools. The student enrollment increased by 441 percent compared to 1970. The girls' enrollment was 25 percent of the total enrollment at the end of the 1975. Education in Oman was free from its inception. Schools were held in tents, rented buildings and teaching was done in double shifts. Teachers from neighboring countries were employed, and books were borrowed from other countries.

During 1976-1980, for the first time, the curriculum was designed with the help of Unesco to meet the requirements of the Omani students. The total enrollment was 94,823 students of which 31.49 percent were girls. The education system witnessed significant developments with the setting up of a teacher training institute for primary teachers, agriculture training institute, and vocational training institute.

Technical education started during 1979 with two model preparatory schools. The aim was to increase job opportunities in technical fields. The total number of schools increased to 373. [4]

The period 1981-1985 was dedicated towards the quality of education. The study abroad slogan started during this phase to produce professionals to meet the country's manpower needs. During these years, construction of the first university, Sultan Qaboos University, started at Al-Khoudh. The government also started giving scholarships to selected students who were interested in studying at universities abroad. The total number of schools increased to 560. During this period, a development committee assessed the growth and needs of the education sector.

There was no higher education in Oman till 1986. The students used to pursue higher education abroad. During the year 1982-1983, around 1,400 Omani students enrolled as undergraduates abroad. The Sultan Qaboos University started with five colleges –

---

4 - J.S. Birks and J.A. Rimmer, *Developing Education Systems in the Oil States of Arabia: Conflicts of Purpose and Focus* (University of Durham, England, 1984)

Education and Islamic Sciences, Sciences, Medicine, Agriculture and Engineering.

The number of schools increased to 830 during the phase from 1986-1990.

During 1990-1995, the number of schools reached 1003 with 3.3 percent annual growth. During this era, the focus was on improving the quality of the education as well as introducing modern educational techniques. This phase tried to make education attractive to the students.

After 1995, the growth rate remained at 3.3 percent every year, and at the end of 2000, the number of schools reached 1108. During 1990-2000, secondary schools had a growth rate of 153.8 percent. The enrolment rate at the primary level was 2.1 percent every year and the overall growth rate was 20.6 percent during the decade. The preparatory level had a growth rate of 8 percent every year and 79.7 percent during the decade. The secondary level experienced a rapid growth rate of 159.8 percent over the decade and a 16 percent annual growth rate. During the decade, the number of teachers increased at all three levels. There was a huge increase at the secondary level as compared to the primary level, which had the least growth rate. Looking at the level of enrolment of boys and girls during the decade, at every level of education about 3 percent-6 percent more boys enrolled as compared to girls, but at the secondary level girls surpassed boys by 1.7 percent.

The Fifth Five-Year Plan's (1996-2000) main concern was to upgrade the curricula at Sultan Qaboos University and the Teacher Training Colleges of Education in line with the needs of community development and the requirements of the Omani economy; to link the specializations offered by the University to the needs of the Omani labor market, and to encourage scientific research, establishing a stronger link between the University and the needs of the community, to increase scholarships abroad for undergraduate studies for various scientific specializations in accordance with the requirements of the Omani labor market.

The new Basic Education System consists of two phases: i.e. from 5-10 years and then from 11-15 years, and secondary education, which extends over two years. The system aims to teach communication and learning skills, critical thinking, science and modern technology. Two hundred and eighty eight schools followed the Basic Education System in the 2002/3 academic years.

YEAR	NUMBER OF STUDENTS	NUMBER OF GOVERNMENT SCHOOLS	NUMBER OF PRIVATE SCHOOLS
2002/03	601,401	1,020	134

It is to the credit of the government that the basic education system has been extended to all children throughout the country. Basic and secondary education is free for all, and the government provides free textbooks, and transport for all school children.

2.3 Education in Bahrain

2.3.1 Structure of Education System in Bahrain

The year 1919 marked the beginning of the modern public school system in Bahrain. Al-Hidaya Al-Khalifia school for boys was opened at the northern tip of Muharraq. The first Committee of Education consisted of several leading merchants and was presided over by the late Shaikh Abdulla bin Isa Al-Khalifa who was popularly known as 'the Minister of Education'. He was also responsible for the management of Al-Hidaya school. In 1926, the Education Committee opened the second public school for boys at Manama. In 1928, the first public school for girls was opened at Muharraq.

Since 1978, the educational system in the State of Bahrain comprises nine years of basic education, which covers primary and intermediate levels, and three years of secondary education.

The academic year in Bahrain starts in September. The year is divided into two semesters, each with 15 weeks, and two more weeks are allocated for examinations. The two semesters are separated by a

mid-year intersession of approximately two weeks. The educational system in Bahrain is taken from British and American systems.[5] The American grading system is used.

2.3.2. Education Ladder In Bahrain

Table 1: The Education Ladder in Bahrain

Grades	Age							
12	17	Secondary Education						Primary, Intermediate, Secondary / Religious Education
11	16	General				Applied		
10	15	Sciences	Literary	Commercial	Technical	Textile	Advertisement	
9	14	Basic Education Third Cycle (Intermediate)						
8	13							
7	12							
6	11	Second Cycle (Primary)						
5	10							
4	9							
3	8	First Cycle (Primary)						
2	7							
1	6							

Although education in Bahrain is not compulsory, all children attend schools voluntarily, either in public or private schools. Children with special needs attend special institutions. The Ministry of Education provides free education for all Bahraini and non-Bahraini students in public schools.

Co-education

There is no co-education in public schools; there are separate schools for boys and girls. Students, teaching and administrative staff are all of the same sex. But there are some public boys' primary schools where the teaching and administrative staff are females. Co-

---

5- Charles Carter, *Higher Education for the Future*. (UK: Basil Blackwell, 1980)

education exists in private schools, although a few of them have separate schools for boys and girls. Co-education exists at the university level in Bahrain.[6]

Textbooks

The Directorate of Curricula at the Ministry of Education provides textbooks in every subject for all students in public schools free of charge at the beginning of each academic year. Curricula specialists and university faculties in Bahrain generally write the textbooks. They are printed and produced locally at the government, commercial or Educational Technology Center press. The textbooks for private education are determined by each private school but they comply with the Ministry's criteria.

Transportation

The Ministry provides free transportation for students who live far from schools and do not have their own transport. The Ministry determines points for students to gather and a specific time for bus movement. Some private schools provide transportation for their students for which they charge a fee. Higher education institutions also provide transportation for their students who live in distant areas.

2.3.3. Basic Education

Basic education is divided into primary and intermediate:

1- Primary Level

The primary level, from grade 1-6, is the first phase of the formal education system. This level is further divided into two. The first level from grade 1-3 is referred to as primary education where the class teacher system is applied. As per this system, a single teacher

---

6 - "Education in the state of Qatar during the last decade of the Twentieth Century", Ministry of Education Cooperation with the Qatar National Commission for Education, Culture and Science, September 2001,
 http://www.lmu.edu/globaled/wwcu/background/sa.rtf

teaches all the subjects (Music and Physical education are taught by different teachers).

The second phase of the cycle is from grade 4-6. In this phase, the subject teacher system is applied where each subject has a specialized teacher. In the primary stage, there are separate schools for boys and girls.

2- Intermediate Education

The third phase of basic education is the intermediate level from grade 7-9. The subject teacher system is applied in this phase where a specialized and educationally qualified teacher teaches his respective subject.

2.3.4 Secondary Education

This phase of education complements the basic education stage. It is of three academic years divided into six semesters (3 levels). The credit hour system is applied at this level. It provides various subject options to the student so that he can select a subject of his interest, which meets his future goals. Students can make their choices from science, literary, commercial, technical or applied (which comprises textile and clothing and printed advertisements which are exclusively for girls) subjects. A student has the option to change his area of specialization.[7]

The number of credit hours required for graduation is 156 hours for all tracks, excluding the technical, which requires 210 credit hours. At the end of the secondary level, students are awarded "General Secondary School Certificate".

7- http://www2.unesco.org/wef/countryreports/saudi_arabia/rapport_1.html

Table 2: Number of Government Schools by Type of School And Gender

(1991/92 - 2000/2001)

Type of School	Gender	Years									
		1991 / 92	1992 / 93	1993 / 94	1994 / 95	1995 / 96	1996 / 97	1997 / 98	1998 / 99	1999 / 2000	2000 / 2001
Primary	Male	48	48	50	53	54	55	56	58	59	58
	Female	47	47	47	50	52	52	56	56	56	56
Primary / Intermediate	Male	13	13	13	13	12	13	14	13	12	13
	Female	6	6	8	8	8	8	6	5	6	6
Intermediate	Male	10	10	9	10	11	11	11	12	14	13
	Female	14	14	14	14	15	15	17	18	18	18
Intermediate / Secondary	Male	-	-	1	-	-	-	-	-	-	-
	Female	3	3	3	2	2	2	2	3	3	3
General Secondary + Other Tracks	Male	6	6	6	7	8	8	8	8	8	8
	Female	7	7	8	9	10	10	10	9	9	8
Commercial Secondary	Male	-	-	-	-	-	-	-	-	-	1
	Female	3	3	3	3	3	3	3	3	3	4
Technical Secondary + Technical Commercial Secondary	Male	4	4	4	4	4	4	4	4	4	4
	Female	-	-	-	-	-	-	-	-	-	-
Religious Institute	Male	1	1	1	1	1	1	1	1	1	1
	Female	-	-	-	-	-	-	-	-	-	-
Total	Male	82	82	84	88	90	92	94	96	98	98
	Female	80	80	83	86	90	90	94	94	95	95
	Total	162	162	167	174	180	182	188	190	193	193

Table 3: No. of Periods Per Week at Various Levels of Education System in Bahrain

Subjects	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade
Islamic Education	3	3	3	2	2	2	2	2	2
Arabic Language	9	9	8	7	7	7	6	6	6
English Language	-	-	-	5	5	5	5	5	5
Mathematics	5	5	5	5	5	5	5	5	5
Science and Technology	2	2	2	3	3	3	4	4	4
Social Studies	1	1	2	2	2	2	3	3	3
Family Life Education	-	-	-	1	1	1	-	-	-
Art Education	2	2	2	2	2	2	-	-	-
Practical Studies	-	-	-	-	-	-	3	3	3
Physical Education	2	2	2	2	2	2	2	2	2
Songs and Music	1	1	1	1	1	1	1-	-	-
Total	25	25	25	30	30	30	30	30	30

2.3.5 Religious Education

A specialized institute attached to the Ministry of Education provides religious education. It is for boys only. It has the same system as that of the basic and secondary stages of general education. It focuses on the various branches of Islamic studies designed to prepare men with an appropriate knowledge in religious affairs.[8]

2.3.6 Technical Secondary Education

It is a system that focuses on the student mastering the basic professional efficiency.

The new structure of technical secondary education consists of three levels:

Level I: All students enrolled in this level acquire a knowledge of basic and broad practical and theoretical skills that can be applied to all trades in the labor market.

8- http://www.auk.edu.kw/about_university.jsp

Level II: The student who completes Level I is promoted to applied track and technical track in accordance with specific criteria. The professional direction team routes each student to the track most suited to his capabilities and resources.

Level III: The student who successfully passes Level II requirements is enrolled in the sub-specialty of the group he has joined. Technical education makes the students capable of performing all functions required by the labor market in this field.[9]

The Bahrain Ministry of Education's policy is based on the principle of equal education opportunity. It provides education opportunities to all with a view to achieving justice and equality and opening the doors to education equally for all citizens, based on the provisions of Bahrain constitution.

2.3.7 Special Education

The Special Education Group at the Directorate of Primary Education is responsible for identifying the handicapped students and the supervision of students with special needs in public schools as well as special institutions abroad.

Some government schools have remedial classes for slow learners and low achievers according to the school's needs for these classes. The Ministry also adopts, in a group of schools, the project of integrating students with special needs into ordinary classes together with their normal peers.

The Special Education Group also takes the responsibility of discovering other cases of children with special needs in government schools and transferring them to the specialized institutions and centers supported by the Ministry.

2.3.8 Higher Education

The University of Bahrain, the Arabian Gulf University, the College of Health Sciences, the Hotel and Catering Training Center

---

9- http://www.arab.net/qatar/qr_education.htm

and the Bahrain Training Institute provide higher education. The University of Bahrain was established following a merger of the University College of Arts, Science and Education and the Gulf Polytechnic. The Gulf Cooperation Council countries and Iraq established the Arabian Gulf University. The Ministry of Health established the College of Health Sciences.[10]

2.4 Curricula in Kingdom of Saudi Arabia

Education in Saudi Arabia is controlled by four main sectors: The Ministry of Education, the General Presidency for Girls' Education, the Ministry of Higher Education and the Public Institution for Technical Education and Vocational Training. There are other governmental bodies providing education for their employees and their children such as the Ministry of Defense and Aviation, the National Guards Presidency and the Ministry of the Interior.

