
SECTION ONE : Technical Industrial Education :

1) HIGHER INDUSTRIAL EDUCATION :

Higher Technical Institute in Riyadh :

Industrial education in the Kingdom of Saudi Arabia began in Riyadh in 1392H, when the Higher Technical Institute was established to train and graduate instructors needed in the secondary industrial institutes and Vocational Training Centers. Instructors here were trained for three years, while VTC instructors attended courses for two years. But after the college of technology was established in Riyadh, it was decided to accept graduates of this college at the Higher Technical Institute for one year in order to qualify them for training at the secondary industrial institutes, colleges of technology or vocational centres.

Conditions of admission to this institute, which follows the full year educational system of two academic semesters, are:

1. Saudi Nationality.
2. College of Technology Certificate (Priority given to the best trainees).
3. Pass Interview and admission test.
4. Pass medical test.

228 teachers and instructors, specialized in :

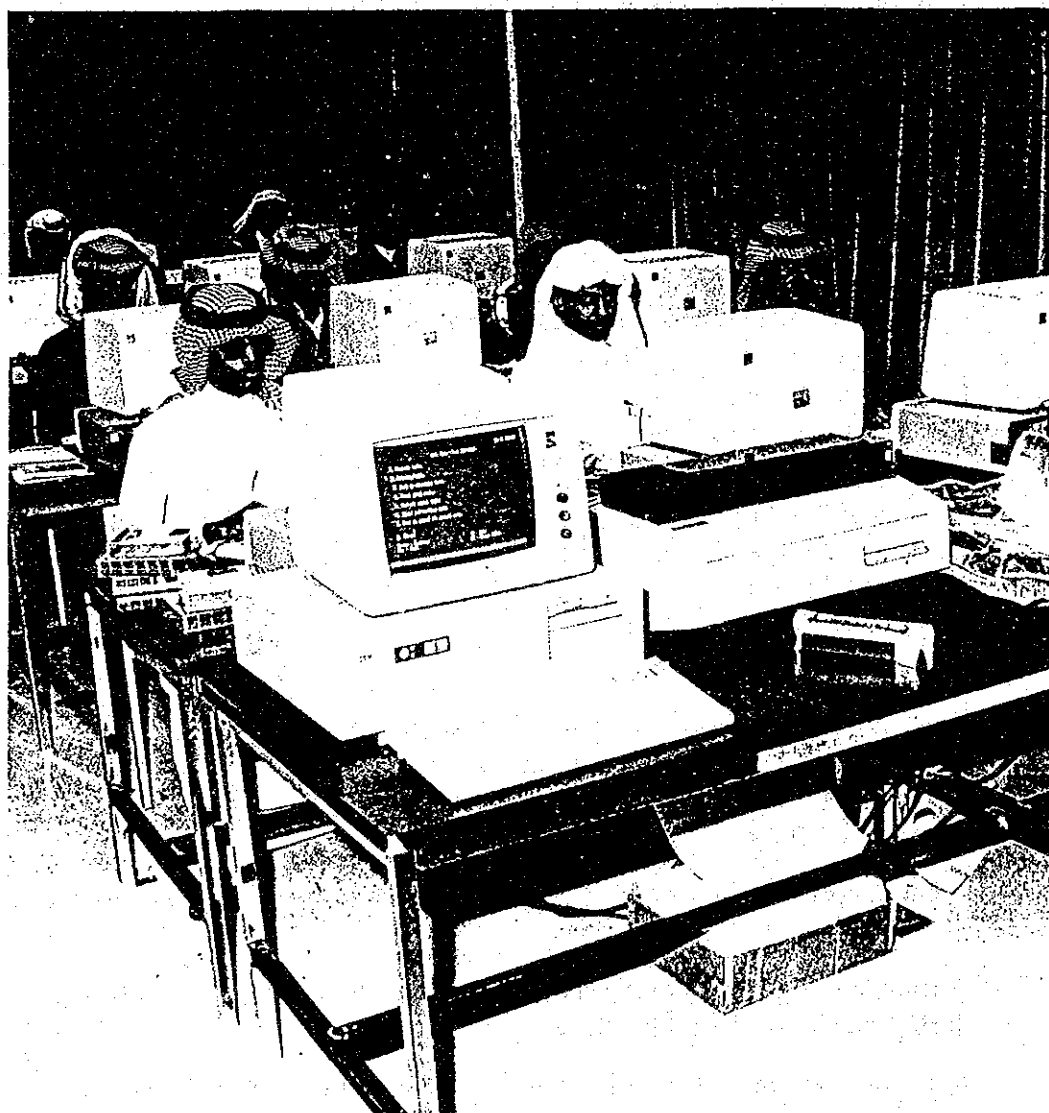
- Elec. Equipment,
- Elec. Installations,
- Auto Mechanics,
- Industrial Electronics,
- Production Engineering

graduated from the Higher Technical Institute during the period 1400/1401H — 1407/1408H which followed the establishment of GOTEVOT, and joined the practical productive cadres in the Secondary Industrial Institutes, colleges of technology and VTCs.

The benefits provided to the Higher Technical Institute trainees and graduates are :

- A trainee is appointed in the sixth grade and offered payments of this grade during the period of his study.
- A trainee graduated as an instructor, is appointed in the 6.4 grade.

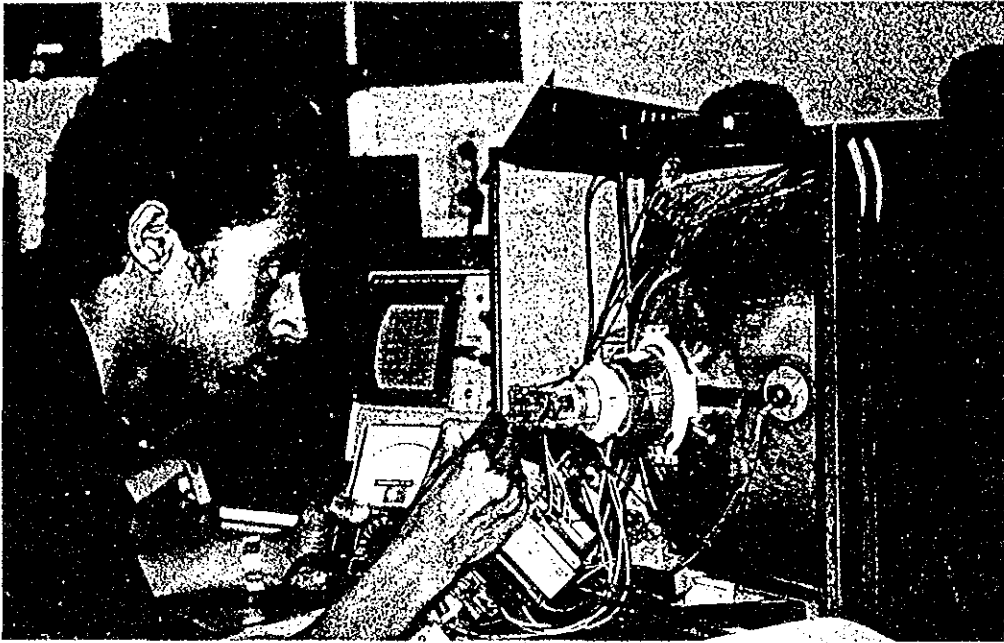
- An instructor is granted SR. 250 as Higher Technical Institute allowance which is stopped when he gets the seventh grade.
- A graduate is offered 20% of his salary as a teaching allowance increased to 30% after five years.
- A graduate is granted SR. 400 as a technical allowance.
- Instructors graduated from the Higher Technical Institute are sent for training courses abroad.



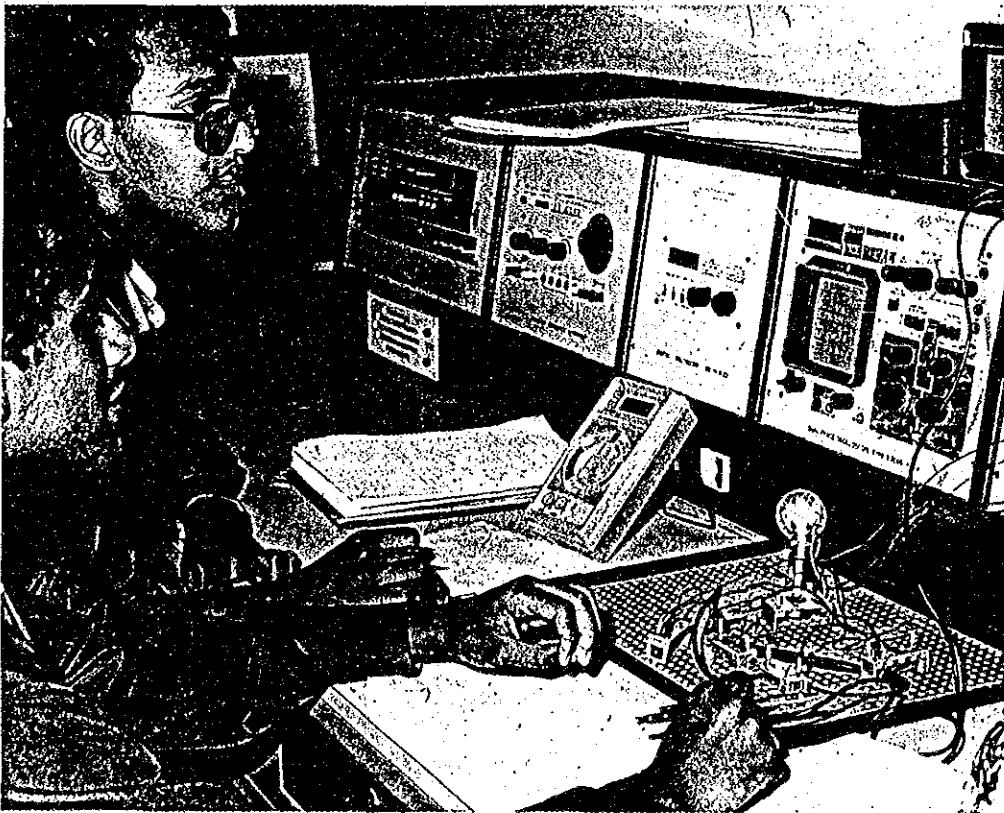
• Training on Computers •

**ADMITTED & GRADUATED TRAINEES
THE HIGHER TECH. INSTITUTE IN RIYADH
1400/1401H - 1407/1408H**

YEAR	ADMITTED	GRADUATED
1400/1401H	95	42
1401/1402H	91	21
1402/1403H	117	23
1403/1404H	77	29
1404/1405H	43	43
1405/1406H	25	25
1406/1407H	24	24
1407/1408H	21	21
TOTAL:	493	228



• Training on Radio & T.V. •



• Training on Electronics •

COLLEGES OF TECHNOLOGY

Royal Decree No. 7/H/5267 dated 7/3/1403H, supported by the resolution of the Higher Education Committee No. 209 for the year 1403H, emphasized the importance of technological education at the junior colleges level, due to the need for highly skilled technical manpower to take part in the country's progress, and to create new opportunities of Higher Education in the Kingdom.

According to that resolution, **GOTEVOT** will be responsible for the expansion of such education, and for the establishment of the junior colleges of technology.

Educational System :

Duration of Study is two years. Each year is divided into two semesters. In order to complete his education at the college, a student should cover 90 hours during the above period.

Conditions of Admission :

The following conditions are required :

1. Saudi Nationality. Non-Saudis may be accepted according to special regulations.
2. Should have one of the following certificates:
 - a) **GOTEVOT** Secondary Institutes Certificate.
 - b) The Secondary Education Certificate (Scientific Sections).
 - c) The Secondary Education Certificate (Literary Sections).
3. Should have a «Good» grade as a minimum requirement.
4. Pass medical test.
5. Pass Personal interview.
6. Good behaviour.
7. Should be a full time student.
8. The period after getting the required certificate should not exceed five years.
9. If the above period is three years or more, a student should pass written examination supervised by a college committee.

Documents Required :

1. Copy of the required certificate.
2. Good behavior certificate from last school or institute.
3. Copy of Identity Card.
4. 6 photos (4 cm×6 cm).
5. Medical Report.
6. Fill the required form.
7. Any other required documents.

Benefits to Graduates :

1. A graduate is given the junior certificate (Junior University Degree) after graduation.
2. A graduate is appointed in the 6.4 grade according to the civil service regulations.
3. Graduates can get vocational loans according to government regulations.

Services Provided :

Housing, Food and Transportation :

- Furnished housing and Social Services.
- Three meals daily.
- Daily Transportation.

Stipends :

A monthly stipend of SR. 1000 for each student during his study period.

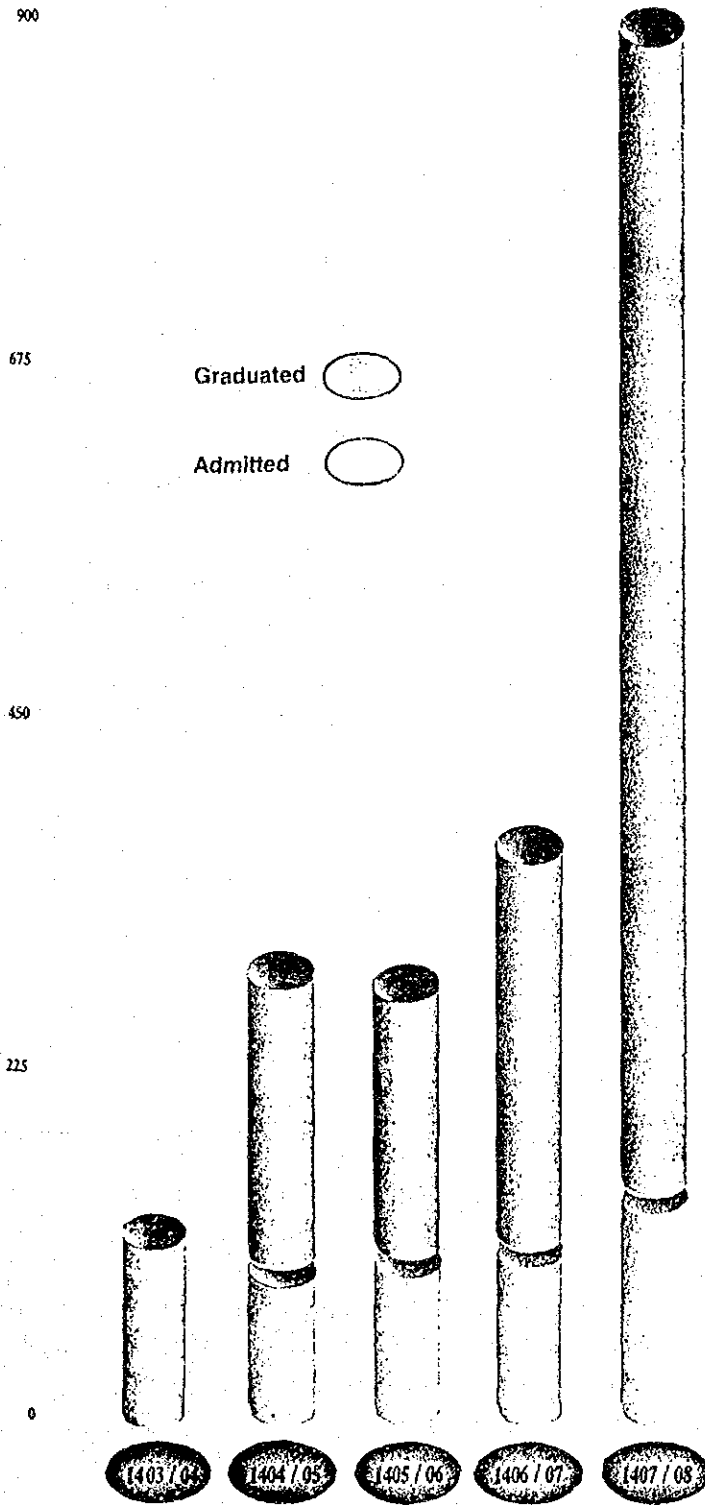
Health Services :

Each college provides students with comprehensive medical care. Other urgent medical services are also provided in the different Sections and workshops.

Libraries :

Due to the importance of the book, both for students and teachers, these colleges have provided specialized technical books as well as books of general subjects and some other researches, references and periodicals.

Admitted and Graduated Trainees College of Technology In Riyadh
 1403/1404 — 1407/1408H



COLLEGE OF TECHNOLOGY IN RIYADH

The Junior College of Technology in Riyadh began to receive students at the beginning of the year 1403/1404. It has the following sections :

- 1 - *Mechanical Technology Section* :
 - Production Engineering.
- 2 - *Electrical Technology Section* :
 - Electrical Installations.
 - Electrical Equipment.
- 3 - *Electronic Technology Section* :
 - Industrial Electronics.
 - Automatic Control.
- 4 - *Oil & Minerals Technology Section*:
 - Industrial Chemistry.
- 5 - *Auto / Engine Technology Section* :
 - Auto Mechanics.
 - Electrical Systems.

Admitted and Graduated Trainees – College of Technology In Riyadh 1403/1404H – 1407/1408H

YEAR	ADMITTED	GRADUATED
1403/1404H	91	—
1404/1405H	254	62
1405/1406H	241	71
1406/1407H	332	73
1407/1408H	887	100
TOTAL :	1805	306

Due to the great interest of the Custodian of The Two Holy Mosques **King Fahad Bin Abdul Aziz** in this type of education, and in order to provide GOTEVOT educational sectors with highly qualified manpower both in the theoretical and practical fields, H.R.H. the Deputy Prime Minister approved the development of the Junior College of Technology in Riyadh in his letter no. 7/1194/M on 10.6.1409 so that the duration of study is extended to four years in order to grant B.Sc. in Technology Engineering. Thus its graduates are given the same benefits as for graduates of other colleges of engineering.

OTHER COLLEGES OF TECHNOLOGY

Due to the Kingdom's great need for expansion in the higher technological education field, three other colleges were opened in 1408H in Jeddah, Dammam and Buraida.

These colleges have the following sections :

1 - *Mechanical Technology Section:*

- Production Engineering.
- A.C. & Refrigeration.

2 - *Electronic Technology Section:*

- Industrial Electronics.

3 - *Electrical Technology Section:*

- Electrical Installations.

4 - *Auto / Engine Technology Section:*

- Auto Mechanics.

Abha & Al-Ahsa :

Two other colleges will be opened in 1410H at Abha and Al-Ahsa for those who plan to continue higher education in the field of technology in order to provide government and national sectors with highly qualified Saudi technicians.

Al-Ahsa college will have the following sections:

1 - *Mechanical Technology Section:*

- Pneumatic / Hydraulic Control Technology.

2 - *Electronic Technology Section:*

- Computer Technology.

3 - *Auto / Engine Technology Section:*

- Auto Control and Safety.

4 - *Commerce & Management Section:*

- Office Management. - Computerized Accounting.

Abha College, however, will include:

1 - *Electronic Technology Section:* - Computer Technology.

2 - *Construction Technology Section:*

- Architectural Drawing & Bills of Quantities.

3 - *Commerce & Management Technology Section:*

- Office Management. - Computerised Accounting.

