

**Education Policies in the Kingdom of Saudi Arabia**  
**Approved by the Cabinet of Ministers' Resolution No 779 dated 16–17/9/1389H**

**Preamble:**

Praise be to Allah and peace and blessings be on His Prophet and his companions.

1- The education policy is the broad lines on which the process of education is based for fulfilling the obligation of introducing the individual to his Creator, instating his conduct on His statute, meeting the needs of the community and realizing the nation's objectives. It embraces the fields and various stages of education, educational plans, curricula and methods, administrative systems and the organs in charge of education and all relevant items. The educational policy in the Kingdom of Saudi Arabia springs from Islam which the nation upholds as a belief, a source of worship, creation, holy codes and jurisprudence and an integrated system of life which constitutes a fundamental part of the general policy of the state as per the following detailed layout.

**Part (1)**

**The general basis on which education is founded**

- 2- Belief in God as a Creator, in Islam as a religion and in the Holy Prophet (p. b. u. h) as a prophet and messenger of God.
- 3- The integrated Islamic concept of the universe, man and life; and that the whole existence is subject to His prescriptions so that each creature shall perform its function without disorder or flaw.
- 4- Secular life is a phase of production and toil in which every Muslim exerts his energies seeking faith and guidance to the eternal afterlife – hence, today there is doing and no accounting though tomorrow there will be accounting and no doing.
- 5- The Mohammedan message is the most upright course for a meritorious life which can realize happiness for mankind and salvage humanity from the corruption and misery it has sunk into.
- 6- The ideals introduced by Islam for establishment of a judicious constructive human civilization that emulates the message of the prophet Mohammed (p. b. u. h) for attaining honor in this life and bliss in the hereafter.
- 7- Faith in human dignity which was dictated by the Holy Qur'an that commissioned it to serve God's consignment on earth: "We have honored the sons of Adam; provided them with transport on land and sea, given them for sustenance things good and pure; and conferred on them special favors above a great part of our creation". Verse 70. "Surat AL-Isra".
- 8- Growth opportunities are destined for the student to contribute to the development of the community where he lives, and to derive benefit from the contribution in which he had participated.
- 9- Acknowledging the girl's right to education in a manner compatible with her natural disposition, provided that this is conducted with due decency and sobriety, since, according to

Islamic Shari'a, Women are the whole sisters of men.

10- Seeking learning is an imposition on every individual under the dictates of Islam; disseminating and accessing it is an obligation of the state as far as its capabilities and potentials allow.

11- Religious sciences are basic in all elementary, intermediate and secondary years of education and their offshoots. Islamic culture is a basic subject throughout the years of higher education.

12- Steering learning and cognition in all their forms, subject matter, methodology, composition and teaching towards an Islamic purport in tackling their issues and appraising their theories and means of exploiting them so much so that they come to originate from Islam and be consistent with the well- advised Islamic thinking.

13- Deriving benefit from all useful human knowledge on the light of Islam for the advancement of the nation since wisdom is the main target of the Muslim to which he is the most entitled once he discovers it.

14- Harmonious consistency with science and empirical methodology (technology) as they are considered the most instrumental means of cultural and social economic and health development for promoting the standard of our nation and country and performing our role in the international cultural progress.

15- Correlating education at all stages to the comprehensive development plan of the State.

16- Sober interaction with the international cultural developments in the fields of science, culture and arts, through observing them, participating in them and piloting them for the welfare and advancement of society and humanity

17- Absolute faith in the foundations of the Islamic nation and in that it is the most meritorious nation sent out to humanity as well as belief in its integrity within the variety of its races and complexions and the variance of its homelands. "And I am your Lord and cherisher therefore serve me (and no other)"

Verse (92) – Surat Al – Anbiya'a.

18- Close association with the history of our nation and the culture of our Islamic religion, and deriving benefit from the life histories of our ancestors to wield them as guidelines for our extant present and our future.

19- Islamic solidarity for unifying the word of Muslims, striving for their collaboration and warding perils off them

20- Observance of public rights that have been warranted by Islam which has ordained safeguarding them for the purpose of maintaining peace and security and preserving the stability of the Muslim community in respect of: religion, self, progeny, honor, intellect and property.

21- Solidarity among the members of society in a spirit of collaboration, amity, brotherhood

and advancement of the general welfare over the private welfare

22- Mutual counseling between the guardian and the guarded for warranting rights and obligations and promoting allegiance and devotion.

23- The Kingdom of Saudi Arabia has a discrete character, being endowed by God Almighty with the custody of the sanctuaries of Islam, preservation of the inspiration's place of descent and its embracing Islam as a belief, a source of worship, and a code and constitution of life in addition to its cognizance of its grave responsibility of steering humanity towards Islam and guiding it towards benefaction and affluence.

24- Arabic is the source of education for all subjects and stages excepting disciplines where necessity imposes teaching in another language.

25- Propagating Islam in all corners of the globe in wisdom and good advice is an obligation of the State and the individuals for guiding humanity to the right path and extricating it from gloomy darkness to light; and sublimating people in the field of belief to the level of Islamic thinking.

26- Holy Strife (Jihad) in the cause of God is an ordained imposition, a prevalent Sunna and an extant exigency that is in progress until doomsday.