- **Ministry of Education**

The Ministry of Education – previously Directorate of Education – was established in 1373 H (1954). This ministry had the former King Fahd Bin Abdel Azeez as a first minister. He gave much of his efforts and time to build the first educational institution of the Kingdom.

The Ministry has the following stages and types of education for boys:

- Public education (primary – intermediate – secondary)
- Teachers' training
- Special education
- Adult education and literacy campaigns

It also supervises the private education sector for boys (this sector established and financed by the private sector is sometimes supported financially by the State)

10- http://www.arab.net/uae/ue_education.htm

- **The General Presidency for Girls' Education**

It was established in 1960 as a body responsible for drawing up plans and methodology to be followed by girls' schools. The aim was to establish a formal education system for girls in Saudi Arabia, allowing them to obtain knowledge and skills so that they could become active members of the society. This paved the way for a quick development of girls' education.

The General Presidency for Girls' Education now controls the following types of education for girls:

- Pre-primary education (kindergarten)
- Public education (primary, intermediate, secondary)
- Female teachers' training
- Education faculties
- Female adult education
- Vocational education and training
- The Koran teaching

It also supervises private education for girls.

- **General Institution for Technical Education and Vocational Training**

In 1400 H (1980 AD), all the training centers and institutes attached to the Ministry of Labor and Social Affairs as well as the technical institutes of the Ministry of Education were merged in one institution – "The General Institution for Technical Education and Vocational Training'. The aim was to develop technical education, and implement programs that would help in developing the national and professional forces within the framework of the policies set by the Labor Force Council in all matters related to technical education in fields such as industry, agriculture and commerce and vocational training.

- **Ministry of Higher Education**

The Ministry of Higher Education was established in 1395 H (1975 AD) to supervise the implementation of the Saudi Arabian policy in the field of higher education that had been the responsibility of the Ministry of Education before, and now controls:

- King Saud University established in 1377 H (1957 AD)

- Islamic University established in 1380 H (1960 AD)

- King Abdel Azeez University established in 1387 H (1997 AD)

- Imam Mohammed Ben Saoud Islamic University established in 1394 H (1974 AD)

- King Fahd's Oil and Metals University established in 1395 H (1975 AD)

- King Faisal University established in 1395 H (1975 AD)

- Oum Al Qara University established in 1401 H (1981 AD)

- King Khaled University established in 1419 H (1998 AD)

The Ministry of Defense and Aviation and National Guards have undertaken special efforts in participating in the educational effort. They provide assistance in providing educational service to pupils in the attached compounds through huge potentials that are mobilized to provide education, push the educational process forward, implement general policies and unified curricula for the public education at pre-university stages.

The Ministry of Labor and Social Affairs provides some types of early education and supervises the social development centers that provide literacy programs.11

11- http://www2.unesco.org/wef/countryreports/saudi_arabia/rapport_1.html

Structure Of Education System

Pre-higher Education
Structure of School System

Elementary School

Length of program in years: 6; Age level from: 6 to 12; and Certificate/diploma awarded: General Elementary Education Certificate

Intermediate School

Length of program in years: 3; Age level from: 12 to 15; and Certificate/diploma awarded: Intermediate School Certificate

General Secondary School

Length of program in years: 3; Age level from: 15 to 18; and Certificate/diploma awarded: Tawjihiyah (General Secondary Education Certificate)

Technical Education

Type of school providing this education: Junior College

Length of program in years: 3. Age level from 15 to 18; and Certificate/diploma awarded: Secondary Vocational School Diploma, Secondary Commercial School Diploma, Secondary Agricultural School Diploma

School Education

Elementary education lasts for six years and leads to the General Elementary Education Certificate. Secondary school education lasts for three years following three years of intermediate education. Pupils can choose between general secondary and technical schools. In the first year of general secondary school, pupils share a common curriculum. At the end of this year, they are divided into the scientific and literary streams for the final two years. Students obtaining a score of 60 percent in all the first year subjects may choose between the literary and science streams. Students obtaining a score less than

60 percent must opt for the literary stream. The course culminates in the Tawjihiyah. Technical education includes industrial, commercial and agricultural schools. An Intermediate School Certificate is required for admission. Courses lead to the Secondary Industrial School Diploma, the Secondary Commercial School Diploma and the Secondary Agricultural School Diploma. There are also Technical Assistant Institutes, which offer two-year vocational courses in Architectural Drawing, Construction Supervision, Health Supervision, Road Supervision, Surveying and Water Supervision leading to the Certificate of the Technical Assistant Institute. Health Institutes and Nursing Schools offer three-year courses leading to the Health Institute Diploma or the Certificate of Technical Nursing. Male and female education is completely segregated.[12]

Higher Education

Besides universities, institutions of higher education include an Institute of Public Administration, teachers' colleges and girls' colleges. The Higher Education Council makes proposals about the overall policy of higher education and supervises the application of the state policy in scientific research. The Prime Minister is the president of the Council. The Ministry of Higher Education supervises the execution of the Kingdom's policy in the field of higher education and supervises the universities. Each university has a University Council. Most universities accept both men and women but the University of Petroleum and Minerals and the Islamic University admit men only. English is used as the medium of instruction in technological and science fields and all other subjects are taught in Arabic.[13] Classes are held from Oct to July.

Main Laws/Decrees Governing Higher Education

Decree: Royal Decree no M/8 *Year* 1993; concerns higher education

---

12- http://www.arab.net/qatar/qr_education.htm
13- http://www.lmu.edu/globaled/wwcu/background/sa.rtf

Stages of Studies

Non-university Level Post-secondary Studies (Technical/ Vocational Type)

Higher Technical Institutes and Colleges of Technology provide higher technical and vocational training. They offer one- and two-year courses leading to Certificates and Diplomas. The General Organization for Technical Education and Vocational Training (GOTEVT) offers two-year technical programs at the post-secondary level.

University Level Studies

University level first stage: Bachelor's Degree:

The Bachelor's Degree is conferred after four years, except in Pharmacy and Medicine (four years plus hospital training) and Engineering and Veterinary Medicine (five years).

University level second stage: Master's Degree:

The Master's Degree is conferred after two years following upon the first degree. It requires coursework and a dissertation.

University level third stage: PhD.

The PhD is generally conferred after three years' study following upon the Master's Degree and requires coursework and a dissertation.[14]

Teacher Training

Training of pre-primary and primary/basic schoolteachers

Elementary school teachers must hold the Tawjihiyah. They are trained in junior colleges in two years and are awarded the Diploma for Junior College Training for Teachers. Students who pass with at least a B average can qualify for university entry and receive credit towards undergraduate courses.

14- Ibid.

Training of secondary school teachers

Men who teach at intermediate and secondary level either study for a Bachelor of Education at university or complete a Bachelor degree course followed by a one-year Higher Diploma in Education or study abroad. There are two types of Higher Diploma courses: the first trains new graduates to become intermediate or secondary level teachers; the second trains practicing (graduate) teachers in administrative techniques to become headmasters of intermediate or secondary schools. Women who have completed a Diploma for Junior College Training for Teachers are qualified to teach in intermediate schools. Colleges of Education provide four-year courses leading to a BA or BSc in Education. Graduates are qualified to teach in secondary schools. Some colleges provide postgraduate training for women interested in specialization. Science and Mathematics teachers at intermediate level are trained or retrained in teachers' colleges. Trainees must be holders of the Tawjihiyah or a Secondary Teacher Training Institute Diploma. Completion of the three-year course leads to the award of the Teacher Proficiency Certificate and entitles holders to teach in intermediate schools.

Non-traditional studies

Some universities offer specialized courses for professionals at the request of the public and private sectors.

Other forms of non-formal higher education

Non-formal studies are offered at King Fahd University of Petroleum and Minerals. The Deanship of Educational Services organizes short courses of varying duration under the continuing education and educational services program.[15] Specialized courses in Engineering, Science, Management, Computers, Librarianship and English language are provided for professionals. They are of one to four weeks' duration and lead to Certificates. The Institute of

---

15- http://www.uob.edu.bh/about-uob.htm

Public Administration mainly provides short-term in-service training for civil service employees.

Grading System

Usual grading system in secondary school:

Full Description: 0-100%; 90-100% excellent; 75-89% very good; 60-74% good; 50-59% pass; 0-49% fail.

Highest on scale: 100%

Pass/fail level: 50%

Lowest on scale: 0%

Main grading system used by higher education institutions:

Full Description: 1-5 and A-F

Highest on scale: 1   A 100% Excellent

Pass/fail level: 4 D/F 60-69% Pass

Lowest on scale: 5 F   0% Fail

Other main grading systems

King Saud University, the Islamic University and Umm Al-Qura University have recently adopted a 0-5 scale (A= 5.0; B+= 4.5; B=4.0; C++ 3.5; C= 3.0; D+= 2.5; D= 2.0; F= 1.0; P= Pass).

2.5 Curricula in Oman

The main objective of primary education in the Omani general education system is to build a solid broad-based foundation of basic knowledge and skills required for successful completion of basic education at the end of Grade 9, and subsequently for further education at secondary and higher levels.

The primary and preparatory cycle curriculum encompasses almost all school subjects including Islamic Studies, Arabic Language, Maths, General Science, Social Studies, English Language, Physical Education, Music, and Fine Arts.

Starting from Grade 4, students are formally tested in all subjects except in Physical Education and Music. In order to be promoted to the next grade, a student has to pass all six of the academic subjects. The pass mark is 40 percent for Maths, Science, Social Studies and English, but for Arabic and Islamic Studies it is 50 percent. Thus, learning achievement is assessed in terms of the acquisition of a minimum level of knowledge and skills as measured through a formally set examination in each subject.

According to the Ministry of Education rules, students in the upper three grades of the primary cycle are administered tests prepared by the teachers for their own classes. Promotion is determined by a weighted cumulative average of these tests, in which the final examination carries a weight of 60 percent.

Rules for the preparatory cycle (Grades 7–9) are slightly different. Students are tested four times a year, twice in each semester. The mid-semester tests are set by the subject teacher who teaches the class. The end of semester test is set by a team of three subject supervisors selected for the task by the Director General in each regional General Directorate of Education. Each of the three test-setters designated for a subject independently sets a test. A directorate-level examination committee then randomly selects one of the three test forms.

The pass mark is 50 percent for Arabic and Islamic Studies, but 40 percent for Maths, Science, English, and Social Studies. The mid-semester test carries 25 percent weight (20 percent for the test and 5 percent for activities), while the end of semester test carries 75 percent weightage. The average of the two semesters forms the annual achievement score of a student.

Thus the promotion rate for each grade can be taken as a reasonable proxy measure of learning achievement.

Curricula at the Undergraduate and Postgraduate Level

The University follows a semester calendar, with fall and spring semester each of 15 weeks plus examination period and a summer semester of seven weeks plus examination period. The Fall and

Spring semesters comprise 14 teaching weeks plus a customary two-week period for the examination process. An academic calendar of events, published in advance of the academic year, identifies any adjustments necessary with the moveable holidays.

The summer session makes available a limited range of courses which are either remedial in nature or are needed as pre-requisites to graduate.

The sequence in which a student completes the studies is determined by official course pre-and co-requisites, level of the course, and timetable. Normally basic introductory courses and essential pre-requisites are offered in both the fall and spring semesters.

There is a student advisor to each student and the role of the advisor is as follows:

- Help the student discover his potential and capabilities.

- Approve the student's choice of courses each semester in accordance with Academic Regulations.

- Assist the student in exploring alternative paths to the degree if for any reason the normal pace of the degree is disrupted.

- Advise the student on other matters affecting his studies

In regular semesters, a student can register in 4-6 courses (15 credits) concurrently or a maximum of 6 courses (18 credits) concurrently. The normal load in a summer semester is 2 concurrent courses (maximum of 8 credits).

A student's course load status is extended if the semester GPA on a full course load in the two preceding semesters was at least 3.00, or if the cumulative GPA is at least 3.00. Such a student may register in up to 18 credits.

Students on academic probation are required to reduce their load to a maximum of 12 credits during a regular semester and 6 credits during the summer semester.

At the end of the scheduled teaching period two weeks are set aside for final examinations. A final is different from all the other assessments.

- All course material may be covered rather than a portion or partial accumulation as could be the case in other assessments

- It has a weight of 40 percent-60 percent of the total grade.

- The duration of the final is up to 3 hours

Final assessment could be in the form of a written exam, oral presentation, seminar, or project demonstration.

Assignment of Credit to Course

Every course has a unique course number and courses are an integration of lecture and practice. Ratio of credit to contact hours is determined by adding the ratios within the components.