2) Secondary Industrial Education:

There are eight secondary industrial institutes now in the Kingdom. These institutes receive intermediate school graduates for 3 years, and grant the secondary industrial institutes diploma to their graduates. These institutes are:

- | | |
|--|---------|
| 1. Royal Sec. Ind. Institutes – Riyadh | (1387H) |
| 2. SII – Jeddah | (1369H) |
| 3. SII – Dammam | (1393H) |
| 4. SII – Abha | (1393H) |
| 5. SII – Taif | (1393H) |
| 6. SII – Hofuf | (1379H) |
| 7. SII – Medina | (1374H) |
| 8. SII – Onaiza | (1393H) |

Specialties Available at the Secondary Industrial Institutes:

1. Mechanics Section:

It comprises:

- General Mechanics: including work on lathes, scraping, drilling and grinding machines and also hydraulics and pneumatic equipment.
- Metal Works: including welding, blacksmithing, and metal furniture.
- Agricultural Machinery: This trade is only available at Onaiza SII.
- Water Treatment: This trade is only available at Taif SII.

2. Electricity:

It has two branches:

- Electrical Installations: includes electrical installations necessary for industrial and architectural work.
- Electro-Mechanics: includes electro-mechanical work such as manufacturing transformers, and work on engines as well as mechanical repair and refrigeration work.

3. Auto Mechanics:

It is divided into the following branches.

- Auto-Mechanics (Petrol): It includes basic training on auto-mechanics work and maintenance, and utilization of the best scientific methods to repair defects.

- b) Auto-Electrical Branch: this branch enables trainees to find defects in the electrical system of the vehicle and make all necessary repairs.
- c) Diesel Mechanics: it uses the best scientific methods in the repair and maintenance of diesel vehicles and installation of diesel engines.
- d) Electro-Mechanical Repair & Maintenance Course: Duration of this course is one year, and it is only available at Onaiza, Taif and Abha.
- e) Architectural Maintenance Course: This course is organized at the Royal Secondary Industrial Institute in Riyadh for only one year.

4. Electronics :

It is divided into two branches:

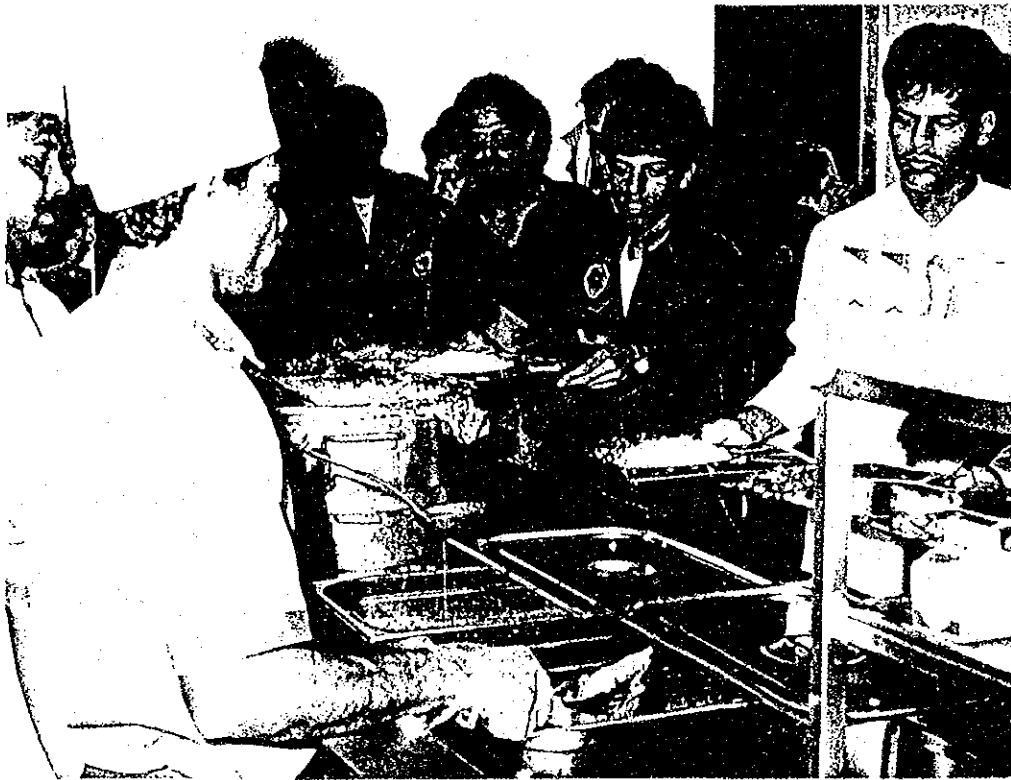
- a) Audio-Visual Equipment: This course is organized only at the RSII in Riyadh.
- b) Industrial Electronics: This course is available only at the SII, Jeddah.

Conditions of Admission:

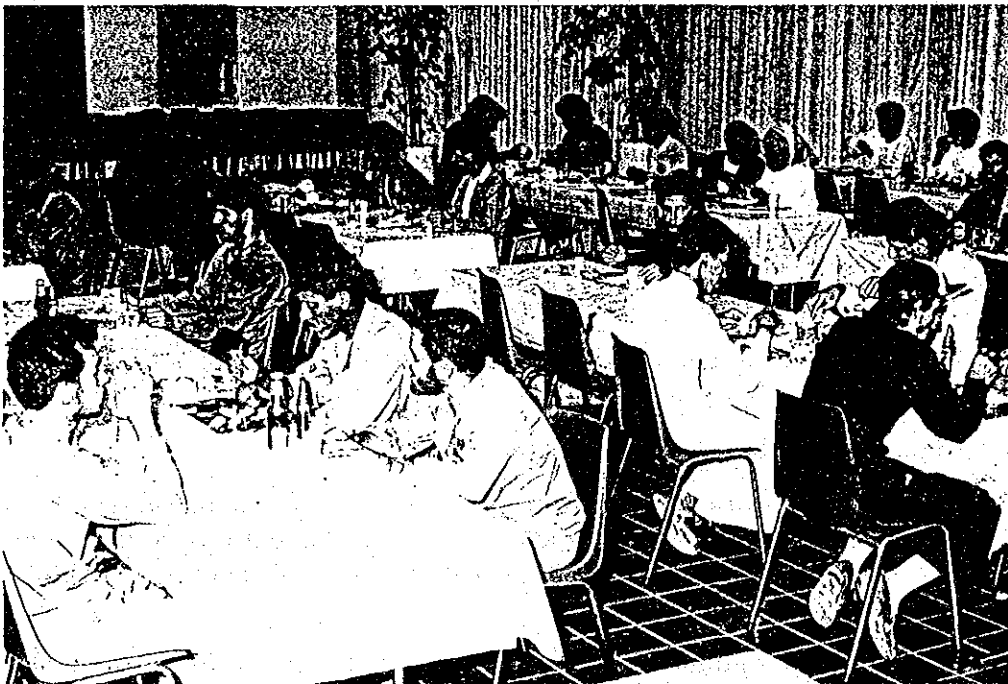
1. Saudi Nationality.
2. Good behavior Certificate.
3. Intermediate Education Certificate.
4. Pass medical test and have no disability.

Incentives provided for trainees at the secondary industrial institutes:

1. A monthly stipend of SR. 675 during the whole training period. This includes summer vacation.
2. Food and housing for trainees studying outside their towns.
3. Work dress and all educational materials.
4. A loan of SR. 200,000 (two hundred thousand Saudi Riyals) if a graduate wants to have a private workshop.
5. Opportunity for excellent trainees to continue their training at the College of Technology.
6. Graduates will be appointed in the 5th grade.
7. If a graduate works as instructor in the vocational training centres, he will get 20% increase as a teaching allowance. This amount can be increased to 30% after a period of five years as well as an injury allowance of SR.350 according to regulations.
8. Opportunity to continue his study at the Higher Technical Institute if he wants to work as a practical teacher at the Secondary Industrial Institutes.



• Meals provided for Trainees •



• Trainees during meals •

**Admitted Trainees at the Secondary Industrial Institutes 1400/1401H - 1407/1408H
1980/1981 - 1987/1988**

INSTITUTE	1400/1401 1980/1981	1401/1402 1981/1982	1402/1403 1982/1983	1403/1404 1983/1984	1404/1405 1984/1985	1405/1406 1985/1986	1406/1407 1986/1987	1407/1408 1987/1988
RSII	386	495	539	616	683	660	860	991
SII, Jeddah	291	500	798	1005	1311	1131	1132	1103
SII, Dammam	196	323	315	456	499	580	633	816
SII, Medina	204	295	285	303	297	381	542	642
SII, Taif	217	268	297	294	305	314	399	502
SII, Onaiza	215	343	340	330	277	191	227	324
SII, Abha	101	109	164	146	176	235	350	399
SII, Hofuf	209	321	425	548	479	468	510	585
TOTAL:	1819	2654	3163	3698	4027	3960	4653	5362

**Graduates from the Secondary Industrial Institutes 1400/1401H - 1407/1408H
1980/1981 - 1987/1988**

INSTITUTE	1400/1401 1980/1981	1401/1402 1981/1982	1402/1403 1982/1983	1403/1404 1983/1984	1404/1405 1984/1985	1405/1406 1985/1986	1406/1407 1986/1987	1407/1408 1987/1988
RSII	103	123	81	96	158	113	147	157
SII, Jeddah	22	38	117	182	348	205	414	176
SII, Dammam	17	34	51	80	125	132	131	166
SII, Medina	34	34	62	66	88	84	64	117
SII, Taif	29	31	40	74	92	65	59	66
SII, Onaiza	59	57	59	97	106	48	59	46
SII, Abha	23	27	27	20	55	45	52	75
SII, Hofuf	34	28	97	124	140	160	125	113
TOTAL:	321	372	534	739	1112	852	1051	916

Development of Curricula at the Industrial Institutes:

As we said before, duration of study at the Secondary Industrial Institutes is three years in the following sections:

- Mechanics .
- Auto Mechanics .
- Electronics .
- Water treatment .
- Electricity .
- Agricultural Machinery .

New trades were later added at some institutes such as metal works, auto electrical systems, and electronics. New trades will also be provided. Curricula are divided into:

- Cultural subjects .
- Technical practical subjects .
- Technical theoretical subjects .

Time ratio required for these subjects is about 2:1:1, and a gradual improvement of school books according to technological development was achieved during the past ten years. Sufficient amounts of books in all different educational fields as well as workshop and laboratory supplies are now available at all institutes. In the development process of such books different factors such as technological development, Kingdom's development plans and local labour requirements are usually taken into consideration. This indicates GOTEVOT's interest in providing curricula that change from time to time according to development in technological, economic and practical fields.

Modern Development in Curricula :

The word «curriculum» includes planning of the educational process. A school curriculum usually covers the educational programme in a comprehensive manner. This is shown by experience. So when we take a subject in the curriculum like the transformer, we usually do not know much about it until the end of the lesson related to it. Here a trainee should know:

- Explanation of the transformer .
- Its construction .

— Production or repair .

A complete school curriculum should answer such important questions and also:

— The type of trainees receiving such curriculum.

— Aims and skills gained from application .

— Contents .

— Time required.

— Local applications .

— Materials used.

— Follow-up methods .

Development of this curriculum cannot be achieved through individuals working separately, but with the participation of groups of specialists in various theoretical and practical fields. Development plans should also be taken into consideration, as well as other information regarding labour market and school books available. Then different steps are taken to prepare such curriculum before it is finally completed.

The Technical Education Directorate, with the help of a group of specialists, is preparing new advanced curricula for the secondary industrial institutes. These curricula are:

1. Electrical .

2. Mechanical .

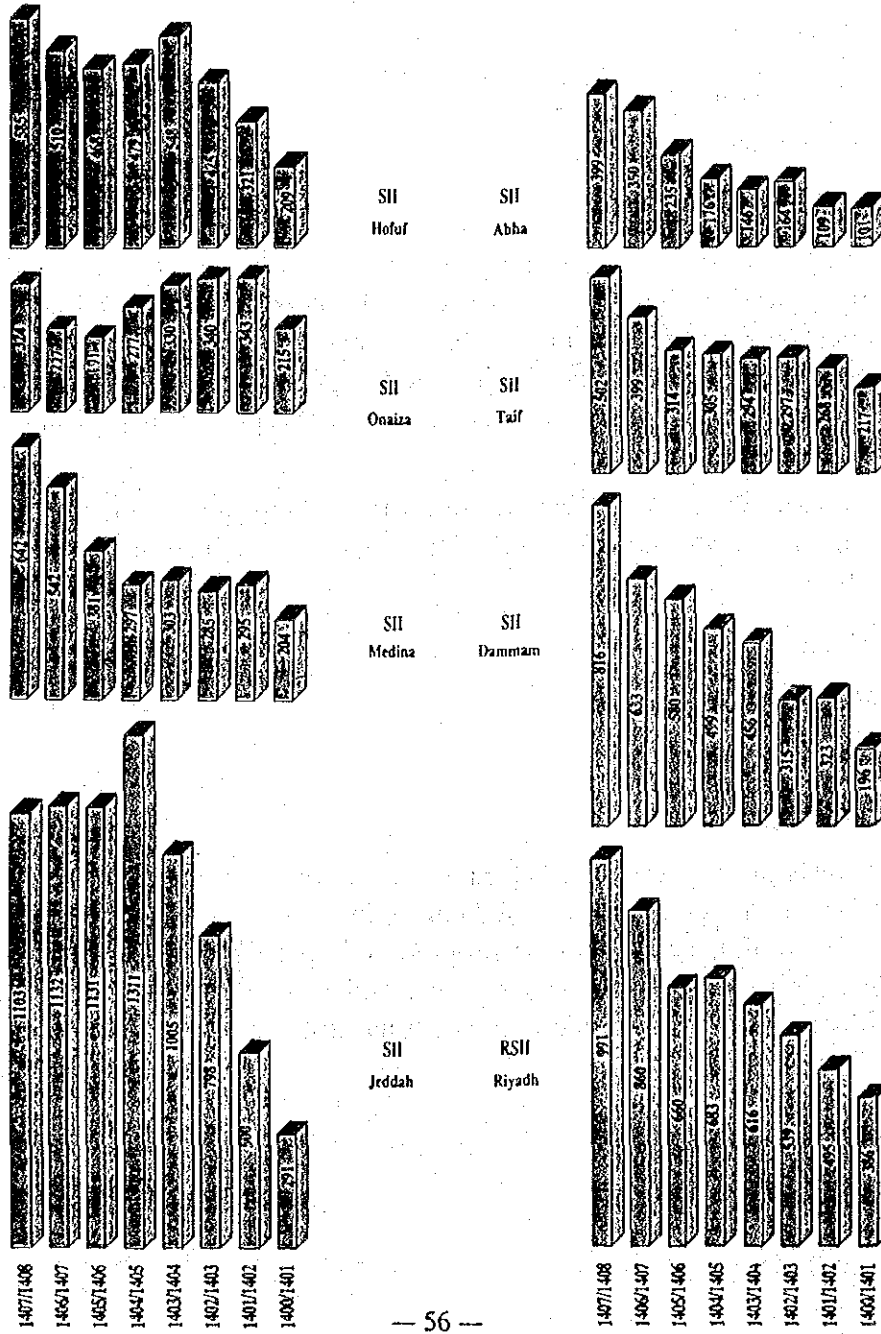
3. Auto engineering .

4. Electronics .

Specialists in the Technical Education Directorate are preparing theoretical and practical material which will help trainees to understand their training course. Each unit has a group of programmed questions to check work of the trainees. Utilization of the educational units by the Secondary Industrial Institutes is considered a unique educational achievement in the Arab world.

Admitted Trainees at the Secondary Industrial Institutes

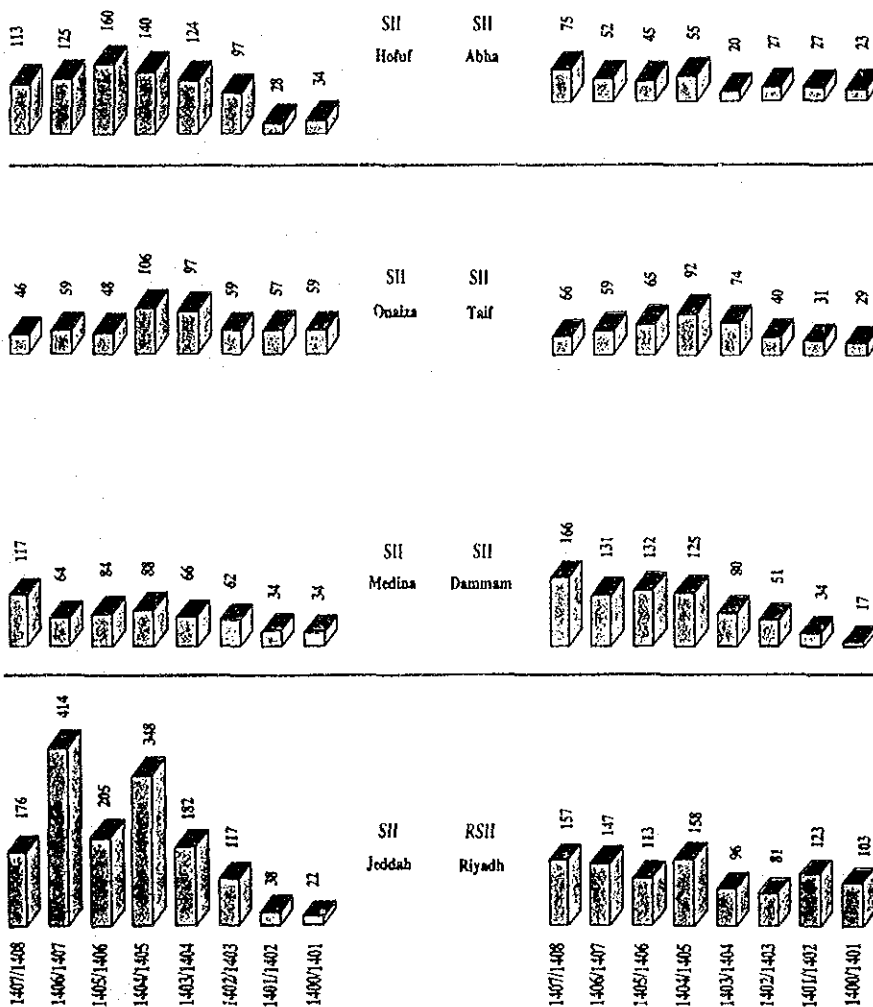
1400/1401H - 1407/1408H
1980/1981 - 1987/1988



Graduates from the Secondary Industrial Institutes

1400/1401H - 1407/1408H

1980/1981 - 1987/1988



CHAPTER FOUR

COOPERATIVE EDUCATION AND TRAINING

SECTION ONE : Cooperation in the Field of Technical Education :

GOTEVOT cooperates with companies and establishments, and within this cooperation the trainees of these establishments and companies receive their training at GOTEVOT Institutes and Centers. This cooperation aims at achieving scientific qualification and technical integration between the government sector and the national sector. Those students receive payments from their establishments and companies besides what is paid to them by GOTEVOT. They belong to the following sectors:

Cooperation During 1403/1404:

1. Oil Sector:

226 students from this sector were sent to the industrial secondary institutes and commercial institutes during 1403H for technical and administrative training in the fields of gen. mechanics, electricity, auto mechanics, accounting and secretariat.