28- Potency in its most sublime form and most comprehensive connotation: potency of belief, potency of morals and potency of body "a potent believer is more meritorious and closer to God than an impotent believer, though in each there is a grain of merit".

## **Part (2)**

### **The Purpose of Education and its General Objectives**

28- The purpose of education is to form a correct, integrated conception of Islam, inculcate and propagate the Islamic belief, avail the student Islamic values, doctrines and ideals, impart to him the various cognizance's and skills, promote constructive behavioral attitudes, uplift the society economically, socially and culturally and set up the individual to be an operative member in building up his society.

### **The General Islamic Objectives which Realize the Purpose of Education**

29- Promotion of the spirit of allegiance to the Shari'a of Islam through freedom from any law or principle that violates it and virtuousness of acts and modes of conduct in conformity with its comprehensive general provisions.

30- Good counsel to the Holy Book of God and the Sunna of His Prophet (p. b. u. h) by maintaining them, observing their memorization, catering for their sciences and emulating them.

31- Equipping the individual with the required notions, emotions and abilities for upholding the message of Islam

32- Consummating the Qur'anic creation in the Muslim and stressing the moral regulators for utilization of knowledge, "I have been sent out to consummate noble manners"

33- Bringing up the believer citizen to be a dutiful building block for constructing his nation, aware of his responsibility towards the servicing and defense of his country.

34- Imparting to the student an adequate amount of cultural information and various expertises that can render him an operative member of society

35- Promoting the students' awareness of the cultural, economic and social problems of society and setting them up to contribute to solving them

36- Stressing the dignity of the individual and availing him adequate opportunity for evolving his capabilities to contribute to the nation's progress

37- Meditating the marvelous creation and the wonderful make of this universe, and detecting its secrets that depict the might of God for subjugating the same, uplifting the essence of Islam and enhancement of His nation.

38- The absolute consistency between science and the Shari'a of Islam, as Islam is both sublime and secular since Islamic thinking meets the demands of human life in its most sophisticated forms in all ages.

39- Engendering systematic Islamic thinking in individuals so that they may expound on matters related to the universe, man and life, and their offshoot details, within a unified Islamic concept.

40- Promoting the level of mental health by instating serenity of the soul in the student and availing him a proper academic environment.

41- Encouragement and promotion of the spirit of scientific research and thinking, bolstering the ability to observe and meditate, enlightening students on God's designs in the universe and its components and taking cognizance of God's wisdom in creating the universe for enabling the individual to play a potent role in building up social life and steering it in a flawless direction.

42- Concern with international admissible achievements in the fields of science, arts and crafts; elucidating that the progress of sciences is the fruit of common human efforts, projecting the contribution of Islamic mass media in this field, introducing youngsters to Islamic intellectuals and thinkers and demonstrating the innovative aspects in their works in the various scientific and practical fields.

43- Promotion of the mathematical thinking and arithmetical skills, training on using digital language and exploiting the same in the scientific and practical fields.

44- Promoting the reading skills and instating the habit of reading comprehension for the purpose of expanding cognizance

45- Acquiring the ability of correct expression in communication and speaking and writing correctly and systematically

46- Promotion of linguistic proficiency in various ways that nourish the Arabic language and

aid in appreciating it and discerning the aesthetic aspects of its style and concepts

47- Teaching history systematically together with inferring moral values from it; projecting Islam's viewpoint where it is contradicted and depicting the eternal stances in the history of Islam and the culture of our nation so as to establish an ideal for our Muslim generations that triggers faith and positivism in them.

48- Enlightening students on their country's time-honored Islamic glories, deep-rooted international human culture, geographical, physical and economic merits as well as the importance of its status among the nations of the globe

49- Taking cognizance of the environment in its various forms, widening the students horizons by introducing the various countries of the world and the characteristics of each country with regard to production and natural wealth, with particular emphasis on our country's wealth and resources, geographical location, economic status and its leading political role of safeguarding Islam, carrying out the obligation of propagating it, projecting the status of the Islamic world and striving for the cohesion of its nation.

50- Equipping students with, at least, one other live language beside their mother tongue so as to acquire useful sciences, knowledge, arts and innovations alongside striving to impart our sciences and cognizance's to other societies as a contribution to the propagation of Islam and the servicing of humanity.

51- Inuring students to sound health habits and disseminating health awareness

52- Imparting to students kinetic skills that are based on athletic and health principles for building a sound physique so that the individual may carry out his obligations in the service of his religion and society energetically and firmly.

53- Keeping pace with the particular traits of the mental growth phases of youngsters at each stage, and aiding the individual along the path of unimpaired spiritual, mental, emotional and social growth with emphasis on the Islamic spiritual aspect so that the latter may constitute the primary pilot of the general and private conduct of both the individual and society.

54- Taking cognizance of the individual variations as a prelude to steering them advisedly and aiding them to evolve in compatibility with their abilities, dispositions and inclinations

55- Catering for the academically retarded, striving to dispose of whatever causes of the retardation that can be disposed of and designing permanent and temporary special programs commensurate with their needs.

56- Special education and catering for the physically and mentally disabled students, and emulating Islam which rendered education a common entitlement for all the nation's offspring.