- Lecture/Lab (Practical)

- Lecture/Seminar

- Lecture/Studio

- Lecture/Tutorial

Lecture/Seminar/Practical

The undergraduate and postgraduate curricula consist of the following components listed below and it gives the detailed credits and contact hours required by each component.

1. Lecture

 The lecture type courses cover mainly the theoretical or conceptual material in a formal and generally non-interactive environment. Normally a lecture hour requires about 2 hours related research, reading and follow-up. A ratio of one contact hour to one credit is maintained.

2. Seminar

Small group presentation of learning material where student research and presentations form a major portion of course materials and activity. Normal ratio of contact to credit hours is 1:1.

3. Laboratory (Practical)

The laboratory is concerned about hands-on application of lecture material or acquisition of skills in a laboratory environment. Normally a ratio of 2 contact hours to 1 credit is maintained. In cases where warranted by the nature of the course material, a ratio of 3:1 or 4:1 may be designated by the HoD (Head of the Department) in conjunction with the Dean of Admissions and Registration.[16]

4. Field or Work Placement

Field work is the application of lecture material or acquisition of skills through placement in an existing work setting. The instructor provides overall direction and follow-up, day-to-day supervision is provided by the on-site employer or agency. Ratio of contact to credit hours is 2:1.

5. Tutorial

A supervised small group interaction that includes problem solving and discussion sessions. Normal ratio of contact to credit hours is 2:1.

6. English Language Skill

English Language courses are offered to acquire proficiency in English language. Ratio of contact to credit hours is 2:1.

7. Studio

Supervised application of lecture material in a studio setting where students are encouraged to develop individual expression within prescribed areas of instruction. Ratio of contact to credit hours is 2:1.

16- Charles Carter, *Higher Education for the Future* (UK: Basil Blackwell, 1980)

8. Workshop

Supervised application of simple machining and forming methods especially bench work and basic machine tools (for example, scribing, sawing, turning, drilling, milling, forging and casting). Ratio of contact to credit hours is 3:1.

9. Internship

This is the extended period of time in which a student is assigned to a work setting and functions as a quasi-employee. The host institution carries out initial evaluation of performance and the final assessment is determined by the university. Short courses may be interspersed with on-site training. Ratio of hours to credits is determined by the department and should be approximately 3:1.

2.6 Education in UAE

In 1962, when oil production began in Abu Dhabi, there were only 20 schools in the country with less than 4000 students – and most of those were boys. By the time the UAE was established in 1971, there were still less than 28,000 students and education was pretty well confined to the towns. Today there are over 290,000 children at government schools all over the country. Each village has its primary school for young children and in the towns, secondary schools with boarding facilities mean that students of both sexes can complete their secondary education.

In the past, post-secondary education was government-financed and of course meant going abroad to other Arab countries or even to Britain or US. At present, however, the UAE can offer higher education at home. In 1977 the Emirates University was set up in Al Ain. Since that time there have been some 14,500 graduates, half of them women. Hundreds of new graduates are turned out each year.

Courses offered include the traditional university subjects as well as various kinds of engineering, agriculture, various scientific disciplines. The highly rated Faculty of Medicine is recognized by Britain's prestigious Royal College of Surgeons. Overseas scholarships are available for higher degrees and are still financed by

the government. Early on, the government realized the importance of technical and vocational training for its citizens – both male and female –so that they could help in meeting the demands of the local job market. [17]

To help meet these demands, in 1988 a system of Higher Colleges of Technology was set up. These offer a more technically oriented course of study. As in the university and the government schools, tuition at the Colleges is free and curriculum has been produced in consultation with potential employers such as banks, airlines and the local oil industry. In 1992 when the first group of students graduated, they had little or no difficulty in finding jobs.

Additional technical education and training is also available in institutions such as the Dubai Aviation College, Emirates Banking Training Institute or the Career Development Center of the Abu Dhabi National Oil Company. Outside the government sector, there exists a wide range of private schools with an enrolment of some 150,000 students. A number of them teach in the language of one of the expatriate communities living in the UAE and follow the curriculum of their countries. For example, there are English, French, German and Urdu schools preparing children for life in their home countries. [18]

In the last few years, a number of universities and colleges from overseas have begun to offer partial or full degree courses through affiliates in the UAE. This means that a full range of education is available for both citizens and expatriates.[19]

2.7 Education in Kuwait

The Kuwaiti schooling system includes elementary, intermediate and secondary education. Formal school education begins at the age

17- http://www.arab.net/uae/ue_education.htm
18- Ibid.
19- Ibid.

of six; each education stage lasts four years. Pre-school education is provided for Kuwaiti children between the age of four and six.[20]

Government schools: The government provides free education at all levels to Kuwaitis. Certain groups of non-Kuwaitis may place their children in government schools, but demand exceeds the places available. Tuition is in Arabic.

Private schools: Private schools were established to accommodate the increasing numbers of expatriates working in Kuwait. Arabic, Indian, American, Pakistani, British, Japanese, French, German and other schools were established to accommodate children of expatriates from these nationalities. Arabic private schools received generous government subsidies amounting to 5.6 million KD as well as land and free textbooks.

Most expatriates are not eligible for free education and have to register their children at private schools. Tuition is available at all levels and covers most language groupings and national curricula. British and American schools are the most numerous and their students reach high standards in their exams.[21]

All private schools come under the supervision of the Ministry of Education, which sets the fee level, inspects the school and also arbitrates cases of complaints.

Adult Education

The ministry of education had, for more than a quarter of a century, been concerned with teaching adults and eradicating illiteracy of those who were not provided with formal education in the past. The rate of illiteracy decreased considerably especially after a law issued in 1981 made illiteracy eradication compulsory. There are a number of commercial organizations offering tuition to adults in the sphere of languages or computing. The university also offers

---

20- http://www.arab.net/kuwait/kt_education.htm
21- Ibid.

courses for adults, and students attending illiteracy eradication centers can carry on with their university education.

Special Education

The Kuwaiti Ministry of Education had paid considerable attention to disabled children and provided special education for them. This type of special education was expanded to include children with different disabilities.[22]

University Education

The University of Kuwait was established in 1966 to equip the youth with the required professional skills in different fields.[23] When established in 1966, the number of students was 418; in the late nineties the number of male and female students was 17,419 studying at 10 faculties and centers.

Applied Education and Training

The state established the Public Authority for Applied Education and Training to supervise and plan applied education and training in several fields including principal education, commercial studies, hygienic sciences, technological studies as well as technical and vocational training in several fields.[24]

2.8 Education in Qatar

The Ministry of Education was one of the first ministries to be established in Qatar; it was set up in 1956. Regular governmental education had been introduced in 1952 with the establishment of the first primary school. In 1956, the system of modern education was begun in three stages:

Primary – 6 years of schooling

Preparatory – 3 years

22- Ibid.
23- Ibid.
24- Ibid.

Secondary – 3 years

In addition, specialized and technical schools have been established. In 1973, the School of Teachers formed the nucleus of Qatar University. The government provides all sectors of the Qatari people with both general and specialized education. It also offers adult education and literacy programs, and there are special classes for the handicapped.

The state provides textbooks, stationery, transportation, sports clothes and gear for all pupils at all levels of education. It also offers financial incentives for Qatari pupils, organizes religious and cultural celebrations and competitions, scouting and scientific tours, holds exhibitions and provides boarding facilities for pupils in remote areas and those of foreign missions resident in Qatar.

University education began in Qatar in 1973 with two faculties, one for boys and one for girls. It was recognized as a full-fledged university in 1977 and now comprises seven faculties in addition to four research centers, a computer center, the Educational Technology Center, the Gulf States Development Research Project and the Technical Bureau for the Development of University Education.

Graduate Employment Committee

The Graduate Employment Committee comprises a number of senior officials whose job is to integrate and absorb the number of Qatari university graduates into various government bodies and other businesses and enterprises.

The committee's main concern is to ensure optimum use of the graduates and their knowledge so they can best contribute to development and progress.[25]

Training and Vocational Development

In 1962, the Department of Training and Vocational Development was set up to help supply the country's demand for skilled and

---

25- http://www.arab.net/qatar/qr_education.htm

semi-skilled labour. The aim is to train Qatari workers and technicians. In addition to several training centers, a regional training center was also established in 1970 with the help of the United Nations Development Program.

This center has special workshops and installations to accommodate training in the following fields: mechanics, air-conditioning and refrigeration, welding, carpentry and decoration, filing and turnery, power-generation and water distillation, in addition to sanitary and electrical installations. The center also trains female Qataris in the fields of clerical and secretarial work in school administration.[26]

3. Teaching Staff in the Schools and Universities of the GCC States

3.1 Teaching Staff: Oman

The required qualification for primary teachers (for all teachers in the general education system) has now been upgraded to the level of a first university degree in education or higher. To meet this requirement, two-year teacher training colleges have been upgraded and now offer a four-year degree programme. They award a Bachelor's degree in Education after successful completion of the programme.

3.2 Teaching Staff: Bahrain

Teacher Training

1. Training of pre-primary and primary/basic school teachers

Primary school teachers should hold a Bachelor's Degree in Education. Teachers who teach fourth, fifth and sixth primary should hold a Bachelor's degree either in Arabic, Social Studies or

---

26- Ibid.

Religious Education and have a good academic background in the other basic subjects or a Bachelor's degree in Chemistry, Physics, Biology or Mathematics and have a good academic background in the other three basic subjects.

2. Training of secondary school teachers

Teachers should hold a Bachelor's Degree in a specialized academic subject with a minor in Education to be eligible to teach at the intermediate and secondary levels. In 1994, the Ministry of Education followed a procedure whereby university graduates of various specializations should sit for proficiency level tests in their academic subject. Priority in employment is given to those who obtain the highest grades.

Training of higher education teachers

Higher education teachers are mainly trained abroad.

Non-Formal Education

The Directorate of Adult Education at the Ministry of Education organizes educational programs for two categories in society; the illiterate, and those who have passed successfully literacy and follow-up stages, and are willing to continue their education, in addition to the continuing education programs. The following is a brief description of the Literacy and Continuing Education programs.

The duration of study in the literacy and adult education program is six academic years divided into the following:

Literacy stage

It is considered a basic stage for those who cannot read and write. It lasts for two academic years. The subjects taught include Islamic education, Arabic language and mathematics. It is equivalent to the fourth grade level of basic education.

Follow-up Stage:

It lasts for two academic years. Those who obtain a literacy stage certificate can attend it. It aims at developing the basic skills the

learners have already achieved in the literacy stage. On completion of this stage, students are awarded a certificate equivalent to the sixth grade certificate of formal primary education. The subjects taught include Islamic education, Arabic language, mathematics, English language, sciences, and social studies.

Consolidation Stage:

This stage is equivalent to the formal intermediate level. Those who complete the follow-up stage and are interested in continuing their education attend it. Those who did not complete the formal education for one reason or another can also attend the course. The curriculum content is the same as that of third cycle (intermediate level) of formal basic education. It is revised to include terminological bases to be given in two instead of three years. The subjects taught include Islamic education, Arabic language, mathematics, English language, sciences, and social studies (history and geography).

Continuing Education

The Directorate of Adult Education organizes several continuing education programs for adults, which include:

1. Language Courses

English, Arabic for foreigners, French, German, and Japanese.

2. Specialized Courses

Auto mechanic, electrical appliances maintenance, book classification, library management and services, computer maintenance and network, computer literacy programmers, Arabic language and math teaching methods for first cycle primary students' parents.

3. Teacher Courses

These courses are offered to upgrade kindergarten teacher efficiency.

4. Training Program

Training programs are organized by the Directorate of Training at the Ministry of Education in cooperation with other concerned bodies in terms of objectives, admission requirements, duration etc of each program.

Public Library

The Directorate of Public Libraries at the Ministry of Education supervises nine public libraries throughout the country. It offers its various services to Bahrain society at all levels. Manama Public Library was the first to be opened in Bahrain in 1946. It became a depository for United Nations publications in Bahrain.

In line with the government of Bahrain's interest in opening more public libraries, Muharraq Public Library was opened in 1969. It was renamed Bahrain National Bank Public Library in Muharraq in April 1997.

Isa Town Public Library was opened in 1972. Four other public libraries were opened in Sitra, Riffa, Hidd and Jidhafs in 1976. The Arad Public Library and Salmanya Medical Center branch of the public library were opened in 1979.

Educational Library

The Educational Documentation Library was established in 1976 to serve educational researchers. It is considered one of the most outstanding specialized libraries in Bahrain.

The library follows the Educational Information Group at the Educational Documentation Section that in turn follows the Information and Documentation Center under the umbrella of Educational Planning and Information Sector.