2. Industry Sector:

The number of trainees of this sector in GOTEVOT's institutes reached 568 during 1403H. Of these, 544 trainees belong to «SABIC» and 24 trainees to Al-Jaffali Mercedes Company. There are also plans to start similar cooperation between GOTEVOT and SWCC.

3. Electricity Sector:

This sector includes SCECO in the Central, Eastern and Southern regions of the Kingdom. The number of trainees in this sector until 1403H reached 583. Of these, 411 belong to the electricity company in the Eastern region.

4. Saudi Airlines:

The number of trainees of the Saudi Airlines during 1403H was 153. They received a training programme at Jeddah industrial institute for three years in the fields of mechanics, electricity and auto mechanics.

Students of establishments and companies at GOTEVOT institutes and centres until 1402/1403H were 1630. In 1403/1404H the number of students joining the industrial technical education institutes was 1229, besides 104 students in the commercial education institutes. Thus the total number was 1333 students. This shows the great efforts exerted by GOTEVOT within the framework of cooperation with other establishments. The total number of students joining different GOTEVOT programmes reached 3801 during 1403/1404H. This also shows that more than 35% of GOTEVOT efforts are given to this cooperation activity.

It should be noted here that GOTEVOT cooperates with the different establishments and companies through the following two programmes:

1. The first is short and only for one year. Trainees in this programme receive basic training in the mechanics and electricity sections.
2. The second one is for 3 years. Trainees here receive basic training and education in accordance with the curricula of technical education institutes.

Cooperation During the Period 1404/1405 - 1408/1409 :

See the following table:

**Trainees of Companies and Establishments at GOTEVOT
Centres and Institutes During the Period 1404/1405H — 1407/1408H**

	Institutes	Years	Elec.	Ind.	Oil	Saudia	Moda	Inf.	W/D	E/T	Health	TOTAL	
H. Education	C. of Technology	1405	9	17								26	
		1406	10	8								18	
		1407	25	6	1							32	
		1408	21	6	2		1					30	
	HCI	1405	4										4
		Total	69	37	3		1						110
Ind. Education	SII	1405	515	450	90	214	2					1271	
		1406	306	176	17	124						623	
		1407	149	14	3	85	4			2	3	260	
		1408	5	14		1	1	2	4		2	29	
		Total	975	654	110	424	7	2	4	2	5	2183	
Com. Education	SCI	1405	57									57	
		1406	33									33	
		1407	12									12	
		1408	—									—	
		Total	102										102
Sup. Institutes	TSI	1405											
		1406											
		1407											
		1408	1									1	
		Total	1										1
	TOTAL		1147	691	113	424	8	2	4	2	5	2396	

SECTION THREE : Cooperation Agreements with Foreign Countries :

The Saudi Arabian Government has paved the way for the Saudi youth to attend training courses abroad, and several agreements were concluded with foreign governments and international organizations to benefit from their experience in this field inside and outside the Kingdom. The most important of these agreements are the following:

1. The Cultural and technical agreement concluded with the Republic of France and approved by the Council of Minister's Resolutions No. 144 dated 12.3.1383H and No. 348 dated 5.3.1393H, authorizing H.E. the Minister of Education to sign the Agreement protocol of the model industrial institute in Jeddah.
2. The Technical Cooperation Agreement signed with the Federal Republic of Germany and approved by Royal Decree No. M/66 dated 26.7.1395H for:
 1. Development of workshops and preparation of tools and equipment lists.
 2. Supervision of practical and theoretical training.
 3. Training of instructors in Germany.
 4. Engineering studies for the technical education main stores project in Riyadh, and the Secondary vocational school in Medina.
 5. Equipment installation, repair and maintenance of all new schools in the industrial and agricultural education.
3. Saudi-American technical Cooperation Agreement in the field of vocational training signed in 1395H (1975). According to this agreement, the U.S. Department of Labour provides advisory services for developing vocational training, planning and organizing training programmes and curricula, and training of instructors at specialized institutes in the U.S., as well as advisory services regarding the construction of the training centres and facilities.
4. The Technical Cooperation Agreement with the Government of Japan: According to this agreement a Technical Electronics Institute will be established in Riyadh. This institute is now in its final stages and will take 630 students. It will have the following courses :
 1. Industrial electronics.
 2. Telecommunications.
 3. Audio-Visual Electronics.
 4. Computer Technology.
 5. Electronic Control.

CHAPTER SIX

TECHNICAL EDUCATION AND VOCATIONAL TRAINING IN THE KINGDOM'S DEVELOPMENT PLANS

**SECTION FOUR : Technical Education & Vocational Training
In the Fourth Development Plan :**

If the talk about the achievements of GOTEVOT during past years was a talk about tangible results and existing achievements as well as effective systems and regulations, the talk about GOTEVOT's plan, which coincides with the Kingdom's Fourth Five-Year Plan, is considered a talk about ambition, hope and challenge that GOTEVOT will face in the future.

Despite the huge efforts and achievements that have been realized, the Kingdom's development and progress, represented in the present phase of technology in our country, need more efforts and more achievements at all levels of technical education and vocational training, in addition to the creation of positive tendencies towards technical and vocational work in the present generation which will undertake development programmes and particularly in the industrial field.

The technical education and vocational training comprehensive look is represented by GOTEVOT's organizational structures, which shows the ambitions as well as the specialties. This look is also represented by the cooperative training efforts both in the Kingdom and abroad, while planning and development are felt through the several projects duly established and those which are under construction. However, progress requires continuous efforts and scientific plans, and future planning should meet the expected requirements. The general objectives of GOTEVOT policies and achievements during the fourth plan are explained in the following :

1. Participation in the development of technical and vocational national manpower, and upgrading their level to serve all economic sectors.
2. Qualitative care of technical education and vocational training, as well as improving curricula and programmes, and developing and upgrading performance.
3. Planning of technical education and vocational training programmes in accordance with the requirements of national economy.
4. Attracting the national manpower qualified for junior college technological education, through the establishment of a comprehensive national project of junior colleges for the general secondary and vocational education graduates, in order to upgrade their technological level to cope with development in the Kingdom .
5. Setting up specialized programmes in maintenance and operation, which help in providing trained manpower in this field.

6. Supporting the role of the private sector in the development of national manpower.
7. Changing the Saudi public opinion regarding trades which are not accepted by some citizens.
8. Encouraging technical programmes, and attracting the Saudi youth to technical education institutes and VTCs.
9. Setting up a comprehensive programme for basic skills, and unification of vocational tests, in order to grant technical certificates for each national or foreign worker according to their trades and individual skills, in accordance with special achievement levels and standards.
10. Upgrading the level of GOTEVOT staff job performance, and developing the competence and skill of the technical education and vocational training staff.
11. Following up and evaluating graduates' performance, and ensuring that they are working in their specialization.

**Admitted and Graduated Trainees in the Technical Education Programmes
in the Fourth Development Plan 1405 - 1410H**

EDUCATION	1405/1406		1406/1407		1407/1408		1408/1409		1409/1410		Total	
	A	G	A	G	A	G	A	G	A	G	A	G
Colleges of Tech.	415	53	521	131	551	156	555	159	556	160	2598	659
HI - Fin. of Comm. Studies	452	181	469	197	472	200	472	200	472	200	2337	978
SII	4675	1314	4774	1368	4787	1377	5390	1468	6632	1767	26258	7294
SCI (M)	3312	995	3325	913	3511	949	3680	990	4122	1098	17950	4945
SCI (E)	3155	820	3343	926	3516	954	3681	990	4083	1062	17778	4752
TAI	194	41	232	51	265	67	288	74	347	81	1326	314
TSI	362	146	425	157	467	195	472	200	572	200	2298	898

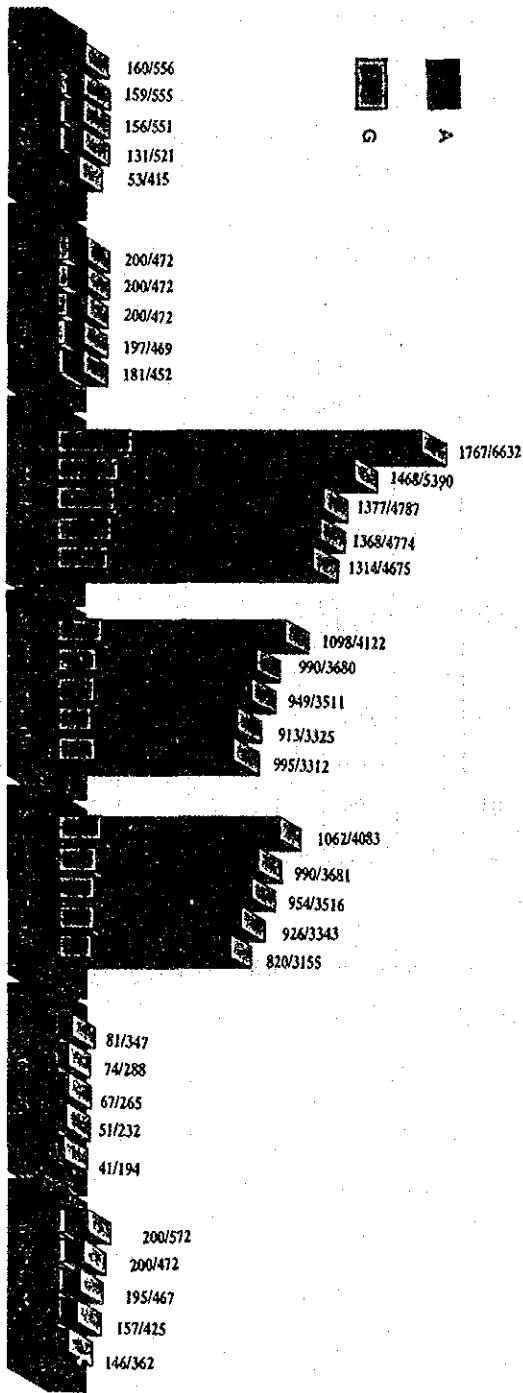
**Admitted and Graduated Trainees in the Vocational Training Programmes
in the Fourth Development Plan 1405 - 1410H**

TRAINING	1405/1406		1406/1407		1407/1408		1408/1409		1409/1410		Total	
	A	G	A	G	A	G	A	G	A	G	A	G
Morning Courses	4455	3563	4455	3563	4753	3801	5706	4335	8424	4840	27790	20102
Evening Courses	3182	2545	3182	2545	3395	2715	4075	3046	6017	3457	19851	14308
ITI		70		70		70		70		70		350
OJT Supervisors & Technicians		150		200		200		300		300		1150
Co. Workers		1000		1800		3000		4200		5500		15500
Voc. Tests		10000		20000		20000		20000		30000		100000
Tr. Standards		100		100		100		100		100		500

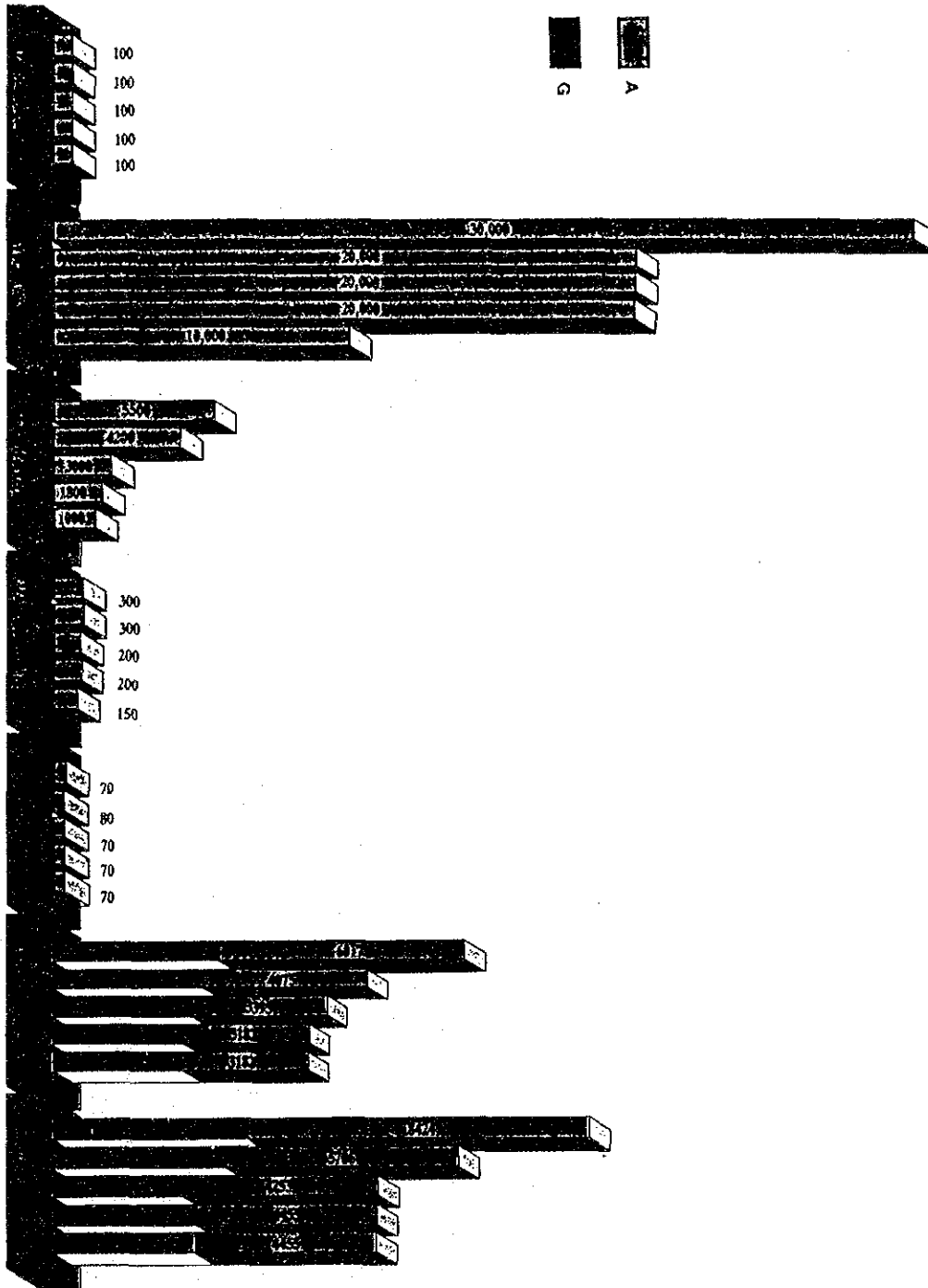
* Supervisors and Technicians of Different Companies Trained by GOTEVOT.

* Trained by Supervisors and Technicians.

**Admitted and Graduated Trainees in the Technical Education Programme
in the Fourth Development Plan 1405 - 1410H**



**Admitted and Graduated Trainees in the Vocational Training Programme
in the Fourth Development Plan 1405 - 1410H**

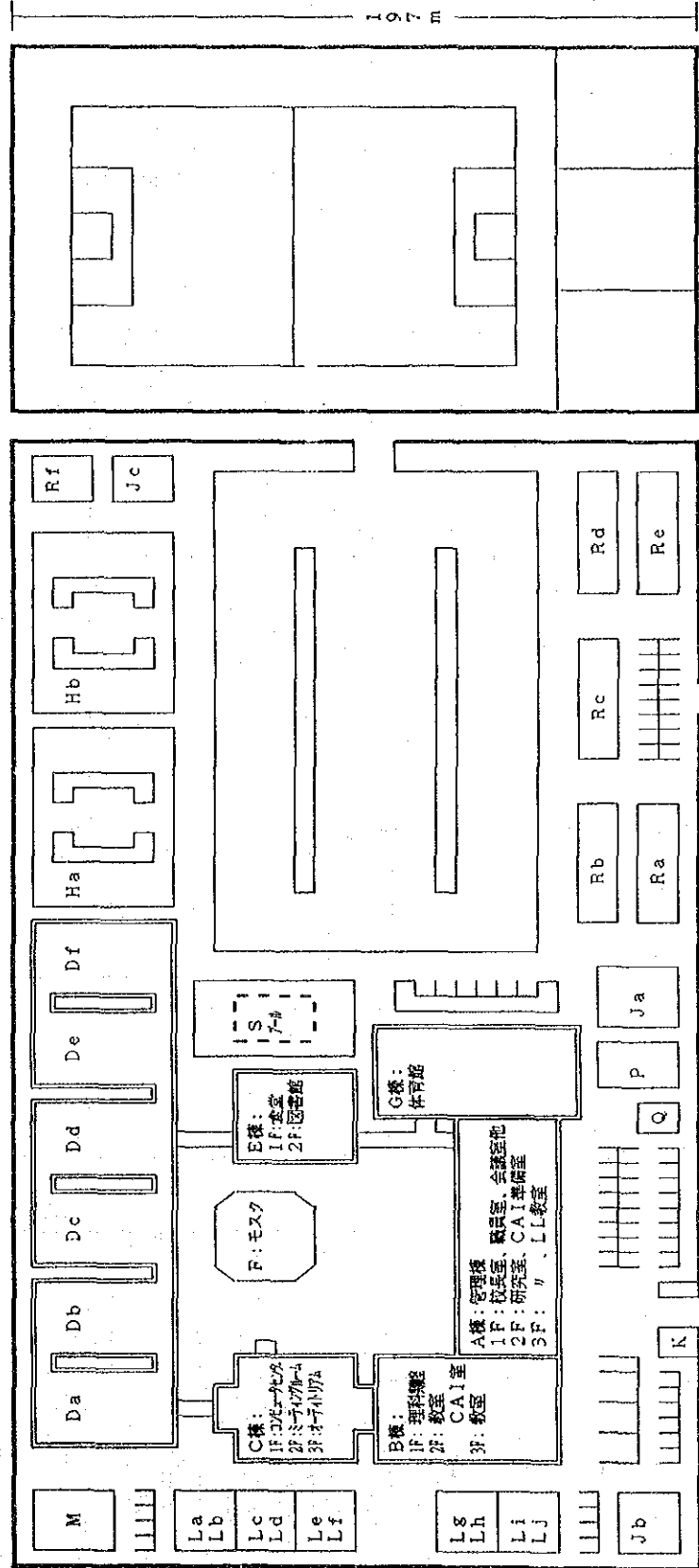


付属資料－3

「リアド電子技術学院建物配置図（リアド電子技術院プロジェクト・チーム作成）」

リヤド電子技術学院 建物配置図

- A: 管理棟
- B: ホームルーム、理科実験室
- C: 図書、コンピュータセンター、スタジオ、印刷室
- D: 電子実験棟
- E: 本館、図書棟
- F: モスク
- G: 体育館
- H: 生徒宿舎
- J: 保健・交電所
- K: 守衛室
- L: 教員住宅
- M: 校長官舎
- P: 浄水場
- Q: ガスボンベ室
- R: 教員住宅 (集合住宅)
- S: スイミングプール