57- Attending to discovery of talented students and sponsoring them, availing them various prospects and opportunities for developing their talents within the framework of the general programs and by designing special programs.

58- Training the required human power and varying education with particular concern with

technical education

59- Engendering love of work in students' souls, lauding it in all its forms, encouraging perfection and innovation therein and stressing its impact on the structure of the nation, seeking the aid of the following:

a- Institution of practical skills and tending to practical aspects at school so much so that the student is accessed the opportunity of performing manual crafts and participating in production and conducting of experiments in laboratories, workshops and fields.

b- Exploring the scientific basis on which the various operations are founded for upgrading automotive production to a progressive and innovative standard.

60- Rousing the spirit of Islamic Jihad for countering our enemies, retrieving our rights, reinstating our glories and performing the obligation of propagating the message of Islam.

61- Instatement of close ties that bind the offspring of Islam and project the integrity of its nation.

### **Part (3) Objectives of the Educational Stages**

#### **Chapter (1) Nursery schools, Kindergartens and their Objectives**

62- Nurseries and Kindergartens represent the preliminary stage of education that is characterized by lenity in handling and piloting childhood.

It disposes the child – through early upright nurturing – to receiving the subsequent stages of life on solid ground.

#### **Objectives of Nursery Schools and Kindergartens**

63- Maintaining the natural disposition of the child and nurturing his moral, mental and physical growth in natural impeccable circumstances for the family's environment and compatible with the exigencies of Islam

64- Instituting a religious attitude that is based on monotheism and that concords with the innate disposition.

65- The child's adoption of the virtuous modes of conduct and facilitating his assimilation of Islamic virtues and meritorious attitudes in the presences of good example and amicable model before the child

66- Familiarizing the child with the school environment, setting him up for school life and conveying him gently from (self- centeredness) to a common social life with his peers and counter parts

67- Availing him a wealth of commodious terms and expressions, accessible basics and

information and cognizance that are appropriate for his age and relevant to his surroundings

68- Training the child on kinetic skills, inuring him to good habits, nurturing his senses and coaching him on utilizing them beneficially

69- Encouraging his creative activities, cultivating his aesthetic tastes and availing his vitality the opportunity of guided advancement.

70- Meeting the (needs of childhood), catering for the child's well- being and disciplining him without indulgence or overstraining

71- Being alert to safeguarding the children from hazards and perils, treating early signs of misconduct they display and rising up to the problems of childhood.

## **Chapter (2)** **Elementary stage and its objectives**

72- The elementary stage is the foundation on which we base the setting up of youngsters for the subsequent phases of their lives. It is a common phase for all the offspring of the nation that calls for providing them with the basics of flawless belief, proper attitudes as well as expertise, knowledge and skills.

### **Objectives of the Elementary Education**

73- Cultivating the true Islamic faith in the child's soul, nurturing him with Islamic breeding that is integral in his moral disposition, body, mind, language and his allegiance to the Islamic nation.

74- Coaching the child to perform prayers and adopt modes of good conduct and virtues

75- Fostering the various basic skills, particularly linguistic and numerical proficiencies and kinetic skills

76- Availing him an adequate measure of cognizance on various subjects

77- Familiarizing him with favors that God bestowed on him and on his social and geographical environment so that he may put them to good use both for himself and his environment.

78- Fashioning his appreciative taste, molding his innovative activity and promoting his appreciation of manual work.

79- Promoting his awareness for taking cognizance of his rights and obligations, within the limits of his age and the characteristics of the phase he is passing through, and engendering in him love for his country and allegiance to his guardians.

80- Engendering in him the will to attain more learning, and perform meritorious acts and steering him towards benefiting from his leisure time

81- Setting up the student for the subsequent stage of his life.

### **Chapter (3)** **The Intermediate Stage and its Objectives**

82- The intermediate stage is a stage of general culture whose purpose is to impart to the youngster an Islamic education that encompasses his belief, body and moral disposition, observing the particulars of his growth and the characteristics of the phase he is passing through. This stage contributes with the other stages for achieving the general objectives of education.

#### **Objectives of Intermediate Education:**

83- Infusing the Islamic belief in the soul of the student, and rendering it a controller for his behavior and modes of conduct and fostering love of God, piety and devoutness in his heart

84- Availing him expertise and cognizance that are appropriate for his age so that he may be acquainted with the general rules and the basic principles of culture and sciences

85- Motivating him to seeking knowledge and inuring him to meditation and scientific observation

86- Promoting the mental capacities and various skills of the student and nurturing them with instruction and disciplining

87- Familiarizing him with the social Islamic life that is predominated by brotherhood and co- operation, brooking obligations and shouldering responsibilities

88- Coaching him on the service of his society and country and sponsoring his spirit of good counsel and allegiance to his guardians.

89- Stimulating him to the reinstatement of the glories of the Muslim nation to which he belongs and resumption of progress along the path of prestige and honor

90- Inuring him to exploitation of time in useful reading, investing his leisure time in advantageous chores and disposing of his activity in a manner that renders his Islamic character flourishing and vigorous.

91- Enhancing the student's awareness so that he takes cognizance – as far as his age allows – of how to counter misleading rumors, subversive doctrines and alien principles.