The Educational Documentation Library aims at providing various educational materials such as books, periodicals, reports, theses etc. It also offers opportunities to make use of its resources and services concerned with researchers' needs in education and related fields. It uses all possible modern technology.

4. Universities in the GCC States

4.1 Kingdom of Saudi Arabia

Universities in Saudi Arabia

There are seven universities in various regions of the Kingdom. Degrees received by graduates are the BA, MA and PhD. These universities are:

1. **King Saud University in Riyadh:** Founded in 1957, it is the Kingdom's first university and comprises 19 colleges and specialized institutes. Affiliated to it are King Abdul Aziz University Hospital and King Khaled University Hospital. It has two branches, one in the southern city Abha and the other in the central Qasseem Region. It has a total enrollment of more than 32,000 male and female students.

2. **The Islamic University in Al Madinah Al Munawwarah:** Established in 1961, it is the Kingdom's second university, comprising five colleges. The university's postgraduate studies departments confer the PhD and Master's degrees. The university is host to more than 100 different nationalities, which constitute the majority of its total enrollment of more than 7,000 students.

3. **King Fahd University for Petroleum and Minerals:** This specialist university was established in 1963 in Dhahran, in the Kingdom's oil-rich Eastern Region, under the name of 'The College of Petroleum and Minerals.' It is made up of seven colleges, in addition to the Applied Research Institute. It has an enrollment of 6,000 students, plus 600 postgraduate students.

4. **King Abdul Aziz University:** Comprising nine colleges, it was launched as a private university in the western city of Jeddah, on the Red Sea, before being handed over to the government in 1971. Affiliated with it are the Energy Research Center, the English Language Center, the Computer Center and the Technological Studies Center. The University has a total enrollment of more than 34,000 students.

5. Imam Mohammed Ibn Saud Islamic University: Established in 1974 AD (1394 H), it has 10 colleges, five institutes inside the Kingdom and several institutes abroad, including Ras Al Khaimah, Japan and Washington. It has branches in the central Qasseem Region and the southern city of Abha. It also comprises 60 pre-university institutes in various cities of the Kingdom. Degrees received by graduates range from BA to MA and PhD in arts and Islamic studies such Shariah, Jurisprudence, Fundamentals of Islam and Dawa (Call), as well as in the Arabic Language for non-Arabic speakers. The University's total enrollment is more than 27,000 students.

6. King Faisal University in Al Ahsa: This University was established in 1974 AD (1394 H) in the city of Al Ahsa, in the Eastern Region, an agricultural area famous for its date palms. It comprises six colleges in Al Ahsa and Dammam, in addition to several veterinary and agricultural training centers. About 6,000 students are enrolled in IT.

7. Ummul Qura University: Founded in Makkah Al Mukarramah in 1981 AD (1401 H), the University comprises eight colleges and seven institutes. The Hajj Research Center is one of the University's main components. The University has a total enrollment of more than 14,600 students.[27]

4.2 Qatar

The Emir of Qatar issued a decree in 1973 proclaiming the establishment of the College of Education. Fifty-seven male and 93 female students were admitted in the first year.

In later years, rapid development in the country made it necessary for the College of Education to be expanded to accommodate new areas of specialization. As a result of this, the University of Qatar was founded in 1977 with four colleges:

27- http://www.the-saudi.net/saudi-arabia/universities.htm

Education, Humanities & Social Sciences, Sharia & Islamic Studies, and Science.

At present, the University consists of six colleges: the College of Engineering, the College of Business & Economics, plus the four original colleges. In addition to the Colleges, the University has six Research Centers and two supporting Service Centers.

4.3 UAE

Ajman University of Science & Technology

Ajman University of Science & Technology Network (AUST Network) was established as a distinguished institution of higher education in the Arab world. It started as a University College in 1988 and soon become a University and then a University Network with four campuses and a sister university in Valencia, Spain (the Mediterranean University of Science & Technology).

This significant achievement is actually the fruit of the comprehensive three-dimensional vision (Education, Information & Investment) and the educational philosophy adopted by the University Network.

Ajman University of Science and Technology Network aims at training competent and skilled graduates who can immediately contribute to the development and well-being of society. In its educational dimension, the university network has adopted internationally recognized high-quality teaching and learning methodologies selected from the very best and customized to specific values, traditions and needs of the society. High quality achievements satisfying the most stringent international standards have been obtained through the wise and successful communion of the three dimensions of AUST Network: education, information and business. They are also the fruit of the vision of its founder, Dr Saeed Abdallah Salman.

The Ajman University of Science and Technology aims to provide degree programs that meet the requirements of the professional world. It enables graduates to achieve high professional

objectives and assume leadership roles by providing them with up-to-date knowledge and advanced skills. The university seeks to direct students' efforts towards the adaptation and application of their knowledge and skills to real and practical needs, helps them develop their critical thinking and fosters the need for lifelong learning. It seeks to enhance the teaching experience by providing an environment where teaching, research, training, expertise and practice complement and benefit each other. The university seeks to establish a comprehensive framework for quality assurance involving both internal and external assessment and guarantee pertinence and quality of educational programs through the constant assessment of learning outcomes. The university also would like to promote important aspects of professional life, such as ethical behavior, responsibility, standards and ideals.

Ajman University of Science and Technology Network is an institution promoting a new active role of education in the society. In a new world economy characterized by harsh competition, innovation has become an essential factor for survival. Conscious of the ensuing challenges, AUST Network has developed mechanisms to bridge the gap with the economic and business society in order to benefit them with innovative developments.

All university activities from teaching and training sessions to research projects and conferences are evaluated according to their relevance to practical needs and applications. This process benefits the university, for practical expertise assures the excellent quality of education and the adequacy of study programs to real needs of the community. As a matter of fact, many mechanisms have been set up to initiate or reinforce this collaboration. For example, the university network organizes 'approach seminars' to debate any project or idea of interest. Both government and private sectors participate in these seminars, and active cooperation can start at these early stages. These seminars, like other activities, may later have an impact on the contents of academic programs through case studies or else. A two-way positive interaction is thus achieved.

Choosing the best methodologies and adapting them to the local environment, neglecting no aspect of the latter, whether cultural, economical, political or else, is a general philosophy at AUST Network. The selection of an educational system and its customization are perfect examples of this philosophy which conciliates culture and traditions with modernity and technology and contributes to progress and development.

AUST Network believes its main mission remains the instruction of tomorrow's intellectual elite. Conveying knowledge to students is a process which is continuously developed and updated in order to reach objectives of study programs. Various methods of delivery are used, cumulating benefits of both "modernized-conventional" techniques and multimedia-based ones. "Modernized-conventional" methods have the merit of establishing a direct contact between students and professors as well as between students and students. They encourage the concept of learning from each other. However, more recent computer-based teaching methods complement traditional ones by enhancing quality of teaching and favoring the development of students' personal abilities such as self-dependence.

American Intercontinental University (AIU)-Dubai

American InterContinental University-Dubai offers academic programs that can help students find rewarding career opportunities in many businesses and industries. Dubai is an international business center, so students can see an international business community at work. Faculty at AIU work to help students gain the skills needed to succeed in the business world – and beyond.

Students learn to work in teams and utilize industry-current technology at American Intercontinental University-Dubai. Plus, they can earn their degree at their own pace. Programs help students train for rewarding business careers while nurturing intellectual development as well.

The mission of The American Intercontinental University-Dubai is to provide for the varying educational needs of a culturally

diverse and geographically dispersed student body with the goal of preparing students academically, personally and professionally for successful careers.

Programs, policies, and activities are evaluated periodically and changed, as necessary, to meet the needs of the student body and the institution.

United Arab Emirates University

The United Arab Emirates University was established on the initiative of Shaikh Zayed bin Sultan Al Nahyan, by virtue of the Federal Law 4 of the year 1976. Shaikh Zayed envisioned the University becoming a federal institution of an Arab-Islamic identity, and a focus of intellect, culture, and science. The University mission is to realize the aspirations of the society, deepen its ambitions, and consolidate its foundations, contributing significantly to the development of UAE and utilizing its potential resources: its people, heritage, values, economic resources and system. Within its first 20 years, the University has become a leading and pioneering institution in the region in education, research, and community service.

The University has always given very high priority to the development of its academic program and curricula to keep pace with international academic developments and trends while preserving the values, policies and strategies of the country.

A review of the history and development of the University's first 20 years shows the impact it has had upon the United Arab Emirates. In the academic year 1977/1978, the University began with four Faculties (colleges). These were: The Faculty of Humanities and Social Sciences, known then as the Faculty of Arts, the Faculty of Sciences, the Faculty of Education, and the College of Business and Economics, known then as the Faculty of Administrative and Political Sciences.

In 1978, the Faculty of Shari'ah and Law was established and in 1980, the Faculty of Agricultural Sciences and the College of Engineering were established. The post of the Dean of Graduate

Studies and Scientific Research and Publishing was introduced in 1981. Finally, the Faculty of Medicine and Health Sciences was established in 1986. The first Master's Degree Program was established in the Faculty of Sciences in 1991. It is an interdisciplinary program in Environmental Sciences.[28]

During the last five years, the University has witnessed a comprehensive development in the academic programs and curricula offered by all of its faculties. The University has also paid great attention to the quality of implementation and delivery of the programs and curricula. Interactive teaching methods and technologies including computers and information networks, are emphasized to provide an environment which fosters the students' creative thinking and self-learning abilities. This enables them to cope with rapidly advancing technologies.

Distinguished faculty members have helped the cause of professional development of the students. The university has also provided the resources for aiding quality research and expansion of knowledge. Scientific research has also been encouraged. The number of students enrolled in the University increased from 502 students in the academic year 1977/1978 to more than 15,000 students in the first semester of the academic year 1996/1997 in the eight faculties.

University of Sharjah

The University of Sharjah has a responsibility for meeting the Emirate of Sharjah's educational and cultural needs within its Islamic values and tradition, is committed to the advancement of learning through teaching and research and strives to provide an environment that fosters the achievement of full potential among its students, faculty and staff. The University of Sharjah's vision is to become a leading academic institution in the Middle East and well recognized around the world.

28- http://www.defenselink.mil/pubs/allied_contrib96/gcc96.html

A set of nine core values defines its character:

1. **Ethical and Civic Responsibility:** The first and primary value is the commitment of the university community to ethical and civic responsibility in accordance with Islamic teachings and universal humanistic ideals.

2. **Learning Environment:** The University is committed to a student-centered and supportive modern learning environment that promotes critical thinking, independence of thought and the mastery of advanced technologies.

3. **Quality:** The University is committed to high quality standards and continuous improvement in teaching, scholarship and service.

4. **Creativity:** UOS promotes and rewards creativity and innovation in the pursuit of academic excellence.

5. **Outreach:** UOS is dedicated to nurturing responsive links with the community, emphasizing service, transfer of know-how, and positive contribution to the welfare of the people.

6. **Global Outlook:** While rooted in Islamic and Arabic traditions, the University promotes an international outlook and respect for other individuals and cultures.

7. **Intellectual Freedom:** UOS promotes openness, diversity, fairness and academic freedom.

8. **Leadership and Collegiality:** The University promotes teamwork, tolerance and leadership by example.

9. **Accountability:** Personal and institutional responsibility and accountability are necessary conditions for the accomplishment of the University's goals.

Zayed University

Zayed University was founded to prepare leaders who will foresee the possibilities and capture the opportunities that will create the future of the United Arab Emirates. Faced with a rapidly changing,

information and technology-driven world that will defy certain prediction, potential leaders must be able to set goals and manage complex, difficult pathways to success. They must be able to use sophisticated technologies to communicate, learn and solve problems and learn to function effectively in the multicultural environments of the global society.[29] They must have the will to critically reflect on life experiences, and on social and civic life around them, with an abiding commitment to learn, behave responsibly and ethically, and influence others to do the same.

Zayed University aims to provide an outcomes-based learning environment that supports students' academic success. Faculty, staff, students and the larger community work together as a learning community to achieve learning goals. Students learn through a constructive process that encourages them to develop understanding, not just to accept information. They are encouraged to take increasing responsibility for their own learning, become active participants and leaders in the learning community, apply their knowledge in real-world contexts, and master the art of learning from self-reflection.

The curriculum reflects the UAE's need for graduates well prepared to enter the workforce.