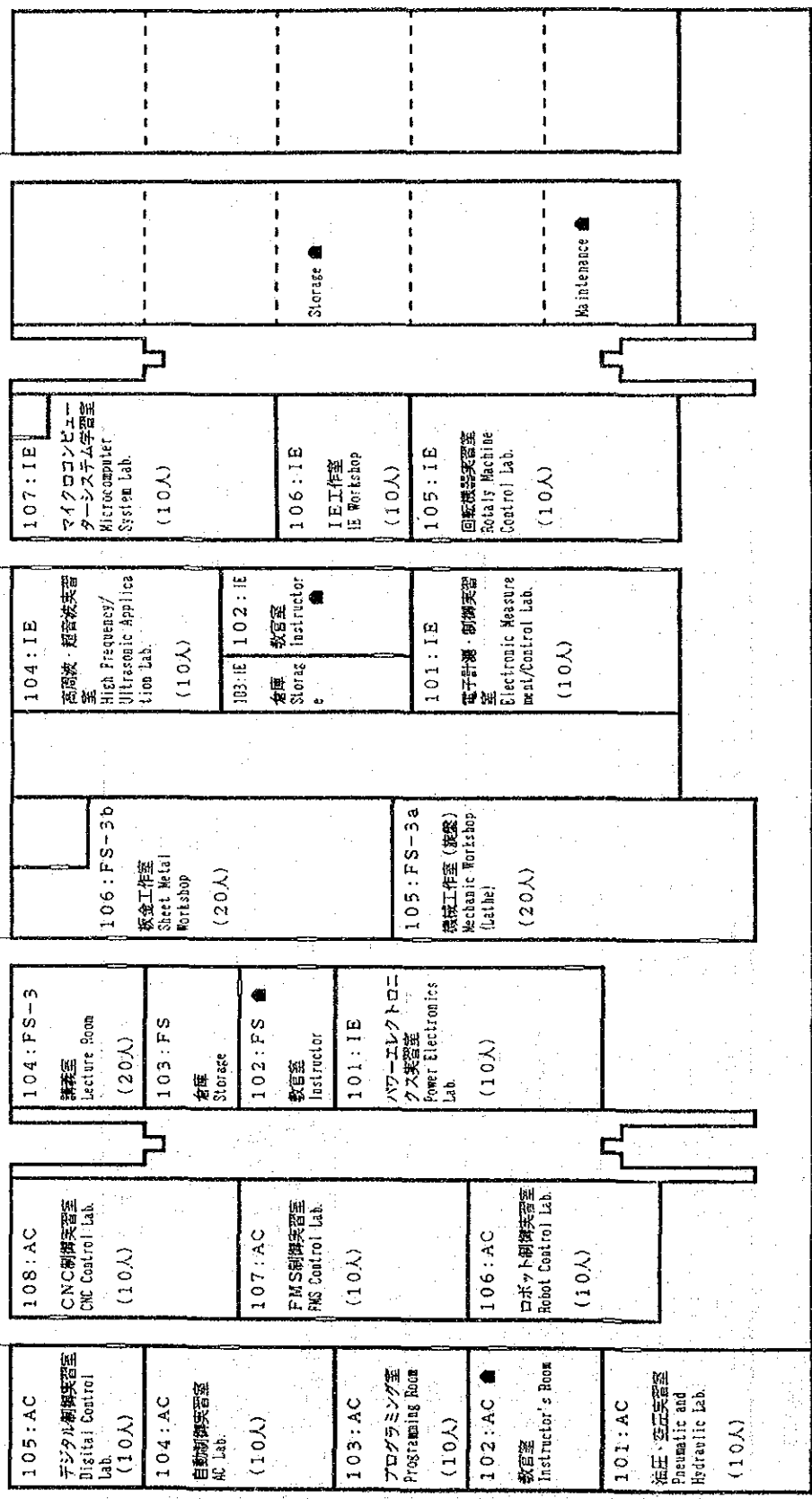
197 m

112m

372m

(1991.09.18)

Da1 Db1 Dc1 Dd1



(1991.09.11)

* De : Storage ● = 1
* Df : Storage ● = 2

* 電子実習機 I Fターミナル (●) 数 = 8台

* IE = 工業電子科 Industrial Electronics Dept.
 * AC = 自動制御科 Automatic Control Dept.
 * TC = 電子通信科 Telecommunication Dept.
 * CT = コンピュータ技術科 Computer Technology Dept.
 * AV = オーディオ・ビデオ科 Audio-Video Dept.
 * FS = 基礎科目 Fundamental Subject

Da2

Db2

Dc2

Dd2

206:FS-7b 電子実習室2 Electronic Lab.2 (15人)	210:FS-3b 電気工作室2 Electric Workshop (15人)	204:	209:FS-4c 電気機器実習室C Electric Workshop (15人)	204:FS-5 PCB処理室	207:FS-3-2 製図室2 Drawing Room 2 (30人)	204:FS-2-3 CAD実習室B CAD Room B (15人)	207:FS-1-2 コンピュータサイエンス実習室 Computer Science Lab. (30人)
205:FS-7a 電子実習室1 Electronic Lab.1 (15人)	209:FS-3a 電気工作室1 Electric Workshop (15人)	203:	207:FS 教室 Instructor	203:FS-5 電子工作室2 Electronic Workshop 2 (15人)	206:FS-2 製図準備室 Preparation Room of Drawing	203:FS 倉庫 Storage	206:FS-1 パーソナルコンピュータ実習室2 Personal Computer Room 2 (15人)
204:FS 倉庫 Storage	208:	202:FS-9 デジタル回路実習室 Digital Circuit Lab. (15人)	206:FS-4b 電気機器実習室B Electric Workshop (15人)	202:FS-5 プリント基板工作室 PCB Workshop (15人)	205:FS-2 製図室1 Drawing Room 1 (30人)	201:FS-2-3 CAD実習室A CAD Room A (15人)	205:FS-1 パーソナルコンピュータ実習室1 Personal Computer Room 1 (15人)
202:FS-6b 電気実習室2 Electric Lab.2 (15人)	207:AV デジタル・オーディオ実習室 Digital Audio Lab. (5人)	201:FS-8 アナログ回路実習室 Analog Circuit Lab (15人)	205:FS-4a 電気機器実習室A Electric Workshop (15人)	201:FS-5 電子工作室1 Electronic Workshop 1 (15人)			
201:FS-6a 電気実習室1 Electric Lab.1 (15人)							

《1991.09.11》

* 電子実習室2Fターミナル(●)数=4台

* IE=工業電子科 Industrial Electronics Dept.	* FS=基礎科目 Fundamental Subject
* AC=自動制御科 Automatic Control Dept.	
* TC=電子通信科 Telecommunication Dept.	
* CT=コンピュータ技術科 Computer Technology Dept.	
* AV=オーディオ・ビデオ科 Audio-Video Dept.	

Da3

Db3

Dc3

Dd3

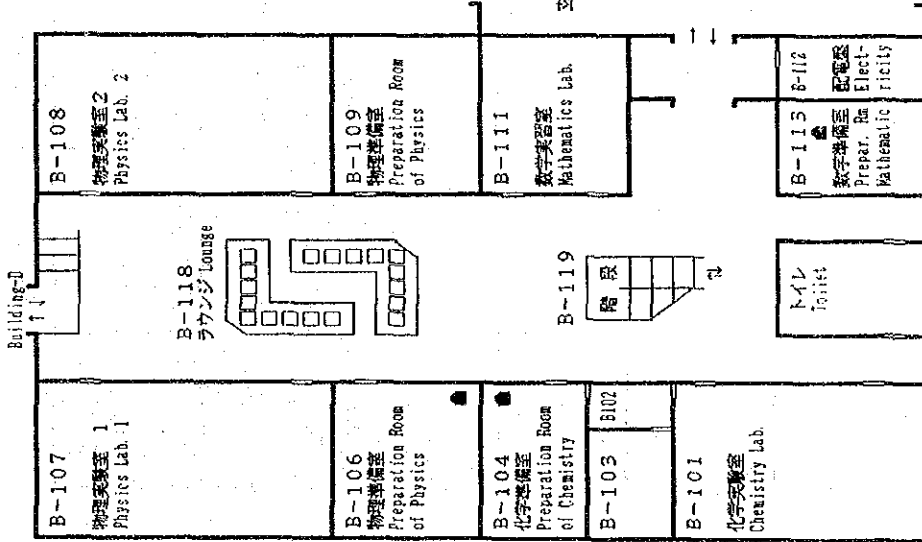
305:AV TV・VTR実習室 TV-VTR Lab. (10人)	308:AV オーディオ実習室 Audio Lab. (10人)	309:CT コンピューター回線 実習室 Basic Computer Circuit Lab. (10人)	304:CT ミニコンピユーター 実習室1 Minicomputer Lab.1 (10人)	307:CT ミニコンピユーター 実習室2 Minicomputer Lab.2 (10人)
304:AV 倉庫 Stores Instructor	307:AV 無聲室 Anechoic Room (5人)	308:CT CT講義室 CT Lecture Room (30人)	303:CT 倉庫 Stores Instructor	306:CT プログラミング実習 室2 Computer Programing Lab. 2 (10人)
302:AV AVスタジオ AV Studio (5人)	306:AV AV工作室 AV Workshop (10人)	307:CT 空調・電源装置実習 室 A/C-Power Supply Lab (5人)	301:CT プログラミング実習 室1 Computer Programing Lab. 1 (10人)	305:CT 講義室 Lecture Room (30人)
301:AV カメラ・CCTV 実習室 Camera-CCTV Lab. (5人)	303:TC 無線室 Analog Room (5人)	305:CT データ通信実習室 Data Communication Lab. (5人)	304:CT 入出力装置実習室 Peripheral Unit Lab. (10人)	
306:TC ラジオ受信機実習室 Radio Receiver Lab. (10人)	304:TC ラジオ・電話実習室 Radio-Tei. Lab. (5人)	304:CT CAD実習室 Circuit Design Lab by CAD (5人)	303:CT 教室 Instructor	
307:TC ラジオ送信機実習室 Radio Transmitter Lab. (10人)	305:TC アンテナ実習室 Antenna Lab. (5人)	302:CT CT工作室 CT Workshop (5人)	302:CT 教室 Instructor	
308:TC マイクログ 波実習室 Microwave & Comm. & Lab. (5人)	309:TC レーダー 実習室 Radar Lab. (5人)	301:CT CAD実習室 Circuit Design Lab by CAD (5人)	301:CT 教室 Instructor	
309:TC 無線局 実習室 Radio Station Lab. (5人)	310:TC 無線局 実習室 Radio Station Lab. (5人)	302:TC 無線通信実習 室 Wire-Tel. Communi- cation Lab. (10人)	303:TC 無線通信実習 室 Wire-Tel. Communi- cation Lab. (10人)	
311:TC 無線通信実習 室 Wire-Tel. Communi- cation Lab. (10人)	312:TC データ・デジタル 通信実習室 Data-Digital Commu- nication Lab. (10人)			

- * IE=工業電子科 Industrial Electronics Dept.
- * AC=自動制御科 Automatic Control Dept.
- * TC=電子通信科 Telecommunication Dept.
- * CT=コンピュータ技術科 Computer Technology Dept.
- * AV=オーディオ・ビデオ科 Audio-Video Dept.
- * FS=基礎科目 Fundamentals Subject

*電子実習棟3Fターミナル(●)数=10台

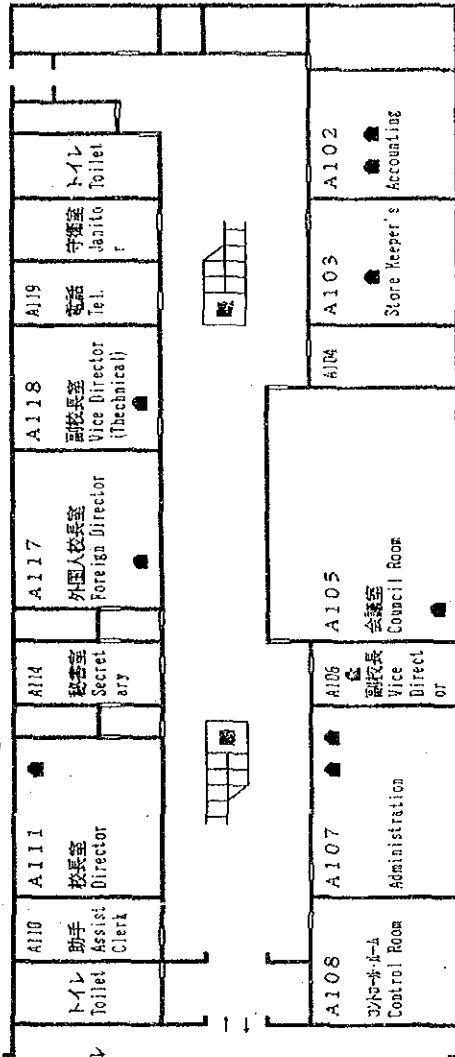
<1991.09.11>

Building-B (1F)



* B棟1Fターミナル(●)数=3台

Building-A (1F)

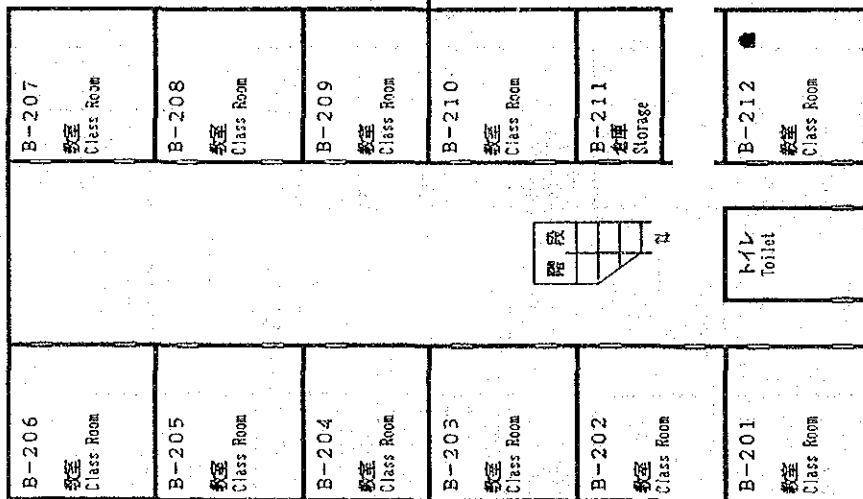


(Admin.)

* A棟1Fターミナル(●)数=10台

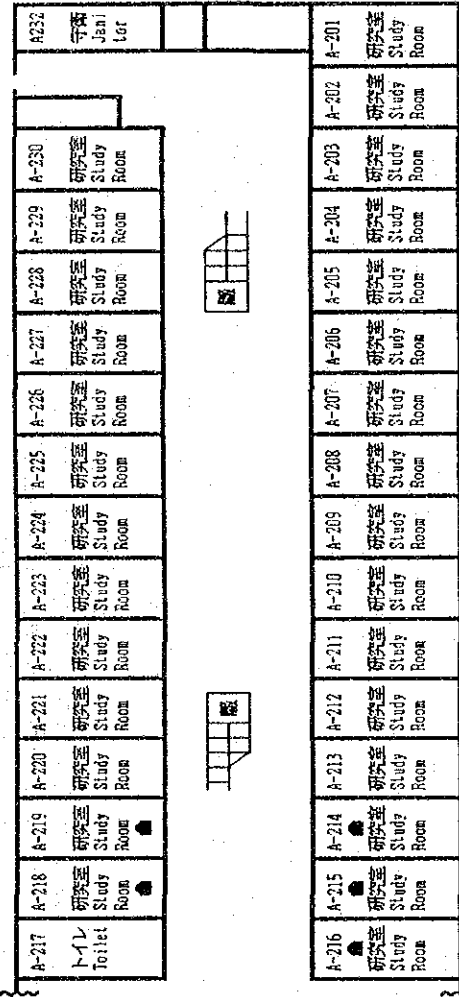
©1991.09.11

Building-B (2F)



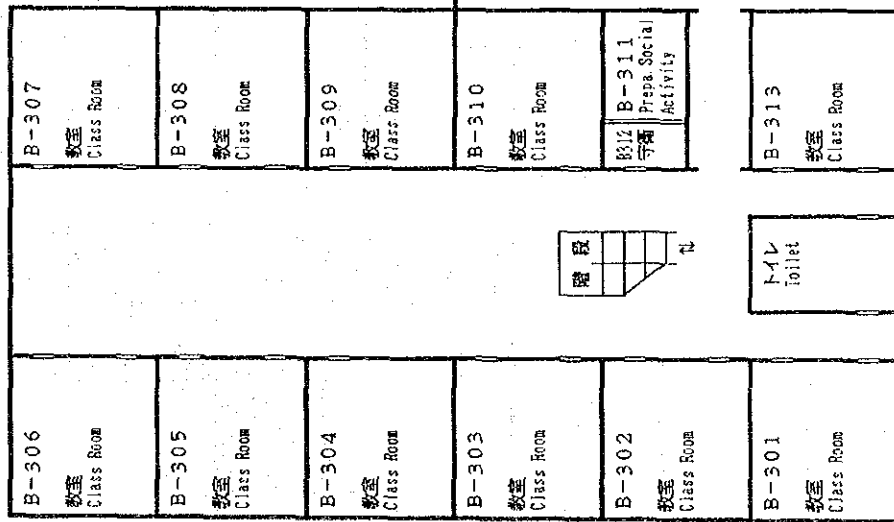
* 教室のうち1室をCAI室として使用する
* 研究室のうち1室をCAI準備室として使用する

—— B212 (仮)
—— A216 (仮)

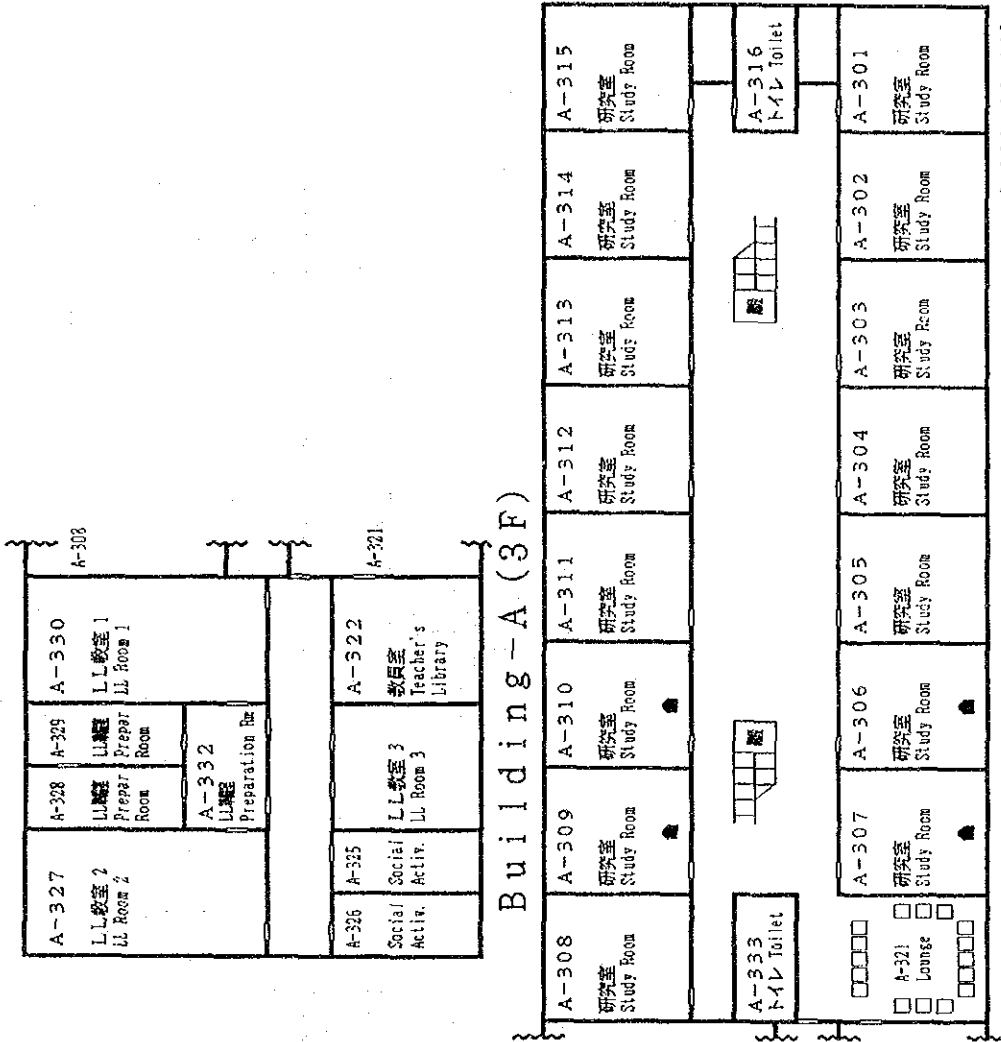


《1991.09.11》

Building-B (3F)