92- Setting him up for the subsequent phase of his life.

### **Chapter (4)** **The secondary stage and its objectives**

93- The secondary stage has its own characteristic nature in respect of the students' age and the particulars of their growth through that stage. It demands a spectrum of instruction and coaching, and encompasses various offshoots where holders of the intermediate school certificate are admitted as per the regulations drafted by the competent authorities.

#### **These offshoots include:**

The general secondary, the scientific institutes secondary, Dar – al – Tawheed, the Islamic university, male and female teacher training institutes, vocational training institutes in their various forms (agricultural, industrial and commercial), technical and physical training institutes in addition to all the novel institutes at this stage.

This stage contributes, along with the other stages, towards realization of the general objectives of education in addition to realization of its own objectives.

### **Objectives of the Secondary Stage**

94- Pursuing actualization of allegiance to God alone and devoting all acts for His sake and attuning them – from all aspects – to His jurisprudence

95- Fostering the Islamic belief which reconditions the student's concept of the universe, man, mundane life and the afterlife as well as providing him with the basic Islamic cultural life which renders him proud of Islam and able to call for it and defend it.

96- Establishing active allegiance to the nation of Islam that carries the banner of monotheism

97- Substantiating devotion to the common Islamic homeland as well as the particular homeland (the Kingdom of Saudi Arabia) commensurate with his age, instilling traits such as sublimation of outlook, aspiration to higher ideals and wholesomeness of body.

98- Nurturing student's potentials and his various dispositions that emerge during this phase and piloting them in a manner that befits him as well as accomplishes the objectives of Islamic education in its general concept.

99- Promoting scientific thinking of the student, engendering the spirit of research, experimenting and methodical observation as well as using references and familiarizing him with sound study methods

100- Availing opportunities for proficient students and setting them up for resuming their studies – at all levels – at higher institutes and university colleges in the various disciplines.

101- Disposing all students for working in the various walks of life at an appropriate standard.

102- Graduating a number of students that are qualified conduct – wise and technically for meeting the country's need at the elementary stages of education and undertaking religious tasks, technical works (agricultural, commercial and industrial) and others.

103- Actualizing familial awareness for building a wholesome Islamic family.

104- Disposing students to Jihad in the cause of God both spiritually and physically.

105- Catering for youngsters under the basis of Islam, dealing with their intellectual and emotional problems and aiding them in passing this crucial phase of their lives successfully.

106- Imparting to them virtues of useful reading, desire to acquire more beneficial learning and meritorious action and exploiting their leisure in useful ways that nourish the character of the individual and the conditions of society.

107- Instituting positive awareness through which the student counters subversive ideas and misleading trends.

## **Chapter (5)** **Higher Education and its Objectives**

108- Higher education is the stage of practical specialization in all its forms and levels, catering for outstanding and highly – proficient students, nurturing their talents and covering the various extant and prospective needs of society, keeping abreast of expedient development that accomplishes the nation’s objectives and noble purposes.

### **Objectives of Higher Education**

109- Instilling the belief of allegiance to God and resuming the process of disposing the student to Islamic culture which prompts him to be aware of his responsibilities to the Islamic nation before God so that his scientific and practical potentials are rendered advantageous and fruitful.

110- Molding up citizens that are of high scientific and intellectual qualification for performing their duty in the service of their country and uplifting their nation under the guidance of flawless belief and the well – advised tenets of Islam.

111- Availing outstanding students the opportunity of higher studies in the different scientific disciplines.

112- Originating a positive role in the field of scientific research that contributes to the sphere of global progress in arts, sciences and inventions, and working out adequate, sound solutions to the pre- requisites of evolving life and its technological trends.

113- Upgrading the scientific writing and production movement so that sciences are subjugated to the service of the Islamic concept to enable the country to undertake its leading role of building the human civilization upon its grass- root principles that steer humanity to benevolence and upright guidance and safeguards it from materialistic and atheistic deviations.

114- Translating sciences and beneficial cognizance to the language of the Holy Qur’an and nourishing the stock of the Arabic language terminology to fulfill the need of Arabicisation and render knowledge handy to the largest number of citizens.

115- Catering for the training services and “refresher” studies that orient graduates in the field of work on what they should master after graduation.

## **Part (4)** **Planning the Stages of Education:**

**Chapter (1)**  
**Planning Nursery Schools and Kindergartens**

116- The State encourages establishment of nursery schools and kindergartens, seeking to upgrade the educational standard in the country and cater for childhood.

117- The competent authority is concerned with planning for establishment and supervision of nursery schools and kindergartens.

118- The competent authority shall design the curricula and draft the required rules, regulations and directives for the progress of work in those institutions.

119- The competent authority shall avail the technically qualified cadres - academically and administratively – for this type of education.

**Chapter (2)**  
**Planning for the Elementary Stage**

120- Duration of study at the Elementary stage is six years.

121- Education at this stage is accessible to all those who reach school age.

122- The competent authorities shall lay out the necessary plans for accommodating all students who are of elementary school age within ten years.

123- Schools are to be established in small villages of close proximity in which the following should be observed:

a- The schools are to be set up at convenient median locations to which students are conveyed from the neighboring villages.

b- Adoption of “the single teacher” method when necessary.