4.4 Oman

Oman has invited the private sector to establish universities, colleges and institutes, supervised by the Ministry of Higher Education. During the year 2001/2002 the private sector had set up 12 private universities and university colleges. Following are the list of private universities and University Colleges:

1. Sohar University

2. The College of Administrative Sciences (renamed as Majan College)

29- Al Hada International School, Taif, Saudi Arabia, http://www.sais.8k.com/#EL

3. The Modern College of Business and Science

4. Muscat College of Modern Sciences and Technology

5. The Caledonian College of Engineering

6. The National College of Science and Technology

7. Mazoon College of Administration and Applied Sciences

8. The Fire Safety Engineering College

9. Al Zahra College for Girls

10. Oman Medical College

11. Sur University College

12. Waljat University College.

Most of the private academic institutions have links with recognized outside bodies to ensure high standards and this enables private colleges to award recognized qualifications. The student intake of private colleges rose from 2,079 students in 1999/2000 to 5,496 in 2001/2.

4.5 Bahrain

University of Bahrain

The roots of the University go back to the late sixties when the Higher Institutes for male and female teachers were established. These institutes later developed into the University College of Arts, Sciences, and Education in accordance with the Amiri Decree no. (11) for 1978. The Gulf Technical College was established in 1968. It was later renamed the Gulf Polytechnic by the Amiri Decree no. (2) of February 18, 1981. These two colleges remained independent and offered Bachelor's degrees in the various disciplines of Arts, Science, Education, Business Administration and Engineering. On May 24, 1986, His Highness the Amir issued Decree no. (12) for 1986, establishing the University of Bahrain by merging the two colleges. The funds, assets, and liabilities of the two aforementioned colleges were transferred to the University. On April 18, 1999 an Amiri

decree no (18) was issued, amending some provisions of the Decree no. (12) for 1986.

The University of Bahrain, in accordance with its by-laws and in line with the decisions of its Board of Trustees, aims at carrying out activities concerned with higher education and scientific research in its colleges, institutions, research centers and its units to disseminate, develop and preserve knowledge and making it accessible to members of society through:

- Fostering artistic talents and encouraging scholarship through teaching and research; providing the country with professionals, technocrats and experts in a variety of fields; nurturing individuals and inculcating both Islamic values and Arab heritage. Such individuals can then participate effectively in the development of their own country, and the Arab and Moslem world at large.

- Carrying out and promoting scientific research in addition to encouraging independent thinking and personal initiative on the part of students.

- Preserving and spreading Arab and Islamic culture, as well as developing an interest in national and universal culture.

- Developing technology and harnessing it to the service of society.

- Cementing cultural and educational ties with other universities.

- Organizing social services, including non-credit and non-degree educational programs.

- Encouraging students to take part in public service outside the University.[30]

30- europa.eu.int/comm./external_relations/gulf_cooperation/intro

Educational and Administrative Supervision

His Highness the Amir of Bahrain is the Supreme President of the University of Bahrain. The governance and administration of the University is undertaken by the following councils which manage their responsibilities and perform their duties in accordance with the University's rules, regulations and by-laws:[31]

- The Board of Trustees
- The University Council
- College councils
- Departmental councils

The responsibilities and functions of the above councils are defined in the Amiri Decree No. (12) 1986 and was amended by the Amiri Decree no. (18) for the year 1999.

The Board of Trustees

The Board of Trustees administers the University, supervises its activities and monitors the work of the colleges. It is also responsible for decision-making and for applying procedures designed to achieve the goals of the University.

The University is overseen by a Board of Trustees comprising 12 members, including the Minister of Education, as Chairman, and the President of the University of Bahrain. The Board of Trustees is appointed by an Amiri Decree and serves a renewable four-year term.

The Board has the following responsibilities:

1. To formulate the general policy for university education and scientific research and also to organize, direct and implement this policy in accordance with the needs of the country and its development.

31- http://www.uob.edu.bh/about-uob.htm

2. To formulate executive, financial, administrative and technical by-laws for the university, as well as internal by-laws for the different colleges and institutes within the University.

3. To approve contracts and agreements of which the University constitutes a party, including the acquisition or purchase of real estate and commodities and the management of assets and revenues.

4. To receive and accept donations from various sources, provided the terms of the donations do not contradict the University aims and objectives.

5. To approve the University budget, its financial plans and end-of-year balance and to adopt the auditor's report.

6. To formulate the necessary rules and regulations for the investment and management of the University funds and, in so doing, to agree with qualified auditors with regard to book-keeping and financial controls.

7. To fix the University fees.

8. To set up academic and administrative posts and petitions for appointment purposes and to specify the terms and conditions of appointment, in addition to devising criteria for the appointment and promotion of faculty and formulating rules for transfer, leave, loans and termination of contract.

9. To approve the bestowing of academic degrees and diplomas upon the recommendation of the University Council

10. To set up colleges or new institutes related to the University, in addition to reorganizing or merging existing departments or colleges within the University. Also, to approve the transfer of faculty members from such colleges or institutes to the University and to grant them the same privileges that their colleagues enjoy.

11. To take up any other areas of responsibility in accordance with the by-laws and regulations of the University.

University Council

The University Council is the executive board of the University, which assists the President in the administration of the institution's academic and scientific affairs. The function of the Council is to ensure the smooth running of the academic programs of the University, to advance academic standards, and to suggest by-laws or amendments to by-laws, to be approved by the Board of Trustees. It is also responsible for approving academic programs, for sending Bahrainis abroad for further studies, and for arranging contracts with non-Bahraini academic staff.

The University Council consists of: The University President Chairman; Vice-President's Members; Dean's Members.

It also includes not more than three external members who must have relevant experience and academic competence. External members are appointed by the Board of Trustees for a three-year term, renewable only once.[32]

College Councils

Each of the five colleges of the University has its own council, which is its highest executive committee. The main task of the college councils is to supervise the academic programs of the college, monitor the work of the college departments, improve academic standards, deal with students matters, and execute the decisions of the University Council and Board of Trustees.

Each council consists of the dean of the college as chairperson, the departmental chairpersons, and an additional representative from each department. The councils may also include up to three external members representing the social and economic sectors most closely associated with the activities of the college.[33]

32- http://www.uob.edu.bh/about-uob.htm
33- http://www.auk.edu.kw/about_university.jsp

Departmental Councils

Each of the academic departments of the University has its own council consisting of the academic staff of the department of the rank of lecturer and above. The councils hold regular meetings chaired by the head of the department to discuss the department's academic programs, teaching methods, learning resources, course offerings and student registration.[34]

Educational Institutes and Centers

Educational institutes and centers offer a variety of programs, including training programs in foreign languages, computer, electronic typing, and various skills in communication, management and commerce.

Each private educational institute has its own curricula, study plans, courses and textbooks. They are submitted to the Ministry of Education for approval. The Ministry has the right to modify or stop any curriculum or textbooks that is incompatible with the religious and national values of the country.

4.6 Kuwait

The American University of Kuwait (AUK) is an independent, private, equal opportunity, and co-educational liberal arts institution of higher education. The educational, cultural, and administrative methods and standards of AUK are based on the American model of higher learning.[35]

AUK seeks to create a dynamic and stimulating learning community based on openness to the exploration and exchange of knowledge and new ideas, enhanced by cultural and intellectual diversity and to teach students how to learn, think, and live through the framework of a liberal arts education.[36] Its mission includes:

34- http://www.uob.edu.bh/about-uob.htm
35- http://www.auk.edu.kw/about_university.jsp
36- Ibid.

1. To provide students with a quality American-based liberal arts education.

2. To prepare students for careers in private and public institutions.

3. To serve society by helping to inculcate in individuals with the potential to become pioneers in their fields, a sense of moral responsibility and devotion to the values of knowledge and humanity.

4. AUK values a multi-cultural environment and an active campus life.

5. AUK values the importance of state-of-the-art technology in education and problem solving and the importance of research in students' commitment to learning and in the faculty's dedication to knowledge. It also values the balance between a strong liberal arts program and developing a career specialty for students.[37]

5. Teaching Methods and Techniques in the Universities in the GCC States

5.1 Teaching Methods: Oman

Teaching Methods in the Lower Primary Schools

Grades 1–3 are considered to be lower primary school. In these grades, one teacher takes all the subjects. On the other hand in Grades 4–6, there are separate teachers for each subject. The teacher takes a group of subjects related to his/her field of study. In case of special subjects such as music, fine arts, physical education, etc, there are teachers who have undergone specialized courses in these subjects.

Teaching Method at the Undergraduate and Graduate Level

The course development committee develops the course structure and content for each course. They also decide lab experiments to be

---

37- Ibid.

conducted. The course may be taught in a combination of lecture, lab, studio, tutorial and seminar. The instructor distributes the course outline to students at the beginning of classes each semester. The course outline has the following elements.

1. Course alphanumeric code, title, contact and credit hours, and calendar description.
2. Instructor's name, office location and office hours for consultation.
3. Statement of objectives.
4. Listing of the main topics.
5. Teaching/learning approaches (e.g. labs, case studies, field work, role-playing etc).
6. Grading scheme (A-F, P/NP etc).
7. Schedule of tests, quizzes, papers, assignments etc and the portion of the total grade each is worth.
8. Textbooks to be used in the course, and additional references and any required materials.
9. Special conditions or requirements (e.g. attendance, travel, penalties for late assignments etc).

Where more than one section of a course is taught, the course description and content, objectives, and grading scheme must be consistent across all sections. Other elements are at the discretion of the instructor and department.

In a regular semester, and where the postgraduate program involves course work, the normal course load for a full-time postgraduate student is 12 credits, with 9 credits as the allowable minimum except when the student is registered for a project/thesis. The normal course load for a part-time postgraduate student is 6 credits, with 3 credits as the allowable minimum except when the student is registered for a project/thesis.

Evaluation and grading is based upon the grade point average system. Final grade in any given course is assigned based on continuous evaluation of the achievement of course objectives. In a standard length course there will be at least three components (e.g.

examination, quiz, project/paper) contributing to the final grade. No single component of a course evaluation may exceed 60 per cent of the final grade.[38]

Table 4: Letter Grades and Their Meaning

Undergraduate		Postgraduate	
Letter Grade	Meaning	Letter Grade	Meaning
A	Exceptional	A	Excellent
B	Very Good	B	Good
C	Satisfactory	C	Satisfactory
D	Minimum	F	Fail
F	Unacceptable		

Letter grading system is used at the undergraduate and postgraduate level. There is no fixed relationship between these grades and a percentage scale. The meaning of the grades are described in Table 4.The grade also has numeric values. The range of the values is shown in Table 5.

Table 5: Letter Grades and Their Numeric Values

Undergraduate		Postgraduate	
Letter Grade	Numeric Value	Letter Grade	Numeric Value
A	4	A	4.00
A-	3.7	A-	3.70
B+	3.3	B+	3.30
B	3	B	3.00
B-	2.7	B-	2.70
C+	2.3	C+	2.30
C	2.0	C	2.00
C-	1.7	F	0.00
D+	1.3		
D	1		
F, FSP , FW , NPW	0.0		

38- http://www.arab.net/kuwait/kt_education.htm

Table 6: Degree

Final GPA	Honor
3.75 - 4.00	Distinction with Honors
3.30 - 3.74	Distinction
2.75 - 3.29	Very Good
2.30 - 2.74	Good
2.00 - 2.29	

6. Scholarship System in the GCC States

6.1 Scholarship Programs in Kingdom of Saudi Arabia

SABB

One of the leading financial institutions in Saudi Arabia, the Saudi British Bank (SABB) has a deep-rooted interest in the long-term development of the Kingdom and its people. While its principal interest is to provide a full range of commercial and investment banking services to its corporate and personal banking customers, it believes that well established companies and institutions should also be involved in the educational development of the population as a whole.

The Directors of the Saudi British Bank have therefore created a number of educational scholarships. These enable young, promising Saudi nationals to extend their educational achievements and so contribute to the future development of the country. For successful candidates, the Saudi British Bank will fund a 12-month course of study at a British university, leading to the award of the Master of Business Administration (Higher Education) degree. The Saudi British Bank Scholarship Scheme is open to all suitably qualified Saudi nationals between ages of 28 and 35 at the time of application.

The overall aim of the Saudi British Bank Scholarship Scheme is to increase the availability of post-graduate level education to Saudi nationals. The Saudi British Bank scholarships are designed to allow

Saudi nationals of ability to gain a British MBA degree. In pursuit of this aim, SABB cooperates closely with the British Council.[39]

The development of a country's national economy and industry owes much to a strong system of higher education. In accordance with this, the King Fahd University of Petroleum and Minerals (KFUPM) has pursued an initiative in achieving an effective interaction with the industry through a number of programs including Research funding, Endowment Chair sponsorships and Industrial Advisory Committees. The university furthers this initiative with the IGSG program, which envisions direct industry collaboration in providing higher learning opportunities for students.