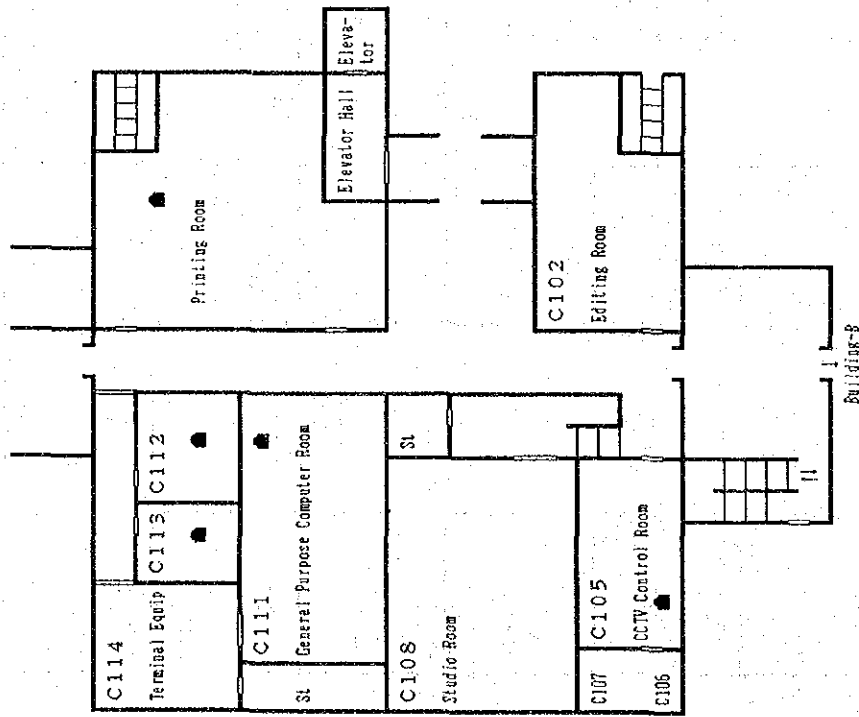
Building-A (3F)



*A棟3Fクーラー(備)数=4台

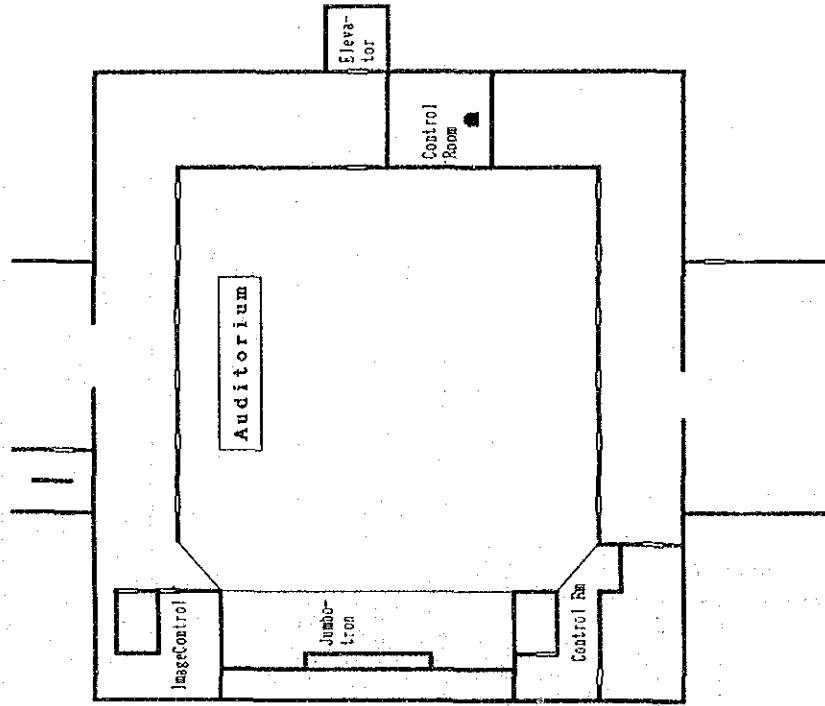
(1991.09.11)

Building-C:1F



* B棟1Fターミナル(●)数=5台

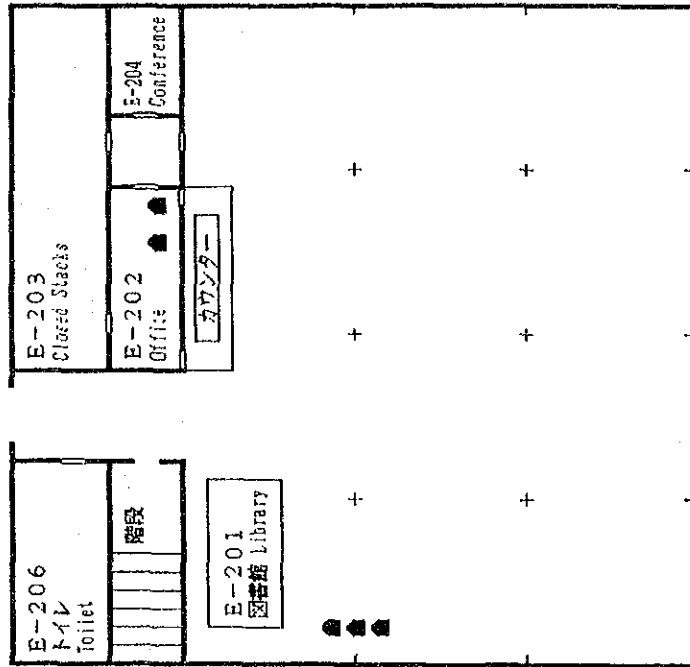
Building-C:3F



€1991.09.11P

* B棟3Fターミナル(●)数=1台

Building-E (2F)



<1991.09.11>

*E棟2Fターミナル(●)数=5台

付属資料— 4

「プロジェクト活動計画に基づく活動の現状（平成4年度第2四半期
業務報告書からの抜粋）」

1. プロジェクト活動計画に基づく活動の現状

1-1. 当初活動計画 (MP: マスタープラン) と活動の現状

S: 昭和 H: 平成 計画: 変更: 実績: _____

活動	予算年	S 49	S 50	S 51	S 52	S 53	S 54	S 55	S 56	S 57	S 58	S 59	S 60	S 61	S 62	S. 63	H. 1	H. 2	H. 3	H. 4	H. 5			
		月	1 6	10	2 10											12 9	4 7 10 1	4 7 10 1	4 7 10 1	4 7 10 1	4 7 10 1	4 7 10 1		
調査団派遣	MP 現状	精進 ---		進 進 --													供与機器 巡回指導 --			協力期間延長 --	9月開校 --			
専門家派遣	MP 現状		2人 --	1人 --												6人 2人	4人	5人	6人	2人	4人	6人	10人	
A 教育計画	(1)教育課程	MP 現状																						
	(2)詳細カリキュラム	MP 現状																						
	(3)理数科用カリキュラム作成 及び実習室設備計画	MP 現状																						
	(4)実習指導ガイドライン作成	MP 現状																						
	(5)実習指導書作成	MP 現状																						
	(6)工業科目教科書作成	MP 現状																						
	(7)理数科教科書補充 英訳	MP 現状																						
B 教育機器	(1)教育機器リスト	MP 現状																						
	(2)教育機器リスト見直し	MP 現状																						
	(3)供与機器決定	MP 現状																						
	(4)供与機器設置調整	MP 現状																						
	(5)教育機器設置調整	MP 現状																						
C: 教材開発	(1)実習消耗品リスト作成	MP 現状																						
	(2)実験実習教材開発	MP 現状																						

1-1. 当初活動計画 (MP: マスタープラン) と活動の現状 (続き)

S: 昭和 H: 平成 計画: ----- 変更: ----- 実績: -----

活動	予算年	S 49	S 50	S 51	S52 S53 S54 S55 S56 S57 S58 S59 S60 S61 S62	S. 63	H. 1	H. 2	H. 3	H. 4	H. 5
	月	1 6	10	2 10	12 9	4 7 10 1	4 7 10 1	4 7 10 1	4 7 10 1	4 7 10 1	4 7 10 1
C 教材開発	(3)CAI教材開発・MP 数										-----
	(4)CAD教材開発 MP 数										-----
	(5)課題研究教材開発 指導書作成 MP 数										-----
D CPへの 技術移 転	(1)実習指導書作成 (アラビック) MP 数									-----	-----
	(2)予備実習の実施 MP 数									-----	-----
	(3)マイクローニング研修 MP 数									-----	-----
	(4)派遣前研修 MP 数									-----	-----
E: 教育 経営	(1)教育目標の具現化 助言 MP 数										-----
	(2)工業科経営と具体的 方策助言 MP 数										-----
F 教育情報・ 教材開 発セン ター 関係 施設	(1)全施設設備計画 機器リスト作成 MP 数					-----	-----	-----	-----		
	(2)同上機器リスト見直し レイアウト作成 MP 数										
	①LL教室										① -----
	②コンピュータセンター										② -----
	③スタジオ (教材開発)										③ -----
	④オーディトリウム										④ -----
	⑤ライブラリー										⑤ -----
⑥教材製作・印刷室										⑥ -----	
⑦CAI教室										⑦ -----	

付属資料一 5

「1991年6月派遣運営指導チーム協議議事録」

MINUTES OF DISCUSSIONS
BETWEEN
JAPANESE TECHNICAL CONSULTATION TEAM AND THE AUTHORITIES
CONCERNED OF THE GENERAL ORGANIZATION FOR TECHNICAL EDUCATION
AND VOCATIONAL TRAINING ON TECHNICAL COOPERATION
FOR THE PROJECT OF TECHNICAL ELECTRONICS INSTITUTE IN RIYADH

Japanese Technical Consultation Team (hereinafter referred to as "the Team") organized by the Japan International Cooperation Agency (hereinafter referred to as "JICA") and headed by Mr. Muneharu IWAMOTO, visited the Kingdom of Saudi Arabia from 3rd to 10th July 1991, and had a series of discussions with the authorities concerned of the General Organization for Technical Education and Vocational Training (hereinafter referred to as "GOTEVT") on implementation of Japanese technical cooperation for the Technical Electronics Institute in Riyadh (hereinafter referred to as "the Institute").

As a result of discussions, the Team and GOTEVT agreed upon the following matters.

July 10, 1991
Riyadh

岩本宗治

Muneharu IWAMOTO

LEADER,
JAPANESE TECHNICAL
CONSULTATION TEAM
JICA

Mohammad S. AL-DHALAAN

DEPUTY GOVERNOR,
GOTEVT

1. Term of Technical Cooperation between Japan and Saudi Arabia
Japanese technical cooperation for the Institute under the R/D signed on June 12, 1974 shall be extended until the end of March 1993.
2. Opening Date of the Institute
Both sides have agreed that the opening date of the Institute will be on September 1992.
The working plan to the opening of the Institute will be scheduled as shown in ANNEX-1.
3. Necessary measures to be taken by the Saudi Side
 - (1) Construction Work of the Institute's building
Construction of the Institute is completed. Power supply shall be finished at or before the end of March 1992.
 - (2) Authorization of Equipment List
Saudi side will finalize and authorize the specification lists of equipment referred to 4(1) by the end of September 1991.
 - (3) Procurement of Equipment
Saudi side will procure and install necessary equipment for the workshops and laboratories of the first grade before the opening date of the Institute.
 - (4) Assignment of Counterpart personnel
Saudi side will assign at least one(1) counterpart personnel each to five respective departments in order to work on the preparation activities for the opening of the Institute at or before the end of March 1992.
 - (5) Translation of Technical Textbooks
Saudi side will translate English technical textbooks prepared by Japanese side into Arabic in due time for each grade.

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(5) Installation of Equipment

The equipment provided by Japan such as personal computer system and equipment of PCB workshop will be installed by supervision of the Japanese experts after the construction of the Institute is completely finished.

(6) Counterpart Training in Japan

Five(5) counterpart personnel in each fiscal year will be accepted for two-year technical training in Japan for two(2) successive years beginning 1991. However, Saudi side requested to increase the number of trainees into ten(10) in 1992.

The training curriculum is shown as ANNEX-3.

Each counterpart personnel are required to observe rules and regulations set by the training officials and those who receive insufficient grade on their training attitude might be cancelled to undergo further training.

Saudi counterparts shall be granted one-month home leave during the Gregorian New Year holiday, at the expense of the Saudi side.

(7) Dispatch of Experts

The Japanese side will prepare and dispatch the qualified long and short term experts.

5. Second Stage of Technical Cooperation

Japanese side is prepared to discuss on the second stage of technical cooperation with Saudi side.

Before the end of the first stage of the cooperation in March 1993, the Japanese side will send an evaluation team to the Project site in order to discuss on the second stage of cooperation including dispatch of experts, counterpart training in Japan.

11/72

(6)Preparation of the Textbooks of General Subjects

The textbooks of mathematics, physics and chemistry will be prepared by the end of August 1992.

(7)Assignment of Educational and Administrative Staffs

Saudi side will assign necessary educational and administrative staffs shown in ANNEX-2(1),(2) prior to the opening of the Institute.

4. Necessary measures to be taken by the Japanese Side

(1)Preparation of the Specifications of Equipment

Specifications of equipment to be purchased by the Saudi side will be completed and submitted to the Saudi side by the middle of September 1991.

The equipment lists for the departments of Automatic Control and Industrial Electronics have already been authorized by both sides.

(2)Preparation of the Technical Textbooks

English technical textbooks for the second grade will be completed by the end of March 1992 and for the third grade by the end of March 1993.

The technical textbooks for the first grade have already been completed and submitted to the Saudi side.

(3)Preparation of General Teaching Guidelines

General teaching guidelines for the workshops and the laboratories will be completed and submitted to the Saudi side by the end of March 1992.

(4)Detailed Curricula of General Subjects

The detailed curriculum of mathematics will be completed by the end of 1991.

The detailed curricula of physics and chemistry will be completed by the end of January 1992.

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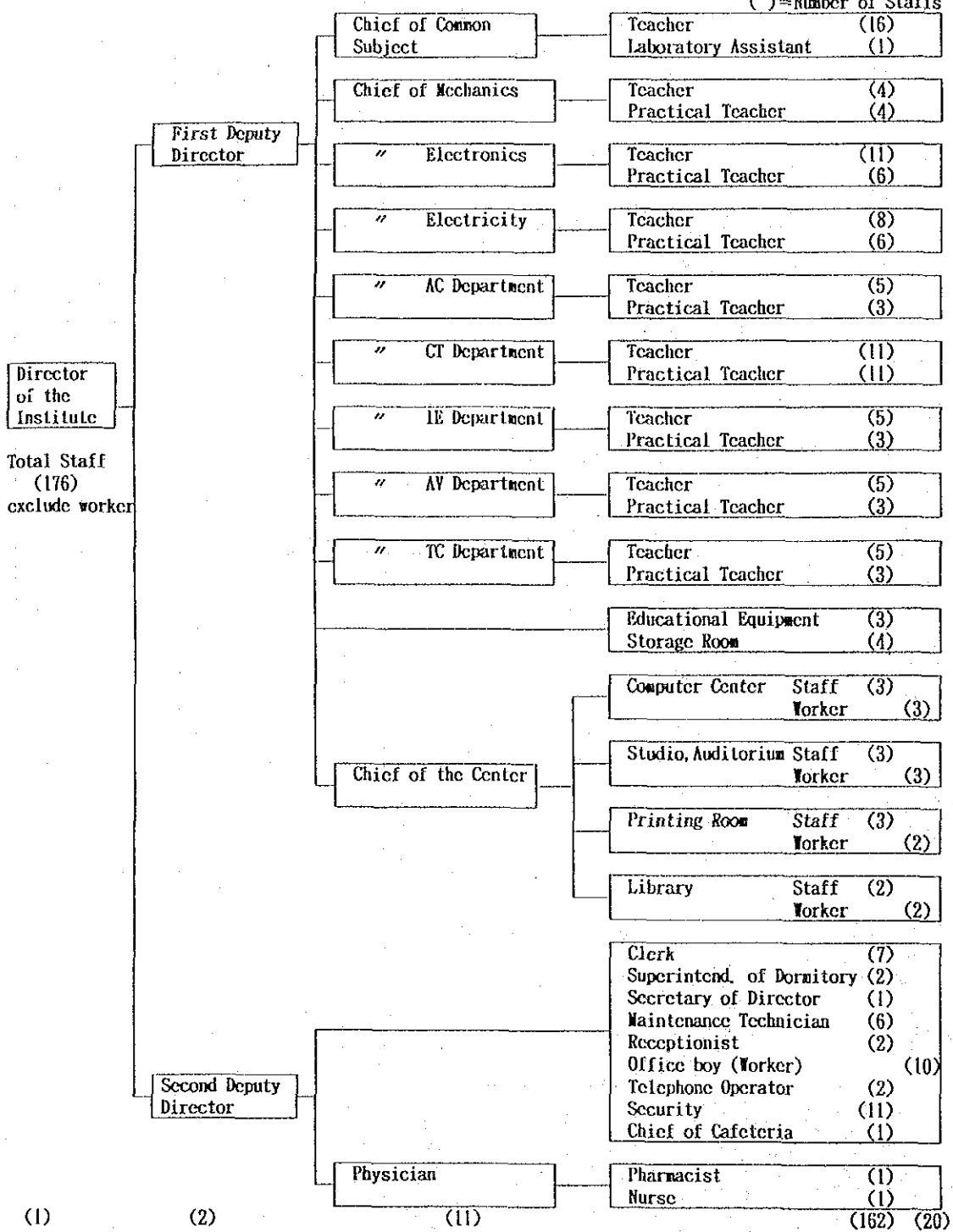
WORKING PLAN

(ANNEX - I)

	1991 APR-JUN	1991 JUL-SEP	1991 OCT-DEC	1992 JAN-MAR	1992 APR-JUN	1992 JUL-SEP	1992 OCT-DEC	1993 JAN-MAR	REMARKS
*Opening of the Institute						▲			
1. Building Construction (1)Building	Completed ▲								
(2)Power Supply			To be finished ▲						
2. Equipment (1)Equipment List (specification)		▲							
(2)Invitation for Tender			▲						
(3)Receiving the Offers				▲					
(4)Analyzing Offers and Contract									
3. Technical Textbooks (1)The First Grade	▲ English version completed							▲ Arabic version to be completed	
(2)The Second Grade		English version to be completed ▲							*Arabic version for the second grade to be completed before September 1993 and for the third grade before September 1994
(3)The Third Grade							English version to be completed ▲		
4. Assignment of the Staffs (1)Counterpart Personnel									*Teachers for the second and third grades to be recruited later
(2)Other Staffs								▲	

◀ANNEX-2(1)▶

()=Number of Staffs



«ANNEX-2(2)»

Industrial Field		First Year (1990 / 1991)		Second Year (1991 / 1992)		Third Year (1992 / 1993)	
		Teachers	Prac. T.	Teachers	Prac. T.	Teachers	Prac. T.
Mechanical Engineering	Lathe	1	2	1	2	1	2
	Sheeting & Welding	1	2	1	2	1	2
Mechatronics						2(+2)	
Electrical Engineering		6	4	8 (+2)	6 (+2)	8	6
Electronics		4	2	11 (+7)	6 (+4)	11	6
Audio & Video						5 (+5)	3 (+3)
Industrial Electronics						5 (+5)	3 (+3)
Automatic Control						5 (+5)	3 (+3)
Telecommunication						5 (+5)	3 (+3)
Computer Tech.(Includ.C.S. & CAD)		2	2	3 (+1)	3 (+1)	11 (+8)	11 (+8)
TOTAL(Teacher & Practical Teach.)		14	12	24(+10)	19 (+7)	54(+30)	39(+20)
Chief Teachers		8		8		8	
TOTAL		34		51 (+17)		101 (+50)	

Curriculum for the Counterparts of Riyadh
Technical Electronics Institute Project

«ANNEX-3»

*1st year

1. Orientation Programme (Briefing and General Orientation) 1 week

-General Orientation is organized at Tokyo International Centre (TIC) of JICA for three days prior to technical training in order to assist participants in understanding Japan and adjusting themselves to the way of life, and thus to facilitate their effective training.