**Chapter (3)**  
**Planning for the Intermediate Stage**

124- Duration of study at the intermediate stage is three years that commence subsequent to procurement of the elementary certificate, or an equivalent level, and end with procurement of the intermediate certificate.

125- Study at the intermediate level is accessible, as far as is possible, to holders of the elementary certificate.

It should be observed to establish intermediate schools at locations where holders of the intermediate certificate are predominate, and the schools should be instated at convenient median locations to which students are conveyed from adjoining locations.

**Chapter (4)**  
**Planning for the secondary Stage**

127- Duration of the study at the secondary stage is three years that end in procuring the secondary certificate in its different types.

128- Study at the secondary stage is varied, and is accessible, as far as is possible, to holders of the intermediate certificate, as the competent authorities enact conditions for admittance to each of the secondary school disciplines for warranting the fulfillment of the various needs as well as streaming every student to a relevant discipline.

129- Secondary schools – in their various forms – are to be set up on the basis of a carefully examined plan charted by the educational authorities, where the needs, potentials and nature of the region are observed.

## **Chapter (5)** **Planning for Higher Education**

130- Higher education commences after the general secondary stage or equivalent.

131- Higher education in all its branches - whether governmental or private – is subject to the Higher Education Council.

132- Universities and colleges in the Kingdom are instituted commensurate with the country's needs and capacities.

133- Universities shall have a higher council that draws up its law, specialties, responsibilities and functions.

134- The higher education co- ordinates among the different colleges in a manner that effectuates balance in the country's needs throughout its various facilities.

135- Higher studies sections are to be instituted in the various specializations whenever the grounds and means for the same come to bear.

136- Universities award degrees to graduates of all levels.

137- Universities in the Kingdom shall collaborate with the other universities in Islamic countries for realizing the objectives of the Islamic nation in building a deep – rooted Islamic civilization.

138- Universities in the Kingdom shall collaborate with world universities in respect of concern with scientific research, discoveries and inventions, adoption of adequate furtherance means and exchange of useful researches.

139- Libraries and laboratories should be catered for so as to avail means and aids of research at higher education.

140- Establishment of a translation department that follows up and translates scientific researches in all subjects for accomplishing Arabisation of higher education.

141- History of the sciences in Islam and Islamic civilization should be taught at university colleges and higher institutes, in conformity with the Islamic University, where students are

introduced – each within his own particular discipline – to the achievements of Muslims.

### **The Islamic University:**

142- A greater Islamic University is to be instituted for setting up scholars specializing in Islamic and Arabic language sciences for reviving the Islamic heritage, striving to flourish it and seeking to propagate Islam.

143- The Islamic University shall be accorded special sponsorship so as to be a source of radiation in the Islamic world and elsewhere, and shall have an independent entity that is closely linked to HRH the King.

144- This University shall cater for Islamic researches by translating and publishing them, arranging for mutual relations with world universities for filling the gap in Islamic and Arabic language studies.

145- The University comprises the religious education colleges and institutes extant in the Kingdom that specialize in the studies of Islamic Shari'a and Arabic Language sciences in addition to any other colleges instituted to cater for Shari'a, Arabic language and the nation's affairs.

146- The college of Shari'a in this university caters for legal studies for graduating legal, statutory scholars for meeting the need of the country.

147- The University shall allow for the admittance of a feasible number of students from Islamic countries so that they may return to their home countries after graduation and strive for propagating Islam and undertaking the obligations of its call.

148- The University shall admit students who fulfill its conditions out of the holders of the secondary certificate from scientific institutes and Dar Al – Tawheed or equivalent.

### **Girls Colleges**

149- Girls colleges shall be instituted, as far as is feasible, for fulfilling the country's needs subject to their particular specializations and in conformity with Islam Shari'a.

## **Part (5) Special Provisions**

### **Chapter (1) Scientific Institutes**

150- Scientific institutes keep abreast of the academic revival in the country, partake with general education in respect of relevant academic subjects and pay particular attention to Islamic studies and Arabic language branches.

151- This type of education qualifies students for specialization in Islamic Shari'a sciences and Arabic language branches beside studies in relevant theoretical colleges.

152- This types of education caters for its students scientifically, educationally and

instruction and conduct – wise for accomplishing its basic purpose residing in meeting the country's need for scholars in Islamic Shari'a, Arabic language sciences and callers to the path of God.

## **Chapter (2)** **Girls Education**

153- Girls education targets imparting a proper Islamic education to the girl in order to undertake her mission in life to be come an immaculate housewife, an ideal and helpful mother and setting her up to assume functions that are commensurate with her natural disposition, such as: teaching, nursing and medical practice.

154- The state shall cater for girls education, availing the pre- requisite means for accommodating all girls who reach school age and accessing them the opportunity in types of education that are relevant to the natural disposition of women and satisfy the country's need.

155- Co- education is interdicted at all stages of education excepting the nursery and kindergarten levels.

156- This types of education is to be instituted in a spirit of decency, sedateness and chastity and should conform with the tenets of Islamic with regard to manner and types.