The Industrial Graduate Student's Grant program (IGSG) is a comprehensive effort geared towards involving the corporate sector in Saudi higher professional education. Its objectives include the creation of a funding base in the form of grants, donations and sponsorships to support and encourage students aspiring for graduate and doctorate studies at KFUPM. The financial responsibility is shared between the university and the industrial/corporate sector and managed by the IGSG.[40] This is part of a nationwide effort to improve the educational sector within the Kingdom, and especially the number of Saudi Master's and Doctorate degree holders. Presently this percentage is very low as compared to the average number of baccalaureate degree holders. Such a model would be tremendously successful in recruiting and retaining highly skilled students, thereby augmenting the university's technology-oriented talent pool.

The program offers extensive opportunities for enhancing the corporate sector's role in the ambitious development plan of the Kingdom, thereby contributing in the long run to economic gains for the industrial sector. Covering all areas of graduate study at

---

39- "Development of Education", A National Report about Education in the Kingdom of Saudi Arabia, Ministry of Education Development Center, General Directorate for Educational Research, September 2001
40- Ibid.

KFUPM, the program allows students to be full-time graduate researchers in any discipline of their choice. The IGSG program is based on drawing the corporate sector and individuals into a more involved role in higher educational opportunities. It provides a convergent channel for them to allocate resources, monetary or otherwise towards educational purposes and thereby contribute to society.[41]

The IGSG program is structured around funding in the form of donations and sponsorships from industries, corporations as well as social organizations and individuals. To distinguish between the two categories of funding, sponsors, who generally are expected to be corporations or social organizations, commit to providing financial support for students during the tenure of their studies. Donors, on the other hand, would categorize distinct non-committal payments to the program.

Another important criterion is deciding on feasible modes of donation and policies regarding their acceptance. For example, though direct remittances would be most common, other mediums could be wills, Wakf dealings, and Zakah. Issues such as these would need to be sorted out at more mature stages of the program development.

Financial Costs: The IGSG program through corporate sponsors as well as from its donation-based monetary resources will provide students with a stipend annually, while the university is responsible for the housing and medical facilities.

Strategies for Fund Raising: While for the industrial sector, one would adopt a higher-level interaction between authorized personnel, the society's acceptance and support from the program requires a grassroots-level approach. A decentralized approach to nation-wide fundraising efforts could be adopted. Two generally applicable points that should be kept in focus while soliciting funds are: Short and Simple Approach and Flexibility in donation.

41- Ibid.

Motivating Financers: Generating a highly skilled and intellectual talent pool, and thus influencing the national economy and businesses is a significant incentive appealing to both industry and society in general.

Categorization of Donors and Sponsors: It is important to define categories for donors and sponsors based on their support for the program in terms of donation or duration of sponsorship. There can be various classes of potential donors and sponsors.

Sponsor/Donor Type	Example
Individuals	The Saudi rich and elite such as from the Royal family, Ministers etc. This can also include university faculty members and employees
Government and Governmental Bodies	Saudi Government, Saudi Electricity Company, Saudi Telecom Company
Social Groups, Corporate and Public Foundations	Zamil Fellowship, Toyota Scholarship, King Faisal Foundation, Islamic Development Bank
Corporations	Riyadh Bank, Al-Zamil Bank, SABIC, Aramco, Al-Rajhi Bank, KFUPM.

Several factors are considered in providing the scholarship. The student must be a Saudi citizen. Besides, he:

- Must have minimum GPA of 3.0 in his undergraduate course. (With a lesser GPA, he is entitled to write an eligibility exam to apply for the scholarship).

- Must have minimum TOEFL score of 213 (computer-based) and an acceptable score on the general and subject Graduate Record Examination (GRE)

- Must be entering the first year of a graduate studies program (Masters or PhD) and should be registered as a full-time student

- Must be eligible for full-time employment in Saudi Arabia.

- Must have a research focus in advanced areas related to his discipline of choice.

Sustained Funding: Funding is crucial to the continuation of the program and hence measures should be in place to achieve a

sustained flow of monetary resources. This would require a continuous and vigorous publicity campaign stressing the importance of the program to Saudi society and economy. In addition new avenues should be progressively explored to raise funds and expand the fellowship program.[42]

- Flexible payment systems for donors and sponsors should be permitted.

- A one-time commitment for regular transfer of funds should be encouraged.

- Graduating students should be encouraged to become patrons of the fellowship.

- The board may invest in low-risk, sustained returned schemes such as real estate. A separate high-level committee would be given charge of this aspect.

If more industries favor sponsoring candidates with a certain feasible research objective in mind, the board may consider a University-Industry Liaison office, wherein a framework can be proposed that would govern university-industry interaction. Further, with the anticipated growth of the program, a trust foundation should be established, which would broaden the program, taking it on to the national and international scene.[43]

6.2 Scholarship Programs in Oman

Oman provides scholarships for students, employees and post-graduate students. Scholarships funded by the government and other bodies supported 977 male and female students studying for Masters and Doctorate degrees at universities and colleges abroad

---

42 - "Development of Education", A National Report about Education in the Kingdom of Saudi Arabia, Ministry of Education Development Center, General Directorate for Educational Research, September 2001.
43- Ibid.

in 2001/2. Post-graduate students were studying a range of subjects, including applied sciences, commerce, management and arts.

Private Funding:

In March 2002, one of Oman's largest private sector conglomerates announced that it was setting up its own training fund for young nationals: it pledged a start-up grant of RO 250,000, to be phased in by 2006. The firm pledged to donate RO 100,000 during 2002. The Fund, which aims to boost the government-led Sanad programme, will provide scholarships for young Omanis to study abroad, and fund other specialist training.

6.3 Scholarship Programs in Kuwait

The American University of Kuwait is dedicated to helping students develop their skills and potential. While the research focus of faculty in many institutions of higher education is the faculty and not the student, the focus at AUK is on the student. Students who apply for admission to AUK are considered for a scholarship based on academic merit.[44]

Student Loan Program

Burgan Bank has developed a student loan program exclusively for AUK students, called the B Smart EduLoan. The loan assists students in paying their tuition to study at AUK. Loan benefits include flexible repayments, fast and efficient processing, a free Burgan VISA card, and a free ATM Burgan Pre-Paid VISA Electron card. [45]

44- http://www.auk.edu.kw/admissions_scholarship.jsp
45- Ibid.

7. Financing of Higher Education in the GCC States

7.1 Financing of Higher Education in Saudi Arabia

The Kingdom bears all costs of education at all stages and for all majors. Article No (233) of Educational Policy states that education is free of charge in all its types and stages. Moreover, the government gives incentive rewards for both boys and girls who go in for higher education. These rewards are also given to foreign students who come from other countries to study in the Kingdom. Students of Universities and Higher Institutes are offered other privileges like tickets, low-price meals, accommodation, medical care and others. Article No (229) of the Educational Policy in the Kingdom states: "Manpower is considered as the springboard to the utilization of all other resources and the development of this power can be done through education and cultivation, which are the basis of general development. Allocations given to education in the budget in the last years since the beginning of the first five-year plan reflect the interest given to the development of education."

There were substantial increases in the education budget throughout the developmental plans. Allocation for education in the first development plan was 9,401 million Saudi Riyals, which represents 9.5 percent of the general budget. The allocation was increased in the second five-year plan [1395/96H (1975/76) to 1399/1400H(1979/1980)]. It reached an amount of 73,368 million Saudi Riyals, representing 11.8 percent of the general budget, which means that it multiplied seven times as compared to the previous allocation. There was some increase in the third plan (1980/85) when allocation reached 135,830 million Saudi Riyals, representing 9.9 percent of the general budget. As for the fourth five-year plan for the period from 1405/1406H (1985/86 to 1989/90), there was a slight decrease. It was because of the projects for constructing campuses; premises of the universities and other supporting facilities were completed. Allocation for education was 117,011 million Saudi Riyals, representing 14.4 percent of the

general budget. During the fifth five-year plan (1990/95) allocation was 142,142 million Saudi Riyals, representing 17.7 percent of the general budget. During the sixth five-year plan (1995/96-1999/2000) allocations reached 183,494 million Saudi Riyals, representing 21.5 percent of the general budget. It was the biggest allocation when compared to the other five-year plans.[46]

The government was keen on increasing the allocations for education to satisfy the increasing need for education. This was stated in Article No.230 of the Educational Policy.

It is worth mentioning that article No.54 of the Higher Education Council Act, issued vide the Royal Decree No. 8, dated 4/6/1414H (in 1994) stated that "Universities may offer scientific services to Saudi authorities against payment, and the revenues of these studies and services can be deposited in a separate account to be used in purposes determined by the Higher Education Council."

The University Council is also entitled to accept donations, gifts, or special endowments for the university. It may also accept donations that are associated with conditions or specified for some purposes, but do not contradict the mission of the university. These donations must be deposited in a separate account to be used for relevant purposes, and in accordance with rules drawn up by the Council of Higher Education.[47]

In the last few years, the State has adopted a new policy by addressing the private sector to make it participate more efficiently in financing educational projects. Schools and teaching compounds were built and missions and higher studies were financed thanks to the efforts and participation of the private sector.

In this regard, the Ministry of Education established a new directorate for education economics aiming at promoting the role of

---

46 - "Development of Education", A National Report about Education in the Kingdom of Saudi Arabia, Ministry of Education Development Center, General Directorate for Educational Research, September 2001
47- Ibid.

the society in supporting education and finding additional funding sources for it as well as achieving deeper and wider participation in the following orientations:[48]

More encouragement and support to non governmental education to prevent education from becoming a commercial product ruled by the logic of profit and loss. The educational institution could thus extend the basis of education and offer a developed education meeting individuals' and society needs in accordance with the global development objectives and standards.

- The private sector would adopt more extracurricular activities programs. This is a role that has a mostly voluntary individual aspect, with the activity supervisors residing inside the educational institution. A well-studied plan should be adopted to promote these activities during the academic year or holidays depending on the agenda prepared by the specialists at the Department for Students Affairs. The private sector can monitor the management and functioning of the playgrounds attached to schools and transform them into activities centers for youngsters to enter them in the evening for a symbolic fee.

- According to the project "adopting a school", a committee or an individual adopts a school and is in charge of the spending on its development projects and of providing the necessary consultation services.

- The "educational experiencing" model should be implemented; the private sector finances education research and studies. This model is a guarantee for linking education research to real educational issues.

The school administrations should be given to specialized companies with a model that allows the state to own assets and contribute to the expenses.[49]

48- http://www2.unesco.org/wef/countryreports/saudi_arabia/rapport_3.html

7.2 Financing of Higher Education in Oman

The financing of the education system was borne by the government from its inception. The government has given high priority to the education budget from the beginning. During 1982, the government allotted around RO 97 million for the education development which was 10 percent of the total budget of the country.

8. Higher Education Graduates and Labor Market Requirements

8.1 Labor Market Requirement: Oman

Omanisation aims to create rewarding and stable job opportunities for citizens. The strategy was launched in 1978, when the country's Ministry of Manpower issued Decision 5 which restricts certain private sector jobs and professions to Omanis. As growing numbers of young Omanis enter the labor market every year, full employment is a top priority.

Employment figures from the manpower and employment register show that 37,059 nationals were registered for work and 45,480 nationals found jobs to replace expatriates in the private sector in 2000/1. A detailed labor guide has been produced to monitor Omanisation in the private sector. Teams visited 3,276 establishments in Muscat in 2000/1 and identified 2,964 vacancies.

The recruitment of expatriate labor is now being regulated more efficiently, with systems to deal with absconding employees and ensure that expatriates are employed legally. Labor agreements are reviewed to comply with the Sultanate's policies. In 2000/1 the recruitment of 168,962 expatriates was authorised, linking the issue

---

49- "Development of Education", A National Report about Education in the Kingdom of Saudi Arabia, Ministry of Education Development Center, General Directorate for Educational Research, September 2001

of expatriate recruitment permits to available national manpower so that eligible nationals filled job vacancies wherever possible.[50]

EMPLOYEES	WORKERS IN CIVIL SERVICE-2000	WORKERS IN PRIVATE SECTOR-2000
OMANIS	63,934	55,671
EXPATRIATES	20,728	494,699

A plan of action was launched in 2002, to regulate the recruitment of expatriate labor, expanding and improving the ministry's technical and vocational training centers, and the centers that it supervises.

The plan highlights the partnership between the government and private sectors. This includes the Sanad Manpower Employment Project (SMEP) and the government/private sector Omanisation teams and committees. These committees will help replace expatriates and provide more jobs for nationals, encourage individual enterprise, restrict certain occupations to Omani nationals, improve technical education and vocational training, and promote greater private sector involvement in education and training.

8.2 Education and Employment in UAE

The large number of educated women has had repercussions in the UAE employment market. More women are demanding and obtaining jobs and while the government sector absorbs many of them in education and health, women are also spread across the entire civil service and now account for around 40 percent of the total number of employees.