-The contents of the programme are;

- a. The society and natural features in Japan
- b. The culture and history of Japan
- c. The economy of Japan
- d. The industry of Japan
- e. The politics of Japan
- f. Bus tour in Tokyo

2. Intensive Japanese Language Course 1 month

Purpose: To learn elementary Japanese necessary for daily life and to understand where necessary, explanation given by instructors in practice.

3. Review on Basic Theory at Technical Senior High School 6 months

-The contents of the programme are;

- a. Review on basic theory of electricity and electronics
- b. To learn teaching method for practice
- c. Study tours

Participants visit the factories whose equipment will be or have been installed at the new Institute and make observation and have comprehensive training on the equipment.

4. Personal Computer Training in NEC 2 months

-The contents of the programme are;

- a. To learn personal computer operation, how to run a few major application programmes and simple programming
- b. To strengthen participants theoretical knowledge on electronics
- c. To prepare participants for high technology to be learned in the 2nd year

5. CAI Based Study at Kanazawa Institute of Technology 1 month

Purpose: Using the help of Computer Assisted Instruction (CAI), participants are expected to improve their knowledge on electronics preferably up to college level

6. Intensive Japanese Training Course 1 month
Purpose: To be able to communicate with instructors on simple training subjects and to understand simple Japanese sentences

*2nd year

7. Specialized Training for each Participants 6 months
-Course and training place are as follows;

<u>course</u>	<u>Place</u>
a. Automatic Control	Yokogawa Electric Corporation
b. Industrial Electronics	-ditto-
c. Telecommunication	Fujitsu Co. Ltd.
d. Computer Technology	CICC (Center for the International Cooperation for Computerization)
e. Audio Visual Electronics	SONY and NHK (Japan Broadcasting Corporation)

The contents of each course will be as follows;

***a. Automatic Control Course**

Purpose: To learn knowledge required for instructors on automatic control at the new Institute

Contents: 1-Lectures=Industrial Measurement, Automatic Control, Instrumentation Planning, Digital Control System, etc.
2-Machine Training=Basic operation and programming of YS80, CTM-XL, U-XL, etc.
3-OJT=CTM-XL and U-XL engineering
4-Exercises=Start up experience in plant
5-Obseervations=Visit to Kofu and Makuhari YSE plants and other places.

***b. Industrial Electronics Course**

To be informed later

***c. Telecommunication Course**

Purpose: To learn knowledge required for instructors on telecommunication at the new Institute

Contents: 1-Multiplex communication system
2-Optical fiber transmission system
3-Microwave transmission system
4-UHF transmission system
5-Telephone, Facsimile and other terminals

***d. Computer Technology Course**

Purpose: To learn knowledge required for instructors on computer technology at the new Institute

Contents:1-Operating system
2-Programming teaching (COBOL language)
3-Operating system usage
4-On line database
5-Presentation method
6-Structured programming
7-Database system and data communication system
8-System design
9-Observation trip

***e. Audio Visual Electronics Course**

Purpose: To learn knowledge required for instructors on audio visual electronics at the new Institute

Contents:1-Audio and Visual equipment operation
2-Television programme production
3-Video programme production techniques
4-Video equipment maintenance techniques
5-Maintenance techniques at SONY Service Station

8. Training on Teaching Method at Nippon Institute 3 months
of Technology

Purpose: Participants are expected to make some electronic devices with guidance of the professors and thereby to learn advanced technical skills and knowledge on teaching method. They demonstrate and explain their devices in front of the professors.

9. Evaluation

Note 1: This curriculum is subject to change.

Note 2: A one-month leave from the end of the year may be planned for the participants every year so that they could put their gained knowledge and techniques in a practical use at the Institute and review their training performances with the Institute authorities, and thereby prepare themselves for the future training in Japan.

Note 3: At the end of first year, their accomplishments willingness to study and attitude in the training programme will be evaluated by JICA to see if their training should be continued in the second year.

付属資料一 6

「1993年9月まで1年開校延期、学院レベル格上げ要請に関する日—サ間の公式通信文書（1992年6月23日付「サ」側文書、同年8月26日付日本側文書、同年10月10日付「サ」側文書）」

بسم الله الرحمن الرحيم

RD 2952 / 1

الرقم / ١٤ / ١٤٨٠
التاريخ / ١٤ / ١٤٤٤ هـ
المشروعات

المملكة العربية السعودية
مؤسسة العامة للتعليم الفني والتدريب المهني
الإدارة العامة للتعليم الفني

الموقر

سعادة السكرتير الأول
السفارة اليابانية - الرياض
المملكة العربية السعودية

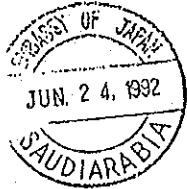
بعد التحية : -

في إطار الاستعدادات الجارية علي قدم وساق سواء كان ذلك من قبل الجانب السعودي أو الجانب الياباني لافتتاح المعهد الفني للالكترونيات نود ان نشير الي انه وحتى اللحظة الاخيره كنا نصر اصرارا كبيرا علي ضرورة ان يتم الافتتاح في سبتمبر ١٩٩٢ م ، الا انه ولاسباب خارجة عن ارادتنا ونراها ايضا منطقيه فانه تقرر تأجيل الافتتاح الي العام الدراسي ١٤١٤ هـ الي سبتمبر ١٩٩٣ م ، ونود ايضا في هذا السياق ان نسرد لسعادتكم بعضنا من هذه الاسباب حتي تكونوا علي علم بها وهي :-

١- تاخر ايصال التيار الكهربائي للمعهد ومرافقه علي الرغم من الجهود الكبيرة التي بذلتها مع الشركة المنفذة وشركة الكهرباء حيث طلبت شركة الكهرباء ضرورة اضافته بعض الاجزاء وبذلك سيكون من غير الممكن ايصال التيار الكهربائي للمعهد وفقا للجدول المعد لذلك ..

٢- الارتفاع الشديد في الاسعار المقدمه من الشركات اليابانية وعدم توفر الاعتمادات ، الامر الذي ادي الي الغاء المنافسه ودراسه الاسلوب الامثل لتامين هذه المعدات ..

كما ان هناك بعدا اخر نود الاشارة اليه وهو ان هناك الحاج شديد من قبل القطاع الاهلي و الحكومي يطالب بضرورة رفع مستوي القبول بالمعهد ليكون بعد المرحلة الثانويه بدلا من المرحلة المتوسطة ، وقد اجريت دراسة بهذا الخصوص وسلمت صورة منها لرئيس الفريق الياباني حيث عزي ذلك الي تطور التقنيه الالكترونيه واحتياجها الي مدارك وخلفيات علميه اعلي وتزايد الاحتياج الي فنيين اكثر تاهيلا في هذا المجال ، وهذه الفكرة لم تطرح لدينا



بسم الله الرحمن الرحيم

RD 2952 2

المملكة العربية السعودية

مؤسسة العامة للتعليم الفني والتدريب المهني

الإدارة العامة للتعليم الفني

الرقم
التاريخ
المشروعات

فقط بل سارعت جهات تعليمية اخرى لديها معاهد فنية بتنفيذها مثل وزارة
البرق والبريد والهاتف ووزارة الصحة حيث رفعت مستوي القبول في
معاهدها الفنية الي مابعد المرحلة الثانويه ..

اضافت الي ان لدي المؤسسة خطة لرفع مستوي القبول في المعاهد المشابهه ،
ولعل تاجيل افتتاح المعهد لعام اخر يكون فرصه مناسبه لدراسه موضوع رفع
مستوي القبول بصورة اعمق وادق للوصول الي افضل النتائج وفي نفس
الوقت الي اجراء التعديلات الضرورية اللازمه في المناهج وبعض المعدات ان
وجدت ..

وقد يكون من الافضل والاجدر ان يملك الوفد الياباني القادم صلاحية مناقشه
موضوع رفع المستوي ..

ولكم تحياتي ...

نائب المحافظ بالمؤسسة العامة
للتعليم الفني والتدريب المهني

محمد سليمان الضلعان

١٤١٢/١٢/٢٢

: ٤/٤

< 当館仮訳 >

RD2952 3

Translation

KSA
General Organization for Technical Education
and Vocational Training
General Directorate of Technical Education

No: 1080/12/1

Date: 22.12.1412 H

Corr: 23 June 1992 G

First Secretary
Embassy of Japan
Riyadh

Dear Sir,

Within the framework of the ongoing intensive preparations, both by the Saudi and Japanese sides, to open the Electronic Institute, we would like to point out that we were, till the last moment, insisting very much on the necessity of its opening in September 1992. However, for reasons beyond our control, that are as we see also reasonable, the opening has been postponed until September 1993. We would also like to mention some of these reasons so that you may be well acquainted with them:-

1. Delay in electricity connection to the institute and its facilities in spite of great efforts exerted by us with the executing company and the electricity company as the latter demanded addition of some parts and therefore it is impossible to give electric connection to the institute in accordance with the time schedule .

2. The high prices quoted by the Japanese companies and the absence of (budget) allocations which led to the cancellation of competition and study of the best method of supplying these equipment.

There is another point we would like to point out that there is a strong demand by both private and governmental sectors to raise the level of admission in the institute in such a way that admission will be given to those who have completed the secondary stage instead of the intermediate level (junior high school). A study in this respect was made and a copy of it was given to the head of the Japanese team. This change is needed

RD 2952 4

because of the development of electronic technology and its requirement of higher scientific background (by the students) as well as the increasing demand for better qualified technicians in this field. This idea was not only presented to us but certain educational agencies that have technical institutes such as ministries of P.T.T. and Health have hastened to implement it and raised the admission level to post secondary school.

In addition to that the Organization has a plan to raise the level of admission in similar institutes. So the postponement of opening the institute for another year may give opportunity to study the matter in depth and more accurately in order to arrive at the best results and at the same time to make the necessary amendments in the syllabus and some equipment if any.

It will be better that the next Japanese delegation will possess the authority to discuss the matter of raising the level of admission.

Please accept my best regards.

Muhammad Soleiman Al Dhala'an
Vice Governor
GOTEVT

3)



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RD3006 1

EMBASSY OF JAPAN

SAUDI ARABIA

P.O.Box 4095

Riyadh 11491

Tel. 488-1100

سفارة اليابان

المملكة العربية السعودية

ص.ب. ٤٠٩٥

الرياض ١١٤٩١

هاتف : ١١٠٠ ٤٨٨

August 26, 1992

Mr. Mohammed S. Al Dhal'aan
Vice Governor
General Organization for Technical Education
and Vocational Training
General Directorate of Technical Education
Riyadh

Dear Mr. Al Dhal'aan,

I have received your letter No. 1080/12/1 dated 22.12.1412H, on which serious deliberations were given on the Japanese side. On behalf of the Japanese side, I would like to inform you the Japanese views with regard to the points raised in your letter.

First of all, I would like to inform you the Japanese government considers that the opening of the institute as a technical high school is the most realistic approach given the time and efforts spent on this project which the Japanese government thinks ought to be materialized. All the other approaches would be extremely impossible as far as the Japanese side is concerned. I would like to give you three specific and important reasons why the Japanese side is taking the position mentioned above.

1) Upgrade of the institute's academic level could be a serious alteration to basic principles on which technical cooperation of the Japanese government has been conducted.

2) Based on the R/D signed on 12 June 1974, in which the agreement of the institute's academic level is clearly stated, as well as the results of the consultations conducted in the past, both Saudi and Japanese sides have devoted considerable time and efforts for the preparation for the opening of the institute as a technical school on the level of high school. As many as ten Japanese experts are now being dispatched to finish remaining works. The preparations, including compilation of technical textbooks, have now been in the final phase. Change of the academic level in this stage, therefore, would make the long-time efforts on the Japanese side almost fruitless.

RD3006 2

-2-

3) Should upgrade of the institute's level be decided, preparations for a new curriculum suitable for a technical junior college level would be needed. Accordingly, new textbooks and other necessary preparations would be required. Judging from the past experience, these works would normally require several years to complete, and therefore, cannot be done in one year. Change of the academic level would also make it necessary to change the support system of the Japanese side, in particular, the composition of the Japanese experts who are at present mainly consisted of high school teachers. If the institute's level should be upgraded, Japanese side has to dispatch another expert team comprised from junior-college, or university professors and lecturers. Unfortunately, at this last stage, these changes would be unfeasible.

Secondly, the Japanese government considers that the postponement of the opening date at this last stage is really regrettable. The opening date was agreed, on the occasion of the visit of the Japanese team in July 1991, upon strong request by the Saudi side, despite the doubts presented by the Japanese side about its feasibility. The target date was reconfirmed in the sixth session of the Japan-Saudi Arabia Joint Committee in May 1992.

Finally, the Japanese side would like to be apprised on the progress in such matters as construction of an electric facility and procurement of necessary equipment which the Saudi side promised to complete by the opening date. Information about the required budgetary measures and timetable to proceed with is kindly requested.

The Japanese side would highly appreciate it if the Saudi side carefully consider the above-mentioned points and look forward to receiving your response on an earliest occasion.

Naoto Nika
Naoto Nika
Counsellor



(3)

المملكة العربية السعودية

المؤسسة العامة للتعليم الفني والتدريب المهني

مكتب نائب المحافظ

الرقم ١/١٤/٤٧٤
التاريخ ٥/٤/١٤٣٠هـ
الشؤونات

RD3050 1

« عاجل »

معسادة الممششار نواتو نيكاي .

سفارة اليابان

المملكة العربية السعودية

بعد التحية ،

اشير لخطابكم المؤرخ في ٢٦ المظن ١٩٩٢ المتضمن الرد على خطابنا رقم ١/١٢/١٠٨٠ وتاريخ ١٤١٢/١٢/٢٢هـ المتعلق بافتتاح المعهد الغنى للالكترونيات واقتراح تطوير القبول بالمعهد الى المستوى الثانوى بدلا من المتوسط . وما اوضحتموه من وجهة نظر الجانب الياباني خيال النقاط التي وردت في خطابنا .

فيما يتعلق بتطوير مستوى القبول بالمعهد اود الاشارة الى ان طلبنا هو مناقشه هذا الموضوع وليس اتخاذ قرار فوري حوله . . ونهدف من ذلك الى تعميق التعاون بين بلدينا بما يحقق نقل التقنية المتقدمة والاستفادة من الجهود التي بذلت والتي ستبذل في المستقبل واتمنى الان نعمل الى طريق مسدود في هذا الاتجاه .

واود الافادة اننا نتفق معكم على ان الاتفاقية منذ عام ١٩٧٤ قد نمت بوضوح على المستوى الاكاديمي للمعهد كمعهد ثانوي ونشكر للخبراء اليابانيين الجهود التي بذلوها لانجاز هذه المرحلة كما ان الجهود التي بذلت في هذا الاتجاه لن تكون دون فائده .

الا اننا نرى ان رفع مستوى القبول بالمعهد لن يكون تغييرا جذريا ، ولكنه اضافه جوهريه لنطاق التعاون لتحقيق الهدف منه ، ولا شك ان هذا سيترتب عليه اضافات وتعديل للمناهج يتطلب انجازها وقتا كافيا ، كما قد يترتب عليه الاستعانة بخبرات خارج نطاق التعليم الثانوي من الطرفين .

ولان مناقشه تطوير المعهد والوصول الى اتفاق حوله مستغرق وقتا قد يطول ، فاننا نومي بما يلي : -

١ - الاستمرار بالعمل على تشغيل المعهد على المستوى الثانوي وفق ما خطط له وتطبيق وتقييم المناهج والمقررات والوسائل والطرق التعليمية في منسوات المعهد الثلاث .

٢ - البدء من الان في مناقشه تطوير مستوى القبول بالمعهد وتبادل وجهات النظر حول تحقيق هذا الهدف والذي نعتبره هدفا جوهريا في مياحه التعليم بالمؤسسة . ونامل ان يكون هذا الموضوع احد بنود جدول الاعمال التي ستناقش مع اللجنة القادمة .

بسم الله الرحمن الرحيم

٥٩/١٢/١٤١٢ هـ

المملكة العربية السعودية

المؤسسة العامة للتعليم الفني والتدريب المهني

مكتب نائب المحافظ

الرقم
التاريخ
الشفوعات

RD 3050 2

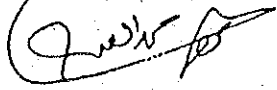
- ٢ -

٢ - يوجد حالياً بالمعاهد الثانوية الصناعية بالملكة خمسة اقسام للالكترونيات في خمسة معاهد ، وسيتم تعميم اقسام الالكترونيات في عشرة معاهد ثانوية صناعية خلال السنوات القادمة . وحيث ان المناهج والمقررات الدراسية التي يعدها الجانب الياباني حالياً تعتبر متطورة بالمقارنة للمناهج المطبقه حالياً في هذه المعاهد لذلك نرى ان هناك امكانيه لتعميم هذه المناهج والمقررات بعد تجربتها وتقويمها على المعاهد الاخرى .