## **Chapter (3)** **Technical Education**

157- Technical education targets adequate provision of functional, qualified workers, in all fields and at all levels, who are characterized by creditable faith, virtuous disposition and who perfect conditions of work and tasks entrusted to them.

158- The competent educational authorities shall cater for technical education, in its various forms, and vocational training and provision of technical and financial support for them.

159- The Kingdom's is need for technical labor at all levels and of all types shall be determined in a manner that renders the Kingdom self- sufficient for a period to be specified on the basis of extant capacities together with exploitation of all potentials that may operate in this field, pending a specific plan to be laid out for this purpose.

160- The curricula and study chart of the technical and vocational training education shall be so drafted as to accomplish its objectives, observing that they are varied and flexible so as to meet all needs and all novel developments in the fields of knowledge and work and also to consummate all the expertise, skills and applications.

161- The competent Governmental authorities shall establish the institutes required for meeting the Kingdom's needs for workers in the agricultural, commercial and industrial fields and others.

162- The competent educational authorities shall adopt affordable means of encouragement for guaranteeing interest in vocational and technical education while the state shall avail graduates the opportunity of working at establishments, companies and factories, Similarity,

ministries shall enact the law that warrants employment of graduates and regulation of their status.

#### **Chapter (4)** **Qualification of the Teacher**

163- Curricula for teachers' qualification at the different educational bodies and at all stages should be adequate for the basic objectives which the nation seeks for nurturing a Muslim generation that has a correct conception of Islam as a belief and a Sharia, and exerts its utmost effort to uplift its nation.

164- Islamic education and the Arabic language shall be catered for in the teacher training institutes and colleges so as to be able to impart teaching in a sublime Islamic spirit and flawless Arabic.

165- The competent educational authorities shall sponsor setting up teachers that are qualified scientifically and conduct – wise for all the educational stages so as to accomplish self – sufficiency parallel to a time schedule.

166- The competent authorities in male and female teacher training institutes shall expand to accommodate all subjects in compatibility with meeting the country's need within the specific time schedule.

167- Selection of the educational and administrative bodies shall be consistent with modes that realize the objectives of education, referred to in the previous chapters, in respect of Islamic moral disposition, scientific standard and educational qualification.

168- Students who join the teacher training colleges and institutes should be motivated by allocating material and social privileges for them in excess of others.

169- Teachers shall have a special cadre that upgrades their status and stimulates them to undertake this educational mission of performing the educational message faithfully and loyally and guarantees their perseverance in the educational profession.

170- Training teachers shall be a continuous process where a plan will be laid out for training those who are unqualified conduct – wise while another plan will be laid out for those who are qualified for uplifting their standard and renovating their knowledge and expertise.

171- The teacher shall be availed the opportunity of furthering studies that qualify him for higher ranks in the fields of his specialization, and the educational authorities shall draft the regulations that accomplish this purpose.

172- Duration of elementary stage male teachers' qualification should not be less than the period required for attaining the secondary school certificate whereas the female teachers' qualification stage shall be developed gradually for realizing the same.

Similarly, duration of the intermediate and secondary stage teachers qualification should not be less than the period required for attaining the higher education certificate.

**Chapter (5)**  
**Schools and Institutes of the Holy Qur'an**

173- The State shall strive for publicizing memorization of the Holy Qur'an and studying its sciences in the course of fulfilling Islamic obligations, preserving its inspiration and maintaining its heritage.

174- Two types of schools shall be set for this purpose:

a- Evening schools: for Saudis and, non – Saudis and others who wish to memorize the Holy Qur'an where incentive prizes shall be reserved for them pursuant to a regulation to be drafted for this purpose.

b- Day – time institutes: for qualifying memorizers and teachers of the Holy Qur'an, teachers of religious sciences and Imams of mosques. The regulations of these institutes should specify curriculum, detailed scheme, study years, capacities, prizes and incentives.

**Chapter (6)**  
**National (Non – Governmental) Education**

175- The State encourages national (non – governmental) education at all stages, which shall be under the technical and administrative supervision of the competent authorities, as stipulated in its particular law.

176- License for setting up national (non – governmental) schools and institutes is a specialty of the competent educational authorities though non – Saudis are not admissible therein.

177- The national (non – governmental) education law shall specify the conditions and terms that prevail therein and the obligations that it should adhere to.

178- National (non – governmental) education may not award general certificates at all stages of education.

179- The state's supervision over the national (non – governmental) education shall accomplish the following objectives:

a- Warranting an adequate educational standard and health conditions that are not inferior to state schools.

b- Warranting that schools have an upright attitude that conforms with the exigencies of Islam.

c- Assessment of the extent of financial aid that is sanctioned for a school to establish equity and balance among the different national (non – governmental) Schools.

d- Aiding national (non – governmental) schools and institutes in attaining the objectives of education with regard to supervision and technical support.

**Chapter (7)**  
**Illiteracy Campaigning and Adult Education**

180- The State shall cater for campaigning illiteracy and adult education and for providing technical, financial and administrative sustenance for this type of education for accomplishing advancement of the nation and dissemination of culture among its individuals.