In some traditional areas, women employees are clearly dominant. For example, 100 percent of nursery school teachers, 55 percent of primary school teachers and 65 percent of intermediate and secondary school teachers are women.[51] Women also play a

---

50- "The National Report about the development of education in the state of Kuwait", The State of Kuwait Ministry of Education, 1996/97-1999-2000
51- http://www.omanet.om/english/oman2002/edu.asp?cat=om02

bigger role than men do in the health services, accounting for 54.3 percent of the total number of employees. One out of every three doctors, pharmacists, technicians and administrators is a woman as is 81 percent of the nursing staff. And it is also true that the Faculty of Medicine and Health Sciences of the Emirates University is attracting more females than male applicants.

In addition to teachers and medical personnel, the university is also producing female graduates in the arts, engineering, sciences and communications.[52] The graduates of the Higher Colleges of Technology include specialists in computer technology, office and business administration. Women can also be found in responsible and important jobs in commerce, banking and the oil industry. The employment of women is helped by the active involvement of women in the media; there are television and radio programs aimed exclusively at the female audience and magazines devoted to topics of interest to women. The number of professional women in the media doubled between 1980 and 1994. The Higher Colleges of Technology have introduced special communication courses in the women's colleges in an effort to attract more women to this career.[53]

Women are also involved in environmental issues in the UAE.[53] When the Emirates University introduced a Masters Degree in Environmental Sciences, its first graduates were women. This is not surprising as it is generally women in every society who are more concerned about protecting and defending natural life and the environment against the encroachments of the so-called modern age. It is worth noting that in the UAE policewomen are a part of the governmental system. They perform a variety of jobs ranging from criminal investigation to customs control. Moreover, the women of the UAE can now be found in the armed forces as well. This breakthrough was achieved during the Gulf War when the women of the country demanded the right to undergo basic military training in order to equip themselves to defend their homeland. A

52- Ibid.
53- Ibid.

special basic training programme for women was established. The results were so encouraging that it was decided to form a special women's corps within the UAE armed forces and a training college was established. As a result, hundreds of young UAE women are working in the military, filling all types of posts except those involving frontline combat.

There is no doubt that there has been resistance to female employment among some groups within UAE society. Some men, for example, are opposed to women working at all while others will permit them to work only in jobs in which they do not come into contact with men. These attitudes are, however, slowly being changed as a result of government encouragement and the appearance of women in the employment market.[54]

9. Attempts to Develop the Higher Education Sector in the GCC States

9.1 Developing Higher Education: Saudi Arabia

The education development plans in Saudi Arabia consider the human element as the producer and the beneficiary of development and on it relies the development in all fields. Therefore, providing education for all the people of the nation is considered important, and a sufficient quality education is regarded as the best guarantee of success.[55]

Saudi Arabia initiated in the period that followed the world conference on EFA (in Jumtien, Thailand, March 1990) a fifth and sixth development plan. During the period of these two plans, the efforts were intensified in order to achieve EFA. In a quick look at the two plans (1410 – 1415h.) (1990-1995), we see clearly that this was part of their objectives:

54- Ibid.
55- Ministry of Higher Education (1994), "Statistics of Higher Education", Saudi Arabia; http://www.lmu.edu/globaled/wwcu/background/sa.rtf

Education in the fifth and sixth development plans: (1410 – 1420 H) (1990 – 2000):

- The material and social objectives of education are based on Islamic principles and values as well as on the cultural heritage of the Saudi society and constitute the essential axis of the long-term development goals. The development plans aimed to provide knowledge and skills that would make the people productive citizens capable of efficient participation in all social, economic and cultural activities.

    The State provides education opportunities for girls and boys and aimed in this plan at ameliorating the educational system in the Kingdom. The main objectives of the fifth development plan were the following:

- To improve the education sufficiency;

- To work on having a public education that meets the religious, social and economic needs and requirements of Saudi Arabia;

- To provide and ensure the educational sites at less costs;

- To reduce the illiteracy rate among male and female citizens.

The sixth development plan (1995–2000) stressed the importance of increasing education sufficiency and improving its quality and aimed to:

- Continue providing education opportunities to every citizen in an education age in accordance with his or her capacities and desires and to ensure the necessary services;

- Assert the need that public education meet the religious, economic and social needs and requirements in Saudi Arabia;

- Stress the importance of reducing the illiteracy rate among citizens;

- Continue updating the public education system to make it more capable of meeting the economic and social development needs;

- Provide and ensure the educational sites at less costs;

- Continue updating the school curriculum in order to accompany the quick developments in the renewed fields of knowledge;

- Assert that the public education system is concerned by quality.

The fifth development plan started from a solid basis already established by the fourth development plan. The education system in Saudi Arabia has continued to develop over the years. All the education indicators have shown high growth rate perhaps as a result of the free education opportunities provided for everybody and education services offered to everybody in all villages and remote areas. The enrolment ratio in the public education system grew more than fourfold during 1980-1990 and the number of those enrolled exceeded two million. The higher education institutions witnessed an increase in the enrollment ratio by more than 16 times during the four development plans, and the number of enrolled male and female students reached 114,000 in comparison with 7,000 at the beginning of the first development plan. The number of girls enrolled in these institutions also grew from 400 to more than 48,000 in the same period (this was the case at the beginning of the fifth development plan in 1990).

The fifth and sixth development plans included a number of policies aiming at achieving the public education objectives in the light of results of the educational situation assessment made at the beginning of the plans. This assessment revealed the need for policies as follows:

Policies in the fifth plan aimed at reducing the repetition and dropout ratio by:

- Reviewing and assessing the current exam system;

- Implementing the educational methods needed for controlling the students' progress in education while insisting on personal appreciation of the teacher and providing sufficient educational consultancy instead of repeating;

- Implementing the programs that make the weak pupils' parents more aware of the need to continue the education of their

children and providing them with the necessary knowledge and skills in order for them to cooperate with the school in solving their children's educational, psychological and individual problems;

- Increasing the substitute training opportunities for dropout pupils by establishing close links between education and training systems.

Improving the quality of education by:

- Implementing efficient assessment means and methods to control the quality of education and students' performance in many fields related to the development needs in the country;

- Introducing improvements to the curricula and teaching methods in order to encourage creativity and develop skills for solving problems;

- Introducing maintenance principles as essential materials in the curricula of both intermediate and secondary stages;

- Introducing computer science as a complementary part of the intermediate stage curriculum and as a cultural program in the primary stage;

- Insisting on improving teachers' performance and professional commitment through continuous training;

- Putting a minimum limit to what should be provided in the school premises in all the regions of the Kingdom as well as the quality of educational services provided to the pupils;

- Preparing a study on the possibility to apply decentralization in educational services provision;

- Promoting efforts aiming at reducing the regional differences in the quantitative and qualitative distribution of the educational sites;

- Reducing the cost of educational service by establishing some standards such as: increasing pupil/teacher ratio, reducing administrative staff/teacher ratio, reducing the number of small-size schools (they are less than 100 and represent around 40 percent of the schools in the Kingdom which led to the increase in the pupil's cost, which is in contradiction with objective of reducing costs for a high quality education), providing transport means for pupils living in remote areas with low population level;

- Encouraging the private sector to play a more important role in educational service provision

The sixth development plan included many policies aimed at achieving the general objectives of the public education system. Most of these policies are based on the main axis of the sixth development plan that is strategic for long-term development and that is represented by the following:

- Achieving economic efficiency

- Increasing the role of the private sector in the national economy

- Developing the Saudi human resources.

  These policies sought to improve internal efficiency by:

- Studying the possibility of applying the promotion rate especially for the first grades of the primary stage from a system that counts on the pupils' success in the partial exams to a system based on assessing specific skills, knowledge and information acquired without affecting the academic quality, levels and standards;

- Using more flexible individual standards to assess the students' progress;

- Asserting the use of diagnostic and consultative services to help the weak students and to discover early enough the weaknesses in order to deal with the failure and drop-out phenomenon;

- Increasing the links between the house and the school to follow up the students' educational level and provide the people responsible with guidance, which allows them to solve the educational, psychological and individual problems that are faced by their children;

- Concentrating continuously on extracurricular activities and extending their programs as one of the important and efficient means in the educational process as well as providing the necessary material and human possibilities;

- Stressing the importance of education.

For this purpose the following is done:

- The curricula and the teaching methods are reviewed in order to improve them so that they can be more compatible with the students' desires in step aiming at encouraging creativity and developing problems resolution skills;

- Integration is reached between the process of elaborating curricula and that of renewal training for teachers;

- Stressing on improving the teachers' performance and professional commitment through revival and continuous training in order to raise their competence and their performance;

- Reconsidering the content of school assessment and of its methods;

- Continuing to introduce computer science in the secondary stage and generalizing it in intermediate and primary stages;

- Continuous renewal and updating of the school books and rendering them more attractive by introducing drawings, graphics and colors;

- Confirming the introduction of maintenance principles in the curricula of the intermediate and secondary stages;

- Promoting efforts aiming at reducing the regional gap in terms of number and quality of educational institutions while asserting

the continuous implementation of the minimum standards that should be available in the educational institutions;

- Re-undertake the necessary studies to implement decentralization of the Administration in terms of providing educational services.

Expanding the preprimary educational programs; this can be done by encouraging the private sector to extend this program and provide high quality programs to prepare children for primary stage; providing more kindergarten and nursery services attached to schools so that working mothers can continue working; and optimal use of the available education resources.

Optimal use of education resources can be achieved by:

- Optimal exploitation of the available human and material resources by improving the efficiency and productivity of the educational system as well as the performance of the people working in it;

- Providing educational services at less costs by improving the internal efficiency and reducing the average of academic years invested by graduate;

- Preparing centered information programs in order to clarify the importance of the role of the individual and the society in education and encouraging the different regions to participate in this role;

- Encouraging the non governmental education system in order to provide more educational services within its capacities and in accordance with the limits of the public education system by providing special educational services and continuing to contribute to the financing of the establishments program related to schools and educational institutions;

- Continuing to achieve self sufficiency with teachers, advisers and administrative staff in all stages of public education;

- Linking students' rewards to their performance and degree of progress and motivating the good working students who finish their studies within the fixed time limit;

- Continuing to reconsider the admittance policy so that it takes into account the results of the public secondary stage in addition to other standards depending on the requirements and changes needed for development;

- Pushing students to enroll in technical and scientific faculties.

Education for All

Education For All is a main issue in the two development plans. The fifth and sixth development plans have given importance to a number of EFA essential issues that are considered as an efficient approach to developing education and increasing its sufficiency:

- Preprimary education:

This stage is a preparatory stage for good early education for children so that they can accept their role in school life on a sound basis by maintaining their capacities, teaching them good behavior, adapting them to school atmosphere and taking them away from the central education milieu (mothers) to the social life (school). Many education studies have proven the close relation between the pupil's grades level in the first grade of primary education and the number of years he or she spends in nursery and kindergarten.

Preprimary education programs continued to expand and the private sector was encouraged to the same on the basis of the guidelines of the educational policy in Saudi Arabia that stipulates in its articles 62 to 71 the following:

- Nurseries and kindergartens constitute the first of all educational stages and are characterized by gentleness and guidance.

The objectives of nurseries and kindergartens were also determined:

- Maintaining the children's nature; taking care of their moral, mind and body growth in natural circumstances that are

equivalent to the family milieu and compatible with Islamic requirements;

- Constituting the religious orientation that is based on the uniqueness of God and on nature;

- Teaching the children good behavior and facilitating their assimilation of Islamic values and good guidance by the presence of a good example;

- Adapting the children to the school atmosphere and transferring them gently from the self centered attitude to the common social life;

- Providing them with good expressions, safe means and information compatible with their age and related to what there is around them;

- Training the children on moving skills, getting them used to safe habits, developing their senses and teaching how to use them well;

- Encouraging their innovative activities, taking care of their esthetic taste and giving their dynamism opportunities for an oriented start;

- Meeting the children's needs, making them happy and teaching them politeness without humiliating or tiring them;

- Being aware of dangers in order to protect children, dealing with uneven behavior and facing in a safe way the children's problems;

These objectives stress on meeting the children's need to acquire new information and new moving skills and on preparing the educational climate that helps children achieve complete growth. In application of what was stipulated in the educational policy, efforts were mobilized in order to set a development project for the kindergarten stage with the collaboration of the General Presidency for Girls' Education and the Arab Gulf Program for Supporting the United Nations Development Organizations and Unesco. This aimed at

developing integrated global education programs for the kindergarten stage (3-6 years old) by:

1. Developing the kindergarten curricula and supporting all the educational assorted services;

2. Training some managers from the educational monitoring offices in some regions of Saudi Arabia to be capable of accomplishing training and monitoring tasks;

3. Furnishing, preparing and equipping model training centers for training female employees of kindergartens;

4. Organizing in-service training sessions for kindergarten teachers in order to improve their performance and to build their capacities in educating children;

5. Linking the kindergarten specialization curriculum that is provided in the intermediate faculties to the advanced kindergarten curriculum;

6. Consolidating the information programs targeted to children, parents and the kindergarten staff in order to support the other educational activities;

7. Preparing a two-month training program based on the advanced curriculum that will constitute a basis for female employees and train mainly all those working in the kindergarten. The advanced curriculum for this stage was implemented in 1414h.