بالنسبه لموعد افتتاح المعهد سبق اشعاركم عن ذلك في خطابنا بتاريخ ١٤١٢/١٢/٢٢ هـ اما سير العمل بالمراقب فجيده ، وتعمل المؤسسة على توريد تجهيزات المعهد اولا باول وفق ما يعتمد له بالميزانيه .

نامل الاخطه .. مع تحياتنا ..

نائب محافظ المؤسسة العامة
للتعليم الفني والتدريب المهني



محمد بن مبرك الزامل

(当館仮訳)

RD3050 3

Translation

KSA
General Organization for Technical Education
and Vocational Training
General Directorate of Technical Education

No: 272/12/1

Date: 14.4.1413 H

Corr: 10 Oct. 1992 G

(Urgent)

Mr. Naoto Nikai
Counsellor
Embassy of Japan
Riyadh

Dear Sir,

Please refer to your letter of 26 August 1992 in reply to our letter of 22.12.1412H, regarding the opening of Riyadh Electronic Institute...

Concerning the upgrading of admission level in the institute, we would like to point out that our request is to discuss this topic and not to take an immediate decision on it.. by that we are aiming at enhancing the cooperation between our two countries for the materialization of transfer of advanced technology and the utilization of the efforts made so far and those to be made in the future. I hope that we will not end up in an impasse in this connection.

We agree that the agreement since 1974 has clearly mentioned the academic level of the institute as the level of high school. We thank the Japanese experts for the efforts exerted by them for the accomplishment of this stage. The efforts made in this direction will never be a waste.

However, we are of the opinion that raising the level of admission in the institute will never be a radical alteration; but a substantial addition to the range of cooperation for the materialization of its goals. This will, undoubtedly, necessitate additions and alterations in the syllabus which will require much time. It may also require the assistance of experts beyond the level of secondary education from both parties.

RD3050 #

-2-

Since the discussion of upgrading the institute and to arrive at an agreement in this regard will take perhaps a long time, we would like to suggest as follows:-

1. To continue working on operation of the institute at the high school level as planned, and to implement and evaluate the syllabus, textbooks and teaching aids in the three years of the institute.

2. To start, from now, discussion of raising the level of admission and exchange opinions with regard to realizing this goal which we consider a substantial goal in the education policy of GOTEVT. We hope that this issue will be among the agenda to be discussed in the next committee (meeting).

3. At present there are in the industrial high schools in the Kingdom five departments of electronics at five institutes. This will be increased to ten in the coming years. As the syllabus and textbooks being prepared by the Japanese side now are considered to be at a more advanced level compared to the ones in use in the above institutes, we find that these syllabuses and textbooks can be, after trying and evaluating, applied in other institutes.

With regard to the opening date of the institute, we have already informed you about it in our letter of 22.12.1412 H. Works on the facilities are progressing well. The GOTEVT is acting on procuring the (necessary) equipment of the institute by and by as per the availability of the budget.

Please accept my best regards.

Muhammad Soleiman Al Dhala'an
Vice Governor
GOTEVT

3)

付属資料― 7

「サ側が準備した今回の運営指導チームとの協議議題」

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

..... الرقم
..... التاريخ
..... المشفرات

المملكة العربية السعودية
المؤسسة العامة للتعليم الفني والتدريب المهني

*Minutes of Discussion
between
Japanese Technical consultation Tteam and the Authorities Concerned of
the General Organization for Technical Education and vocational Training,
about Technical Cooperation for the project of Technical Electronics
Institute in Riyadh .*

The Subjects requested to be discussed between the Saudi and Japanese sides are :

- 1 - Discussing and preparing an agreement between the Saudi and Japanese Governments covering the technical and educational assistance during the phase following the opening of the Institute .
- 2 - To discuss how to develop the Institute's Curricula and to raise the standard of enrollment i.e. to accept students after the secondary stage in stead of intermediate stage.
- 3 - To discuss the subject of accepting Saudi teachers in the Japanese universities for finalizing their graduation and Postgraduation there.
- 4 - Completion of technical textbooks translation .
- 5 - The status of the training programs in Japan.
- 6 - To discuss the methods of offering short term scholarships covering promotion programs as those offered by Germany and France.

付属資料一 8

「今回の協議に関する現地新聞報道記事」



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Riyadh to get top class electronics institute

By Javid Hassan Arab News Staff

RIYADH, Nov. 6 — The Riyadh Technical Electronics Institute, which will open in September next year, will be one of the most sophisticated of its kind in the world, Mancharu Iwamoto, leader of the Japanese technical consultation team for the project, told newsmen here yesterday.

The institute, which is being set up under the technical cooperation agreement between the two countries, will train Saudis in the state-of-the-art technology across a broad spectrum of electronics and telecommunications fields.

A cooperation agreement extending the validity of the term upto March 1994 was signed Wednesday by Vice-Governor of the General Organization for Technical and Vocational Training (GOTEVOT) Abdulmohsin Al-Thuwaini and Iwamoto, representing the Japanese side.

Iwamoto, who is leading a five-member Japanese team of experts, said the institute will have five electronics courses including computer technology, robotics, industrial electronics, audiovisual electronics and telecommunications. Each course, he pointed out, is designed for 30 students, except for the growing field of computer technology which will admit 60 students.

The press conference was also attended by Masahiro Oshima, chief advisor to the Japanese technical cooperation team, Nar-iaki Tateno, resident representative, Japan

International Cooperation Agency (JICA), which facilitates technology transfer in 48 countries abroad, Akihiko Hayakawa, H. Harada, M. Ashida, M. Watanabe and K. Nagata from different government agencies.

Speaking on the current status (Phase I) of the project on which work began two years ago, Iwamoto said the Japanese government has donated equipment worth SR17 million for the institute, besides dispatching experts to help GOTEVOT in the preparation of syllabus and teacher training. The total cost of the project is estimated at SR30 million.

Regarding the training program, Hideaki Harada from the economic cooperation bureau of the Ministry of Foreign Affairs, said five Saudi teachers will be sent to Japan every year.

Besides learning Japanese, they will also be put through a comprehensive course that would enable them to handle the technical training on their return.

A total of 20 Saudi teachers are to be trained under the program, which is of two-year duration.

The textbooks required for the syllabus will be prepared in English and later rendered into Arabic, which will be the medium of instruction at the institute. Students eligible for admission should have a minimum qualification of secondary education.

Speaking on the various projects undertaken within the framework of the technical cooperation agreement, Tateno said.

Lifestyle '92 opens today

By Habib Shalkh Arab News Staff

JEDDAH, Nov. 6 — More than 235 companies representing 600 brand names from Saudi Arabia and abroad, will be displaying their products at the Lifestyle '92 exhibition beginning at the Jeddah International Exhibition Center tomorrow.

To be inaugurated by Dr Abdullah S. Dahlan, secretary general of the Jeddah Chamber of Commerce and Industry, the exhibition also includes Ideal Home, Fashionworld and Childworld shows.

A unique feature of Lifestyle will be the segregation of the exhibition hall into two clearly defined sections for trade and the general public. "The trade section will be exclusively for the businessmen where joint ventures, agency rights and other business arrangements could be discussed in a cordial atmosphere," according to the organizers Al-Harithy Company for Exhibitions Ltd. The public section "will host the general visitors giving the exhibits in this section wide exposure." On the last two days, Nov. 12 and 13, the partitions between the two sections will be removed.

Ideal Home will feature items ranging from furniture and furnishings to labor saving devices and hi-fi and audio visual products. Fashionworld will include the latest in fashion, clothing, textiles, cosmetics, perfumes, leather goods and sportswear.

When a brand name becomes a byword, that's class

By Rasheed Abou-Alsamh Arab News Staff

JEDDAH, Nov. 6 -- The recent news that Ikea, the "incredible Swedish furniture store" as it likes to call itself, bought the British home furnishings store Habitat, confirms in my mind that the world is being taken over by Ikea.

Jeddah used to be the only city in Saudi Arabia that had an Ikea store. We used to sneer at Riyadh, and say "they don't have one." My relatives living in Riyadh used to make special trips to Jeddah just so they could buy window blinds and curtain fabric from Ikea, which they couldn't get in Riyadh. But alas, Ikea has opened a store in Riyadh, ending our claim of supremacy.

Going to Ikea for my friends and I, has turned into a sort of special design expedition: There we can find trendy furniture and objects at affordable prices. We romp through the upstairs furniture area, where we don't seriously shop since we either already have furniture or don't have space for any. Instead, we sit in all the various mock-up living-rooms and take snap-shots of each other, making sure to hide the price tags. That way we can send the pictures to unsuspecting friends, asking them:



"Doesn't our new living room look smashing?!"

The ideals of shopping at Ikea are simply embodied in their ubiquitous brown carrier

shopping bags. They are enormous, sturdy and exude Swedish simplicity: they look like they are made from recycled Nordic pine pulp.

The downstairs area is our consumer haven, where we drool over things we covet and sometimes don't need. My favorite sections are the lamp section, the bed-linen section and the housewares area. There I could browse for hours, just dreaming about where to put a certain lamp in my house, or how a certain set of new glasses would be nice to drink out of.

I must confess that it was Ikea that inspired and encouraged me to buy wallpaper and hang it in my bedroom for the first time in my life. I bought several rolls of a light pink, striped wallpaper, and spent an evening by myself struggling to wet the pre-glued paper and get it on the wall without tearing it. The result is quite reasonable,

considering it was the first time I had ever done it, and alone, on top of that.

Another first that Ikea inspired me to do was buy fabric from them and hang it, again in my bedroom, as curtains.

I remember buying blood-red cotton chintz material and hanging it up rather swiftly with the aid of ingenious little clamps that meant the fabric didn't need any sewing or preparation for hanging.

An expedition to Ikea is never complete without a stop at their cheap cafeteria, where you can rest from shopping and eat a rice and meat meal for only SR13. The Swedish ideal of cheap but wholesome, subsidized food is not forgotten here.

Finally, a trip to Ikea is never complete without picking-up a copy of their latest catalogue. Indeed, their catalogues have become such hot commodities that I've even seen them illegally on sale at one of Manila's most prestigious department stores.

Now, in a move to prevent what I presume to be mass looting of their free catalogues, Ikea has put them behind a counter, where one must ask a zealous employee to get a copy.

In the pre-looting days, they used to pile them up high in the entry lobby.

How I miss those days.

Japanese team here to extend agreement

By Edgar C. Cadano
Gazette Staff
RIYADH, Tues.

A JAPANESE mission has arrived here to sign an agreement extending its collaboration with the Saudi government in the establishment of the Riyadh Technical Electronics Institute.

Muncharu Iwamoto, Japan's chief supervisor of the vocational department at the Ministry of Education, is heading the eight-day mission to extend the agreement signed in 1974.

The project which is carried out by the Japan International Cooperation Agency and the General Organisation for Tech-

nical Education and Vocational Training, will be extended for another year to complete the requirements of the institute.

JICA vice-president Eiichi Tamori said that the Riyadh Technical Electronics Institute has been designed to respond to the growing need of producing competent Saudi manpower resources in the field of electronics technology.

The institute was expected to open last school opening for technical and vocational training of young Saudi students. However, according to JICA, the opening had to be post-

poned to next year so that the final phase of construction can be completed.

The Institute will have five electronics courses including computer technology, automatic control, industrial electronics, audio-visual electronics and telecommunications. Each class is designed for 30 students except the growing field of computer technology which will have 60 students.

In addition to the curricula, JICA said unique educational environment with highly developed electronics equipment and facilities are being planned.

More rain for Jeddah forecast

By Khalid Malki
Gazette Staff
JEDDAH, Tues.

MORE rain for the western region and the south-western heights is expected tomorrow, according to the Central Forecast Office.

In the early hours of today 5mm of sporadic rainfall was recorded.

The Met office likened the present weather conditions to what was recorded in 1972, 1977 and 1983.

The CFO said the main cause for the wet weather was an extension of the Red Sea depression, which extended parallel to the coast up to north-western areas of the Kingdom.

The depression led to relatively warm southern winds, which brought in clouds.

Yesterday the rainfall over the city and the adjoining areas was measured at 55.1mm, dropping mercury to 16 degrees C and disrupting transport and telephone services in the city.

In Yanbu the rainfall registered yesterday was 19.7mm, and at Badar and Makkah, respectively 30mm and 18mm.

In various places of the city accumulated rain water is being pumped out round the clock. Jeddah Baladia deployed over 80 tankers for this.

The Mayor, Dr Khalid Abdul Ghani, and his team are touring the rain-affected areas.

Attendance in city schools was thin again today as the sky was overcast in the morning.

But the Corniche and the city's outskirts were found crowded with picnickers.

Qayyum Khan arrives

By Mazhar Hasan Siddiqi
Gazette Staff
JEDDAH, Tues.

SARDAR Abdul Qayyum Khan, Prime Minister of Azad Kashmir, arrived here this morning from Paris.

He was due here on Sunday evening on a private visit, and scores of his followers were at the King Abdulaziz International Airport to receive him.

But the flight was cancelled because of foggy weather in Paris, and Khan remained in *ihram* for two days, braving the cold weather.

In Paris he met First Lady Danielle Mitterand, who is chief of France Liberty, a human rights organisation.

Khan will be here for three more days, and will meet OIC chief Hamid Al-Gabid.

20th for Clorox

JEDDAH, Tues. (SG)

CLOROX, a bleach manufactured by the M.A. Abudawood & Partners Company, celebrated yesterday 20 years of its production and marketing in the Kingdom, and also the factory's rare achievement of two million safe man-hours.

The celebrations at Laylati Hall were held under the auspices of Prince Majid Bin Abdul Aziz, Governor of the Makkah region, and attended by diplomats, businessmen and others.

The Governor congratulated the owners as well as the workers for the achievement of the factory, one of the oldest production units of the Kingdom.

In their addresses Sheikh Ismail Abudawood, one of the owners of the company and

president of the Jeddah Chamber of Commerce and Industry, and Hussain Abudawood, also owner and chief executive, acknowledged the workers' efforts for smooth production and safety measures resulting in a record high safe man-hours.

Clorox is a joint venture between M.A. Abudawood & Partners and Clorox International, Auckland, USA, whose vice-president, Pete Louras, gave away an award each to distributor Ismail Abu Dawood Establishment and to Hussain, the chief executive.

Both Clorox and the recently added Clorox for Colours, a broad-spectrum germ killer, with over 95 percent of the market share, are produced according to US and international standards.



US food: An American food festival was opened at the

Riyadh records most road mishaps

By Joel H. Vega
Gazette Staff
DAMMAM, Tues.

OF the 35,799 recorded traffic accidents Kingdom-wide in 1410H (1989-1990), more than half occurred in Riyadh and mainly inside city limits according to the Traffic Depart-

ments (0.27 percent) that killed 20 people and injured 185 others in that year. Al-Jouf was also way down the scale with 221 accidents that injured 353 and killed 37.

In Riyadh nearly 67 percent of the accidents occurred inside city limits, the highest in the

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付属資料一 9

「本プロジェクトの協力実績（国別経済技術協力実績 昭和29年度～昭和60年度 第2分冊中近東アフリカ地域：昭和62年3月国際協力事業団 からの抜粋）」

国別資料を見るとき注意事項

本資料は、わが国が計画に加盟した昭和29年から昭和61年3月31日までの間、中近東地域、アフリカ地域の開発途上国に対し、旧海外技術協力事業団/国際協力事業団が実施した政府ベースによる経済技術協力事業実績を国別(又は地域別)にとりまとめたものである。

1. 構成：本資料は各国別に総括表および事業別実績に大別し、前者は主として業種別、形態別の人数実績を、後者は事業別に、プロジェクトの概要、協力期間、人数実績、経費実績等をそれぞれ記載した。

2. 年度：年度はすべて全計年度(4月1日より翌年3月31日まで)である。

3. 分野分類：本資料における分野分類は昭和56年度制定の統計集計要領に基づく分類表(中分類)20分類によるものである。

4. 国名表記：国名表記は外務省表記法にもとづき表記した。

5. 地域配列：地域の配列は、中近東地域、アフリカ地域の順に配列した。

6. 地域区分：本資料にいう「中近東地域」とは、アガニスタン以西からサハラ砂漠以北の地域を、「アフリカ地域」とは、サハラ砂漠以南の地域をそれぞれ指している。

7. 項目別経費区分：本資料における経費区分は、(1)研修員受入経費、(2)調査団派遣経費、(3)専門家派遣経費、(4)協力隊派遣経費、(5)機材供与経費、(6)その他経費の6項目により区分した。なお、本資料では実施計画費は「調査団派遣経費」に、旅行機材費は「機材供与経費」に、専門家等福利厚生費および専門家養成確保費は「その他経費」にそれぞれ分類の上、集計した。

8. 複数国に関連するプロジェクト：同一地域ではあるが2カ国以上の複数国に関連するプロジェクト、および2地域以上の複数国に関連するプロジェクトについては、(1)中近東アフリカ一般、(2)世界一般(第5外冊)にまとめて記載し、かつ関連する各国の項にも記載した。但し、トランス・アフリカン・ハイウェイに係るものは個別の各項には展開しなかった。

9. 「中近東アフリカ一般」：本資料では中近東アフリカ地域の国々は上記item6の区分法により中近東とアフリカの2地域に区分したが、中近東地域内の複数国調査、アフリカ地域内の複数国調査、および、中近東とアフリカの両地域にまたがる複数

数国調査についてはすべて「中近東アフリカ一般」として扱い、便宜上「アフリカ地域」に区分した。

10. 複数国又は複数プロジェクトに係る経費・人数：経費実績欄のカッコ内数字は、複数国に関連する調査プロジェクトに支出された経費で、「中近東アフリカ一般」等個別分類不能欄に記載した総額を関連した国の数で均等分して算出したものである。経費はすべて当該会計年度内の支出実績で予算の繰越・新規の別とは関係ない。複数国に係る人数実績については、各国の項の人数実績数のみをカッコでくくった。

また、同一国であっても複数プロジェクトに係る調査団派遣実績については、当該調査団の主調査プロジェクトを除き人数、経費とも()内数で示した。

11. 協力隊派遣実績：本資料では、協力隊の派遣実績人数は、一般隊員、シニア隊員および国連ボランティア(UNV)の実績人数を集計の対象とした。また、調整員については昭和56年度実績分よりこれを含めることとした。

12. 単独機材供与経費実績：一部の機材については、輸送費を含んでいない。

13. 開発調査プロジェクトに關し

(1) 「地」欄の番号はリストの順番を便宜上示すこととし、プロジェクト固有の番号ではない。

(2) 「年度」欄の①②……等の番号は、同一プロジェクトに關する調査の区分であり、明確に区分したほうが理解しやすいと判断されたもののみに付した。

(3) 「調査の種類」の略記号は下記のとおりである。

- 投……………投資前基礎調査(昭和37年度～昭和44年度)
 - 実・設……………実施設計調査(昭和40年度～)
 - 事前調査……………投資前基礎調査の事前調査(昭和45年度～)
 - 実施調査……………投資前基礎調査の実施調査(昭和45年度～)
 - 但し、昭和45・46両年度には、社会開発協力部発行の原資料には、明確に区分されていない。昭和47・48両年度では「本調査」なる用語であり、昭和49年度より「実施調査」という用語法に統一されたものである。
- しかし、本資料ではすべて昭和45年度より「実施」の用語によることとした。