181- Illiteracy campaigning and adult education target achievement of the following crucial issues:

a- Promotion of the sense of piety and love of God in their hearts and imparting to them an adequate amount of religious sciences.

b- Learning writing, reading and the basics of arithmetic..

c- General enlightenment in the affairs of life.

The curriculum shall specify level of study, detailed plan and academic subjects.

182- A time chart should be drafted by the competent educational authorities, based on statistics, for accommodating illiterates and eradication of illiteracy where the competent ministries and bodies shall collaborate for implementing it.

183- The campaigning and education period shall be in two stages:

a- The first stage: which ends in the illiteracy eradication certificate.

b- The second stage: Follow – up for attaining the elementary certificate.

184- The mass media shall partake in the public enlightenment which projects the importance of education to illiterates and aids them by affordable educational programs.

185- Individuals and groups are to be encouraged to contribute to illiteracy campaigning and adult education under the sponsorship of the competent educational authorities.

186- National (non – governmental) schools shall contribute to this type of education as they shall not receive their subsidies unless they fulfill their apportioned contribution therein, in compliance with the national (non – governmental) education law.

187- The competent authorities shall cater for eradication of illiteracy among women subject to their capacities, and adapt their programs to achieving the objectives pertaining to education of women commensurate with the tenets of Islam.

## **Chapter (8)** **Education of the Disabled**

188- The State shall, within its available means, cater for the mentally or physically disabled where varied special cultural and training programs shall be designed in conformity with their conditions.

189- This type of education targets sponsoring the disabled, imparting to them the required Islamic and general culture and training them on compatible skills employing aids that are adequate for education and uplifting them to a level that is on par with their abilities.

190- Religious and Arabic language sciences shall be catered for in the curricula for teaching the blind.

191- The competent authorities shall chart out a carefully - examined plan for upraising each of the branches of this types of education so as to realize its objectives. Likewise, a regulation shall be drafted for regulating its progress.

## **Chapter (9)** **Sponsoring Outstanding Students**

192- The State shall accord special care for sponsoring outstanding students and nurturing and piloting their talents and availing them opportunities in the fields in which they distinguish themselves.

193- The competent authorities shall device the means for pinpointing them, their study programs and the honorary advantages that can motivate them.

194- Outstanding students shall be availed the aids for scientific research for benefiting from their abilities along with nurturing them under Islamic instruction.

## **Part (6)** **Aids and Means of Education**

### **Chapter (1)** **of Education Officials**

#### **Selection of Education officials:**

195- Education officials shall be picked out of persons of scientific, educational and technical competence and honorable, Islamic moral disposition.

#### **Training Courses**

196- The competent authorities shall pay adequate concern to the training, refresher and orientation courses for instilling expertise and acquiring new information and skills.

197- Training shall deal with all the practical educational aspects and the organs operating therein; Programs shall be laid out for courses in which purpose, content and means of implementation and assessment of these courses are specified as well as the conditions that should prevail in supervisors of the courses.

198- An orientation course should be held subsequent to sanctioning any curriculum that highlights its landmarks and basis, projects its objectives and specifies means of implementing it. This course shall be jointly participated in by course designers, inspectors, head teachers, schoolbooks' and teachers' handbooks' authors.

### **Chapter (2)** **School Means and Aids**

**The school:**

199- The school is the particular environment intended for bring up youngsters and setting them up in the best manner possible for what they are fit for in the service of their religion, nation and country.

200- The school, together with all its equipments, system and aspects of activity, shall target accomplishment of the educational policy and educational objectives, and be free from any item that contravenes the latter. Its “internal law” shall specify the details of its tasks and progress of work in it.

201- The competent educational authorities in schools, institutes and colleges shall avail audio- visual and training aids in as much as they aid in achieving the educational objectives.

202- The competent educational authorities shall cater for instituting school libraries and classroom libraries, expand the same and avail adequate references, source books, and educational and cultural books for both students and teachers provided that all the books fulfill the objectives aspired for from education and are free from all that contradicts Islam.

203- The school building should be expedient in respect of its standard, system and prevalence of health conditions in it and propitious for the purposes of study.

204- It should be observed to institute a mosque in school buildings at a location that is convenient for prayers.

205- Health care, whether medicinal or prophylactic, shall be accessed to the students.

**Curricula:**

206- The State shall cater for school curricula as an instrumental aid of education.

207- The curricula should:

- a- Originate from Islam, the pillars of the nation and the foundations of its law.
- b- Conform to the needs of the nation and target achievement of its objectives.
- c- Relevant to the standard of the students.
- d- Actualize the standard required in students and for the objectives of education.
- e- Well- balanced, flexible and adapted to the different environments and conditions.

208- The curricula shall embrace:

- a- The overall objectives and their association with the State’s objective in education.
- b- The objectives relevant to the educational stage and the scientific subject matter.
- c- Determination of the scientific standards, practical skills and the intellectual and

moral attitudes which we should accomplish.

d- Directives which guide the teacher towards realization and application of curriculum.

e- School activities that go hand in hand with lessons and that actualize the purposes of the curriculum.

f- The objective of each single unit of the curriculum.

g- Assessment of students' progress therein.

209- The schoolbook shall be consistent with the exigencies of Islam, impeccable in language and satisfies the objectives and scientific, practical and moral aims of the curriculum.