9.2 Attempts to Develop Higher Education: Oman

In order to assess the progress of higher education one must develop evaluation methods to measure the performance of the institution. Performance measurement is defined as the process of evaluation of the organizations to see how well they performed in developing the skills of the students. The main objective is to assess the growth of the institution and to find whether the goals are reached during the specified time:

1. Finding areas that need to be improved.

2. Comparing the performance with other institutions.

3. Finding the difference between current status and the target status and the major causes for the difference.

4. Finding the corrective and preventive measures that will help to reach targets.

5. To set yearly goals for each component of the institution.

6. To access annual goals.

Measures of the performance at various levels

1. Student performance every year:

Number of students who completed successfully each year will indicate the program completion and student success rate every year.

2. Teaching quality:

It can be found using two ways: the Median/Average student evaluation for every course and the number of students for each faculty. Increase in both the quantities will indicate growth in the institute.

3. Success rate of employment

It will indicate how the graduates are going to get employment after passing from the university.

4. Company satisfaction

It will indicate how the graduates are satisfying the company requirement, whether the company people approve of the performance of the graduates, and their communication skills.

5. Expenditure

The total expenditure on the teaching methods and teaching equipment and the total successful student credit hours.

6. Library Holdings

Number of volumes present in every field of teaching.

7. Committee Work Load

 First we find the number of committees present in the college. After finding the number of committees, divide it by number of faculty. This will give the average number of committees per faculty.

8. Contributions

First find the number of research faculty present in the university, and then the number of journal publications published by the faculty. The contribution can be found by dividing the number of journals by number of research faculty.

9. Supervision

Find the number of graduates who are presently doing theses work and then the total number of faculty. Find the supervision rate by dividing number of graduates by number of faculty. We can also find the average time required to complete a thesis.

10. Short Course Offerings

Find the number of short courses offered by the university then divide it by the number of faculty members, which will give the number of short courses per faculty.

11. Student counseling

Find the total number of students counseled and the total number of students who reported success after counseling.

12. Computer Resources

Find the number of computers present in the university, divide it by the number of students, which will give the number of computers per student.

References

Alghafis, Ali.N. (1992) *Universities in Saudi Arabia*, University Press of America, Inc., Boston.

Al Hada International School, Taif, Saudi Arabia, http://www.sais.8k.com/#EL

Almohaini, (1975) *Public Education in Kuwait*, The George Washington University, US.

"Background to the Development of Education", http://www. saudinf.com /main /j1.htm

Birks, J.S. and J.A. Rimmer (1984) "Developing Education systems in the Oil States Of Arabia: Conflicts of Purpose and Focus", University of Durham, England.

Carter, Charles (1980) *Higher Education for the Future,* UK:Basil Blackwell

"Development of Education in Bahrain" State of Bahrain, Ministry of Education, 46th International Conference on Education, Geneva, September 2001.

"Development of Education", A National Report On the Development Of Education in the Sultanate of Oman, Ministry of Education, 2001.

"Development of Education", A National Report about Education In the Kingdom of Saudi Arabia, Ministry of Education Development Center, General Directorate for Educational Research, September 2001.

"Education in the State of Qatar during the last decade of the Twentieth Century", Ministry of Education Co-operation with Qatar National Commission for Education, Culture and Science, September 2001.

http://www.lmu.edu/globaled/wwcu/background/sa.rtf

http://www2.unesco.org/wef/countryreports/saudi_arabia/rappor t_1.html

http://www.the-saudi.net/saudi-arabia/universities.htm

http://www.qu.edu.qa/home/aboutqu/index.htm

http://www.campusprogram.com/universities/United_Arab_Em irates.html

http://www.uob.edu.bh/about-uob.htm

http://www.auk.edu.kw/about_university.jsp

http://www.arab.net/qatar/qr_education.htm

http://www.arab.net/kuwait/kt_education.htm

http://www.arab.net/uae/ue_education.htm

http://www.auk.edu.kw/admissions_scholarship.jsp

http://www2.unesco.org/wef/countryreports/saudi_arabia/ rapport_3.html

http://www.omanet.om/english/oman2002/edu.asp?cat=om02

europa.eu.int/comm/external_relations/gulf_cooperation/intro

http://www.defenselink.mil/pubs/allied_contrib96/gcc96.html

Ministry of Higher Education (1994) "Statistics of Higher Education", Saudi Arabia.

Mertz, Robert Anton (1972) "Education and Man Power in the Arabian Gulf", Lebanon.

Morsi, Mohammed Monir (1990) "Education in the Arab Gulf States", University of Qatar.

"National Report on The Development of Education in the United Arab Emirates", The International Conference on Education, Geneva 5-8 September, The Department of Information, Statistic and Research, 2001.

Orwig, M.D. (1971) "Financing Higher Education: Alternative for the Federal Government", The American College Testing Program, Iowa

"The Admission and Academic Placement of Students from: Bahrain, Oman, Qatar, United Arab Emirates, Yemen Arab Republic", A Workshop Report, October-November 1983, Al Ain, United Arab Emirates.

"The Carnegie Council on Policy Studies in Higher Education: A Summary of Reports and Recommendations", (1980), London:Jossey-Bass Publishers.

"The National Report about the Development of Education in the State Of Kuwait", The State of Kuwait Ministry of Education, 1996/97-1999/2000.

Towagry, Ali Mohammed (1973) *The Ministry of Education of Saudi Arabia,* University of Arkansas, US.

GRC Publications

Books Published by GRC

Unfulfilled Potential: Exploring the GCC-EU Relationship	Edited by Christian Koch	ISBN 9948-424-30-1
Discovering the Arabian Gulf: Canada's Evolving Ties with the GCC States	Robert J. Bookmiller	ISBN 9948-432-18-5
A Window of Opportunity Europe, Gulf Security and the Aftermath of the Iraq War	Christian Koch & Felix Neugart	ISBN 9948-424-73-5
Gulf Yearbook 2005-2006	Gulf Research Center	ISBN 9948-432-22-3
Gulf Yearbook 2004	Gulf Research Center	ISBN 9948-400-93-3
Gulf Yearbook 2003	Gulf Research Center	ISBN 9948-400-26-7
Constitutional Reform and Political Participation	Gulf Research Center	ISBN 9948-432-53-3
Dynamic Alliances: Strengthening ties between the GCC and Asia	Gulf Research Center	ISBN 9948-432-81-9
Gulf States: Counterterrorism - Laws and Treaties	Mustafa Alani	ISBN 9948-432-61-4
Green Gulf Report	Gulf Research Center	ISBN 9948-432-69-X
Defense and Regional Security in the Arabian Peninsula and Gulf States, 1973-2004 (An Annotated Bibliography)	J. E. Peterson	ISBN 9948-432-02-9
E-Learning in Social Sciences and Humanities	Group of Authors	ISBN 9948-432-65-7
Youth and Environment Research	Group of Authors	ISBN 9948-432-67-3

Research Papers: Peer-reviewed bilingual research papers and studies written by specialists in Gulf issues. The research papers are comprehensive in character and meant to open the door for more specialized Gulf studies.

GCC- EU Military and Economic Relations	Elizabeth Stevens	ISBN 9948-400-30-5
GCC- US Relations	Gregory Gause	ISBN 9948-400-36-4
GCC-EU Relations: Past Record and Promises for the Future	Giacomo Luciani & Tobias Schumacher	ISBN 9948-400-37-2
Political Reform in the Gulf Cooperation Council States	Hasanain Tawfeeq Ibrahi	ISBN 9948-424-95-6
Israel's New Friendship Arch: India, Russia and Turkey	P. R. Kumaraswamy	ISBN 9948-424-46-8
Gulf Cooperation Council Relations with the Commonwealth of Independent States (CIS)	Marat Terterov	ISBN 9948-432-04-5
Political Participation and Stability in the Sultanate of Oman	Joseph A. Kéchichian	ISBN 9948-424-97-2
Gulf Cooperation Council Relations with Russia	Elena Suren Melkumyan	ISBN 9948-424-63-8
Realignments within the Gulf Cooperation Council	Bogdan Szajkowski	ISBN 9948-424-77-8
Political Reform Measures from a Domestic GCC Perspective	Abdulaziz Sager	ISBN 9948-424-55-7
Gulf Cooperation Council Relations with Australia	Patricia Berwick	ISBN 9948-400-55-0
Gulf Cooperation Council and the European Union Military and Economic Relations	Elizabeth Stephens	ISBN: 9948-400-30-5
Environmental Situational Assessment for the GCC Countries	Frederic Launay	ISBN: 9948-432-16-9

Yemen Studies: A peer-reviewed bilingual series that includes academic studies and research on Yemeni political, economic, social, defense and security affairs.

The Yemeni Parliamentary Elections	Ahmed Abdul Kareem Saif	ISBN 9948-400-77-1

Gulf Papers: Present the findings of a series of workshops conducted by the Gulf Research Center within the framework of the 'Gulf Studies Program' individually or in cooperation with leading peer research centers. Bringing together area specialists, each series of workshops tackles a specific issue with the aim of reaching a common understanding on a specific issue in the region and presenting a set of recommendations.

Back to the Developmental Future: (Re)Empowering the Gulf's City-System	Bruce Stanley	ISBN 9948-424-16-6
Dubai Emirate and Australian Relationships	Patricia Berwick	ISBN 9948-400-85-2
Obstacles facing the Industrial Establishments In Sohar Industrial Estate, Oman	Adil Hassan Bakheet	ISBN 9948-400-85-2
The Role of Gold in the unified GCC currency	Eckart Woertz	ISBN 9948-424-28-X
A Euro-Denominated Oil Bourse in Iran: Potential Major Force in the International System**?**	Robert E. Looney	ISBN 9948-432-83-5
GCC Stock Markets at Risk	Eckart Woertz	ISBN 9948-432-55-X
Indian Labor Migration to the Gulf Countries	Prakash C. Jain	ISBN 9948-432-85-1
EU-GCC Relations: Dynamics, Patterns & Perspectives	Gerd Nonneman	ISBN 9948-434-12-9
Internet, Telecom Sector Liberalization and Civil Liberties in the Gulf Region	Rachele Gianfranchi Rym Keramane	ISBN 9948-432-95-9

Europe's Role in the Gulf: A Transatlantic Perspective	Roberto Aliboni	ISBN 9948-434-00-5
The Arab Gulf States: Further Steps towards Political Participation	J. E. Peterson	ISBN 9948-434-18-8
Back to the Developmental Future: (Re)Empowering the Gulf's City-System	Bruce Stanley	ISBN 9948-400-03-8
EU-Gulf Political and Economic Relations: Assessment and Policy Recommendations	Abdullah Baabood	ISBN: 9948-434-23-4

Gulf Theses: The Center has catalogued a growing collection of MA and PhD theses beginning as early as the mid-1970s to the present day. The GRC is also committed to publishing and translating exceptional theses relevant to the Gulf.

Sea Change: Alan Villiers and the Subversion of the Arabian Travel Narrative	Grace Pundyk	ISBN 9948-424-97-2
Institutional Change in Saudi Arabia	Nicole Stracke	ISBN 9948-424-67-0
Iran and the GCC states: Prospects for Long Term Regional Security in the Gulf	Nicholas Stivang	ISBN 9948-434-04-8
EU-GCC Relations: A Study in Inter-Regional Cooperation	Abdullah Baabood	ISBN 9948-424-69-7

Order form

Quantity	ISBN	Title
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

send your order to the following address:
Gulf Research Center
187 Oud Metha Tower, 11th floor
303 Sheikh Rashid Road
P.O. Box: 80758, Dubai- United Arab Emirates

Name: …………….…………...........……......Organization: …..........…………………

Address:……………………………..............................… P.O. Box: ……….………….

Postal Code:…………............… Tel. ………....………..... Fax:….................……………….

E-mail:…………..................................…......................................……………..……………...

☐   Tel.: +971 4 324 7770

☐   Fax: +971 4 324 7771

☐   E-mail: sales@grc.ae

☐   Our website: www.grc.ae