〔一般の技術協力に係る機材供与〕
単独機材供与事業

年度	機材名	機材供与先	年度	機材供与経費 (千円)
44	鉱物鑑定器等	鉱物資源省	44	5,495
49	職業訓練機材	リヤド職業訓練センター	49	18,899
50	職業訓練機材	リヤド職業訓練センター	50	15,516
51	職業訓練機材	リヤド職業訓練センター	51	10,493
計	4 件			50,403

サウディ・アラビア

〔プロジェクト方式技術協力〕
技術協力センター事業

プロジェクト名	概要	要	年	調査団			専門家		機材供与		経費総額 (千円)	
				調査の 種類	調査期間	人数	経費 (千円)	人数	経費 (千円)	主要機材名		経費 (千円)
リヤド電子工業高校 The Establishment of the Riyadh Ele- ctronics Technical Institute	サウディ・アラビア王国の基本政策は石油以外の生産部門を拡充し、石油依存度の減少をはかることであり、このため国民の開発、生産部門への参加を促進するための人的資源の開発を重点項目としている。これは、工業化を急ぐゆえ各分野での熟練および半熟練技術労働者の需要が増加し、これに伴って必然的に技術、職業教育の拡充強化が必要となってきたためである。	48	事前調査	49.1.28~ 49.2.14	3	2,210					2,210	
協定書の種類：R/D 署名年月日：49.6.12 協力期間： 49.6.12~開校まで		49	実施調査	49.6.4~ 49.6.19	5	4,474					4,474	
		50						4	3,538		1,000	4,538
		51	実施調査	51.10.18~ 51.11.1	3	2,994						2,994
		52										597
		53	計 打合せ	54.3.12~ 54.3.31	5	4,809 5,188						9,997
		54										85
		55										0
相手国機関： 技術教育職業訓練公社 国内協力機関：文部省		56						3	3,689			3,689
		61	訪問打合せ	61.12.14~ 61.12.22	5	5,079						5,079
		62	?	62.9.27~ 62.10.8	6	2,721						2,721
												7,368
												5,359
												10,089

44035

サウテイ・アラビア

プロジェクト名	概要	年度	調査		団体		専門家		機材供与		経費総額 (千円)
			調査の種類	調査期間	人数	経費 (千円)	人数	経費 (千円)	主要機材名	経費 (千円)	
	これに署名した。 1 本工業高校は、電子技術者養成を目的とし、学科は、(1)ラジオ科、(2)テレビ科、(3)電気通信科および、(4)電子計測科の4科を設けること。 2 訓練期間は、前後2期からなり、前期を2年間、後期は1年コースと2年コースに分ける。昭和51年10月、コンサルタント契約の交渉立会い、討議々事務の有効期間についての協議および同校の完了までの協力スケジュールについての打合せ等を目的として、実施調査団を派遣した。その結果、契約金額の確定および仮契約書に両者のイニシャルサインを完了した。また議事要録を作成し、討議要録の有効期間を学校開設まで有効とすることを確約した。なお、本件プロジェクトはその後、一部計画見直しや同校の所轄官庁の再編成等をへて、ようやくサウティ・アラビア側による校舎の建設が昭和60年8月から開始され、昭和64年7月完工の見込みとなっている。わが側の協力として、建設と並行して、カリキュラム作成、教員の訓練、サウティ・アラビア側調査以外の小規模機器類の供与等が待たれている。	63 元	計測打合 元.12.21	6	6,054	2 10	55,981 96,765		11,438	66,819 102,819	
		2				4	111,706	電気工事用保証 器具資機材	510,395	624,217	
		3				3	14,549	(前年度輸送費) 電気工事用 器具一式	25,434	145,535	
										449,990	
										99,425	

サウティ・アラビア

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プロジェクト名	概 要	年 度	調 査 例		専 門 家		機 材 供 与		経費総額 (千円)																										
			調査の 種 類	調査期間 人数	経 費 (千円)	人 数 継続	専 門 家 人数	経 費 (千円)		主要機材名																									
プロジェクト名 (プロジェクト名) サウジアラビア・リヤド電子研究所 (Royal Technical Electronics Institute) 1974年6月12日 1974年6月12日～1983年3月31日 リヤド近郊阿拉伯 技術教育職業訓練所 (COTEVT) 文部省、国際職業訓練委員会 6. 要員の名称 「サ」政府の工業化推進政策に伴い熱帯及び半熱帯技術労働者の需要が急増し、ラジオ、テレビ、電気通信分野においても技術者の需要層が拡大されるため、電子分野における中級技術者の養成について、わが国に技術協力を要請してきた 7. 目的・内容 電子分野における中級技術者養成のため、中卒を対象とする3年制教育の電子技術学校設立、および同学校設立後の教育指導業務についての協力を目的とする。協力分野は自動制御、工業電子、電気通信、コンピュータ技術、オーディオ、ビデオの5分野である。 8. 現況・自然達成 現在技術専門家はリーダー型職員を含め10名であり、本年10月の状況を目指し準備中である。	(日付：平成4年4月1日現在) 1974年6月12日 1974年6月12日～1983年3月31日 リヤド近郊阿拉伯 技術教育職業訓練所 (COTEVT) 文部省、国際職業訓練委員会 「サ」政府の工業化推進政策に伴い熱帯及び半熱帯技術労働者の需要が急増し、ラジオ、テレビ、電気通信分野においても技術者の需要層が拡大されるため、電子分野における中級技術者の養成について、わが国に技術協力を要請してきた 6. 要員の名称 「サ」政府の工業化推進政策に伴い熱帯及び半熱帯技術労働者の需要が急増し、ラジオ、テレビ、電気通信分野においても技術者の需要層が拡大されるため、電子分野における中級技術者の養成について、わが国に技術協力を要請してきた 7. 目的・内容 電子分野における中級技術者養成のため、中卒を対象とする3年制教育の電子技術学校設立、および同学校設立後の教育指導業務についての協力を目的とする。協力分野は自動制御、工業電子、電気通信、コンピュータ技術、オーディオ、ビデオの5分野である。 8. 現況・自然達成 現在技術専門家はリーダー型職員を含め10名であり、本年10月の状況を目指し準備中である。																																		
(カウンスターパート受入実績) <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>年度</td> <td>49</td> <td>～</td> <td>60</td> </tr> <tr> <td>人数</td> <td>0</td> <td></td> <td></td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>6</td><td>1</td><td>6</td><td>2</td><td>6</td><td>3</td><td>～</td><td>2</td><td>3</td> </tr> <tr> <td>1</td><td>1</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td> </tr> </table>										年度	49	～	60	人数	0			6	1	6	2	6	3	～	2	3	1	1	5	5	5	5	5	5	5
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付属資料—10

「サウディアラビア・リアド滞在のしおり（リアド電子技術学院プロジェクト・チーム作成）」

サウディアラビア・リヤド滞在のしおり

リヤド電子技術学院カシオ
平成4年11月 1日現在

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《サウディアラビア王国概要》

1. 国名：The Kingdom of Saudi Arabia (アラムラカ・アラビア・アッサウディーヤ)
2. 独立：1927年5月20日 (国家統一) ⇨1932年、現在の国名になる
3. 首都：リヤド Riyadh
4. 人口：1245万9000人 (1989年発表)
人口増加率 3.7% (1980～1988年平均)
5. 面積：224万平方キロメートル (日本の約5.7倍)
6. 気候：アラビア半島内陸部のリヤドは典型的な砂漠気候で、昼夜の寒暖の差が激しい。また、年間を通じて極めて乾燥している。

リヤド年間平均気温 (サウディアラビア王国内陸部)												
月	1	2	3	4	5	6	7	8	9	10	11	12
°C	15	16	21	25	30	34	34	33	31	25	21	15

紅海に面したジッダは冬期も暖かい。また湿度がとても高い。

ジッダ年間平均気温 (サウディアラビア王国西部)												
月	1	2	3	4	5	6	7	8	9	10	11	12
°C	24	24	26	28	31	31	33	33	31	30	28	25

7. 言語：公用語はアラビア語、都市部では英語がよく通じる
8. 宗教：イスラム教スンニー派 (戒律の厳しいワッハーブ派に属する)
9. 官庁：執務時間は07:30～14:30、木・金曜日が休日
*現在のチームの執務時間は07:00～14:00
*断食月 (ラマダン) 中の執務時間は10:00～15:00
10. 通貨：サウディ・リヤル (SR) →1リヤル=100ハララ
1リヤル=3.73米ドル (現在1リヤルは約35円)
11. 通話：諸外国とのダイヤル通話が可能で音声も良好 (日本へ1分間：15リヤル)
日本へのかけ方：0081+市外局番の最初の0をとった番号
12. 通信：日本あて葉書は1リヤル (切手は郵便局で購入) (1週間位で届く)
" 封書は10gまで1.5リヤル (10g毎に1リヤルづつ加算)
13. 検閲：小包が届くとまず郵便局から通知が来るので、それをもって中央郵便局に赴く。小包は本人の前で開封・検閲が行われ、持ち込み禁止品 (酒・ポルノ等) があればその場で没収される。こちらから小包を送る場合も、中央郵便局で検閲を受けた後に送付することができる。封書の検閲はほとんどない。

〈リヤド電子技術学院概要〉

1. プロジェクトの経緯

- 1974年6月12日：R/D署名（当時の担当官庁はサウディアラビア文部省）
1985年8月：校舎建設開始 *設計：梓設計（日本）
*建設：レクサ（台湾）
1988年4月：日本人長期専門家の派遣が本格的に始まる
1991年8月：校舎完成（電力供給施設は1992年3月完成予定）
1992年9月：開校予定であったが、現在日サ双方で調整中

2. 校舎の規模

敷地面積：95,348㎡（484m×197m）
校舎面積：58,014㎡

3. 生徒数など

生徒数：第1学年 8クラス 240人
第2学年 7クラス 210人 } *3学年合計：21クラス 630人
第3学年 6クラス 180人 }

学科数：5学科 ①自動制御 ②コンピュータ技術×2 ③電子通信
④工業電子 ⑤オーディオ・ビデオ

職員数：約180名

4. 日本側協力内容

- (1)約6億円の機材供与
- (2)日本人専門家の派遣
- (3)サウディアラビア人の日本研修
- (4)教科書の作成（英文）

5. 協力期間

1993年3月31日まで

*この日付け以降も日本の協力が存続するよう、サ側から要望が出ている

〈関係者人名〉

1. GOTEVT (技術教育職業訓練庁・通称ゴテボット)

総裁	Mr. Dhalaan	(ダルアーン)
副総裁	Mr. Thuweiny	(スウェイニー)
技術教育局長	Mr. Babour	(バブール)

2. C/P責任者

学院長	Mr. Dahlawi	(ダハラウィ)
副学院長	Mr. Ali	(アリー)

C/P (日本研修修了生)

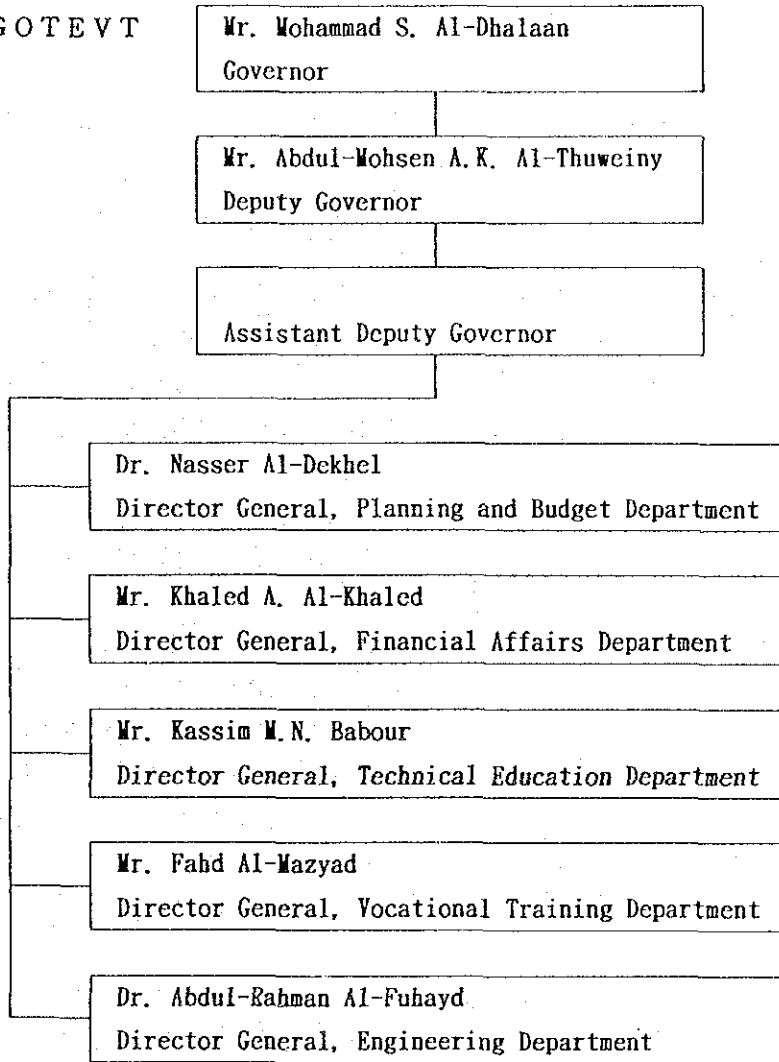
第1グループ	第2グループ	(第4グループ予定者)
Mr. Saeed (サイド) (AV)	Mr. Fahad (ファハド) (AV)	Mr. Ali (アリー) (TC)
Mr. Mohammed (ムハンマド) (IE)	Mr. Ala (アラ) (IE)	Mr. Yaser (ヤーセル) (TC)
Mr. Ghazi (ガーズ) (AC)	Mr. Saleh (サーレ) (AC)	Mr. Sami (サミ) (AC)
Mr. Falah (ファール) (TC)	Mr. Walid (ワリド) (TC)	Mr. Khalid (カレド) (CT)
Mr. Abdullah (アブドゥッラー) (CT)	Mr. Sulaiman (サライマン) (CT)	Mr. Abdul-Rahman (CT) (アブドラハマン)

3. 日本人専門家

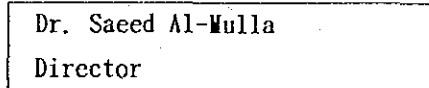
大島正弘	アドバイザー	(任期) 1989. 4. 1 ~ 1993. 3. 31
廣田嘉男	F S 電気	1992. 4. 1 ~ 1993. 3. 31
池内 淳	F S 機械	1992. 4. 1 ~ 1993. 3. 31
伊落 崧	オーディオ・ビデオ	1992. 4. 1 ~ 1993. 3. 31
柏木考平	F S 電子	1991. 12. 26 ~ 1993. 3. 31
土屋 堯	工業電子	1992. 4. 1 ~ 1993. 3. 31
能智 功	自動制御	1991. 12. 26 ~ 1993. 3. 31
宮本 修	コンピュータ	1992. 3. 26 ~ 1993. 3. 25
井手三男	電子通信	1992. 3. 26 ~ 1993. 3. 25
石垣滋樹	調整員	1989. 11. 29 ~ 1993. 3. 31

〈關係組織圖〉

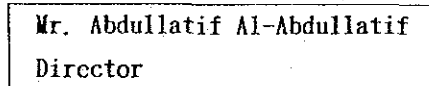
1. GOTEVT



2. College of Technology in Riyadh



3. Royal Secondary Industrial Institute in Riyadh



〈リヤドの生活〉

1. イスラムに関すること

- (1) 酒・豚肉・ポルノの持ち込み（持ち出しも）は厳禁。これらの所持が発覚した場合、非ムスリムの外国人もイスラム法に則って裁かれる。
- (2) 女性は外出時に黒い外套（アバーヤ）を着用する。法的義務はないが、イスラムを尊重する意味で最初から着用したほうがよい。
- (3) 市内での写真撮影はトラブルのもとなので避けたほうが無難。店内の写真はあらかじめ店の主人に許可を求めること。ムスリムは写真を嫌う者が多い。
- (4) 女性のための外出は団体行動が望ましい。市内を一人歩きしていた女性が宗教警察に保護・連行された例がある。宗教警察曰く「暴漢に襲われる危険から救った」。

2. 衣食住に関すること

- (1) 衣類は東南アジア製の安価なものから高級ブランド品まで豊富にある。ただし日本人好みのものは少ないとよく言われる。
- (2) 食料品は野菜・果物・肉・米・醤油が豊富で、日本食料品店も1軒ある。日本食も含め各国料理のレストランがあり、食生活について心配することはない。
- (3) 各家屋には海水を淡水化した水が供給されているので飲料水にしてもよいが、屋内の配水管が錆びていることが多いので、ミネラルウォーターを飲むほうが無難。
- (4) 各家屋への配電は127Vまたは220V。一つの部屋でもコンセントによって電圧が違う場合があるので、事前にチェックすること。

3. 健康に関すること

- (1) 暑い時期に外出するときは水分の補給を怠らないこと。乾燥しているため、汗をかいた実感がなく脱水症状になっていく。
- (2) 乾燥しているためか「目が痛い」「踵が割れた」「水虫が治った」等の声を聞く。
- (3) 目に見えない細かい砂が恒常的に浮遊しているので、うがいを習慣づけるとよい。

4. 身分証明書に関すること

当国に在留する外国人は常に身分証明書を携帯していなくてはならない。つまりJICA 専門家はパスポートであり、一般の外国人はパスポートにかわるイカーマ（政府発行の滞在許可兼身分証明で、これにより外国人は登録管理されている）である。身分証明書の呈示は様々な場面で求められる。

かんたんなアラビア語

アッサラーム・アレーコム	: あなたに平安あれ
ワ・アレーコムッサラーム	: あなたにこそ平安あれ

カイファ・ハーラック?	: お元気ですか
クワイイス or ゼン or タマーム	: (3つともGoodの意)

シュクラン	: ありがとう
アフワン	: どういたしまして

アハラン・ワ・サハラン	: ようこそ
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イスミー・インシガキ	: 私の名前はインシガキです
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マアッサラーム	: さようなら
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アイワ	: はい
ラー	: いいえ
シャーイ	: お茶
カホワ	: コーヒー
ムシケラ	: 問題
ボクラ	: 明日
ハラース	: 終わり

イスマ・エー?	: 何ていう名前?
フィー	: ある、いる
マーフィー	: ない、いない
ワリーニー	: 見せてください
タアーラ	: 来てください
スタンナ	: 待って、止めて
マー・アドリー	: I don't know.

ビカム?	: いくら?
1(١)	: ワーハド
2(٢)	: イスネーン
3(٣)	: タラータ
4(٤)	: アルバア
5(٥)	: ハムサ
6(٦)	: スイッタ
7(٧)	: サブア
8(٨)	: タマーニヤ
9(٩)	: ティスア
10(١٠)	: アシャラ
100(١٠٠)	: ミア

JICA