210- The planning system for the schoolbook shall specify the “Layout of the book” and the relevant procedures for rendering it in the best form possible.

211- Subject to requirement, the educational authorities shall attend to (the Teacher’s Book) which helps in highlighting the States policy in education, aids the teacher of each subject in giving effect to the objectives of the curriculum from the educational aspects as well as being an aide for functional usage of the schoolbook.

### **Examination:**

212- The educational authorities shall hold examinations for revealing – accurately and impartially – students achievement along the standard set by the curriculum in respect of information, expertise and skills. The curriculum shall also indicate the regulation, methods, aids and means of implementation of examinations in as much as to guarantee their validity, flawless progression and accuracy of their results.

213- The competent authorities shall attend to the other tests which gauge – through various methods – student’s potentials, talents, inclinations and disposition preparatory for piloting them to studies and works they are fit for.

214- The all–round aspects of the educational process – in respect of curriculum, teacher, teaching methodology, technical instruction methods and others – should be appraised through scanning of examination results and employment of all the tools of assessment.

### **Youth Welfare:**

215- The competent authorities shall sponsor the welfare of youth subject to a plan to be charted by a select committee of well – known Islamic personalities where the plan targets Islamic direction, moral cultivation, promotion of intellectual and cultural talents and coaching on a life of sturdiness, manhood and vivacity.

## **Chapter (3) Public Facilities**

### **Libraries:**

216- The State shall foster institution of public libraries in which it will avail adequate references, source book and educational and cultural books which aid in promoting the intellect.

### **Books, Journals and Pamphlets:**

217- The State encourages productive, profitable writing in all sciences and arts, and aids its Islamic writers to publish their worthwhile books for publicizing the benefit, and seeks the revival of our immortal heritage and contributes profusely to publication schemes that can realize the same.

218- The State shall be concerned with controlling books ingoing to and outgoing from the Kingdom, admitting only those books that are concordant with the beliefs, intellectual attitudes and educational objectives of the nation.

219- Journals and books – both public and private – shall be consonant with the objectives of education in respect of instruction, edification, ideas and purpose.

220- The educational authorities shall strive for utilizing school journals for guidance, and shall issue a special magazine that voices faithfully the sound approach which the Kingdom has adopted for educating its offspring and the spirit of education it caters for in its efforts for upraising the standard of the educational family.

221- As per requirement, the competent education authorities shall issue edification, guidance and administrative pamphlets for aiding the administrative and technical bodies in applying the educational policy.

### **Public Edification Curricula:**

222- The competent authorities shall design public edification curricula that uplift the standard of the Islamic individual and society from the intellectual, moral and social aspects and actuate comprehensive enlightenment in the various affairs at all levels.

223- The mass media and the publication, enlightenment, guidance and youth welfare channels shall serve the Islamic concept, be subject to the educational policy in their objectives and methods and be guided by the Higher Education Council.

224- All teaching and training programs, cultural clubs and centers and institutes established by ministries and organizations shall be subject to the supervision of the educational authorities.

### **The Mass Media:**

225- The mass media shall contribute to public enlightenment that paves the way for actualizing the purposes of education, eradicates obstacles that bar their implementation and contribute to promoting the positive spirit between society and the school in respect of collaboration with the competent authorities for attaining realization of the objectives of education in the best manner.

226- Collaboration of the mass media in the public enlightenment campaign for consummating the students culture, on the one hand, and for providing the nation with aids to uplift their cultural standard, on the other hand.

**Part (4)**  
**Dissemination of Learning**

227- The State shall strive for disseminating Islamic culture through all means and in any country.

228- The State shall contribute to the dissemination of learning and knowledge among countries, nations and peoples through the following processes:

a- Creation of scholarships to be specified by the Higher Education Council at all the educational stages in the Kingdom.

b- Supplying some countries with teachers.

c- Providing institutes, schools, colleges and public libraries with useful books, journals and pamphlets.

**Part (8)**  
**Financing of Learning**

229- The State considers that the human potential is the base for investing its whole potentials, and that sponsoring this asset through education and edification is the foundation for the overall development.

230- The State shall tend to increasing the percentage of the education budget to meet the country's growing educational need. This percentage shall scale up in proportion with the growth of the general budget and the standards attained by students in respect of diligence and uprightness.

**Part (9)**  
**General Provisions**

231- A Higher Education Council shall be formed for supervising education affairs of all types and stages as well as all the edification and guidance activities in the Kingdom where its law shall specify the aspects of its specialties, obligations and method of operation.

232- Education together with its entire range of types, stages, bodies and means shall strive for realizing the Islamic purposes, and shall be subject to the tenets and exigencies of Islam as well as seek to reform the individual and uplift society morally, intellectually, socially and economically.

233- Education in all its types and stages shall be free and the State shall not charge any fees for it.

234- The State shall pay periodical allowances to students in certain types of education and

training.

235- The Higher Education Council shall have the competence of assessing these allowances, determine their recipients and reconsider them from time to time as well as fix proportions and categories of allowances subject to type of education and students ranking in respect of diligence and uprightness.

236- The State shall avail higher education branches of all types in the Kingdom subject to country's need and the policies laid down by the Higher Education Council.