



THE ECONOMIC BUREAU

المركز الاقتصادي

JAPAN INTERNATIONAL
COOPERATION AGENCY
(JICA)

FEMALE TECHNICAL EDUCATION
VOCATIONAL TRAINING
AND EMPLOYMENT

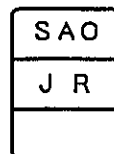
A SECTOR PROFILE

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MAY 1999

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TABLE OF CONTENTS

<u>Section</u>	<u>Title</u>	<u>Page #</u>
1	GENERAL DESCRIPTION.....	1-1
2	RESPONSIBLE AGENCIES.....	2-1
3	PRIVATE COMPANIES INVOLVED.....	3-1
	The Sebai Institute.....	3-1
	Specialized Training.....	3-1
4	PRIORITY OF GOVERNMENT FOR PRIVATIZATION.....	4-1
	Saudization in the Female Job Market	4-3
5	DEGREE OF CURRENT ACTIVITY AND RELATIVE GROWTH.....	5-1
	Technical Education	5-1
	Vocational Training.....	5-13
	Specialized Training.....	5-17
	Women's Employment.....	5-19
6	REGULATIONS AND ADMINISTRATIVE SYSTEMS..	6-1

LIST OF TABLES

<u>Tables</u>	<u>Title</u>	<u>Page #</u>
4-1	Estimated Saudi Population in Working Age and Labor Force in the Sixth Development Plan	4-1
4-2	Details of Estimated Female New Comers by Education Level in the Sixth Development Plan	4-2
5-1	Number of Health Institutes for Girls. 1412-1416A.H. / 1991-1995G	5-2
5-2	Number of Students and Graduates from Female Health Institutes 1414 – 1416A.H. / 1993 – 1995G.....	5-3
5-3	Female Students and Graduates in Health Institutes, by Region: 1412-1416A.H. / 1991-1995G. and New Enrolled, By Region: 1416A.H. / 1995G.....	5-5
5-4	Graduates of Health Institutes for Girls by Specialties, 1414-1416A.H. / 1993-1995G.....	5-6
5-5	Number of Female Students at Health Sciences Colleges In 1415-1416A.H. / 1994-1995G	5-7
5-6	Number of Students at Health Sciences Colleges* By Specialties in 1415 A.H. / 1994G.	5-8
5-7	Number of Students at Health Sciences Colleges by Specialties in 1416 A.H. / 1995G.....	5-8
5-8	Female Teachers' Secondary Institutes: Number and Classes. 1412-1418A.H. / 1991-1997G.....	5-10
5-9	New Enrolled. Total Number of Students and Graduates in Teachers' Secondary Institutes: 1416-1418A.H. / 1995-1997G.....	5-11
5-10	New Enrolled. Total Number of Students and Graduates In Teachers' Higher Colleges: 1416-1418A.H. / 1995-1997G.....	5-13

5-11	Number of Schools and Classes in Vocational Training Centers, 1414-1418A.H. / 1993-1997G.....	5-14
5-12	New Enrolled and Total Number of Students in Vocational Training Centers, 1414-1418A.H. / 1993-1997G.....	5-15
5-13	New Enrolled and Total Number of Students in Vocational Secondary Institutes, 1415-1418A.H. / 1994-1997G.....	5-16
5-14	Distribution of Women's Employment in State Agencies, 1415H.	5-21
5-15	Distribution of Women's Employment in Private Sector, 1416H.	5-22
Exhibit I	Number of Companies owned by Women and Registered in the Chamber of Commerce and Industry by Business Activities, 1413H.	

Section 1

GENERAL DESCRIPTION

Section 1

GENERAL DESCRIPTION

In spite of the fact that women constitute almost half of the total Saudi population, their role in society development and participation in the labor force are so insignificant that they need utmost support and motivation.

Government, through its Sixth Development Plan, emphasizes the importance of women's role and realizes that improving women's education, training and employment conditions will undoubtedly contribute to overall development of society.

Saudization and non-Saudi labor substitution are applicable for both men and women. It could be achieved through improving quality and quantity of new comers and existing labor force. Technical Education (TE) and Vocational Training (VT) are among appropriate and effective tools to help these targets come true. TE and VT provide skilled and trained workers highly demanded for economic growth.

In our opinion, better restructuring of the labor force in Saudi Arabia could be on three dimensions:

- (1) Increasing relative contribution of Saudis.
- (2) Increasing number of skilled workers, and
- (3) Increasing female's participation rate.

The three aspects could be achieved through one specific target, that is, increasing the number of Saudi Skilled Women.

Section 2

RESPONSIBLE AGENCIES

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RESPONSIBLE AGENCIES

Technical Education for women is under supervision of two governmental agencies: Ministry of Health (MOH) and General Presidency for Girls Education (GPGE). MOH supervises Health Institutes for Girls and Colleges of Health Sciences for Girls. Total number of female students in the health sector was 1,985 students in 1416A.H. / 1995G. Total number of institutes and colleges was 32 at the same date. GPGE supervises Teachers' Secondary Institutes and Teachers' Higher Colleges. Total number of female students was 27,992 students in 1418A.H. Total number of institutes and colleges was 211 at the same date.

Vocational Training for women is under supervision of GPGE and Ministry of Labor and Social Affairs (MLSA). GPGE supervises Vocational Training Centers and Vocational Secondary Institutes. Total number of vocational trainees was 3,715 trainees and total number of centers and institutes was 44 in 1418A.H. MLSA supervises vocational training centers for disabled females. Total number of trainees was 171 trainees in 1416A.H.

The third type of technical training is **Specialized Training** which means training programs specially prepared to make employees ready to perform their new jobs and increase their productivity and job performance. Female body providing such training is the female section in The Institute of Public Administration (IPA).

Women's Employment is supervised by The General Agency for Labor Force Council and restricted in governmental entities to three fields only: education, health and social services. 72.6% of women working in governmental entities are in General Presidency for Girls Education and 21.8% are in Ministry of Health.

Section 3

PRIVATE COMPANIES INVOLVED

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PRIVATE COMPANIES INVOLVED

There are no private businesses in Saudi Arabia dispensing education to nurses or aspiring nurses. There is however a program in the initial stages of development.

THE SEBAI INSTITUTE

The Sebai Institute is planning to offer an On-The-Job Education & Training (OJET) program in the Allied Health field. This program will be open to nurses and students aspiring to become nurses, among other health and allied health professionals. The program is structured to offer a pre-job general full-time course of 2 months starting from day one prior to branching off to On-The-Job training for a period of 18 months. The full program takes 20 months to complete and will award a Diploma in Nursing, Theater Nursing (operation room) or such other fields depending on the candidates chosen area of specialization.

During the first two months of the program, the student will receive classroom teaching at the rate of 6 hours a day, 5 days a week. On-The-Job training will be at the rate of 4 hours per week of direct tutoring and 8 hours per week of self-learning. At the above rates, the total program consists of 600 hours and is conducted, substantially, in the English language. Annual fees are projected at SR 15,000 per student and would normally be paid by the hospital/clinic/health center sponsoring the candidate.

SPECIALIZED TRAINING

Female private sector Centers provide courses that are mainly Languages especially English Language and Computer Skills such as data entry, word processing and different software programs.

These centers are subject to supervision of GPGE and certificates of English language and Computer they grant must be accredited by GPGE.

Fewer centers and philanthropic societies provide training courses in other subjects such as Home Decoration, Painting, Handcraft Learning. Tailoring, Cooking and different subjects. The following is a list of private sector female training providers. Two names in the list (number 2 and 6) provide courses in business administration for businesswomen.

1. Sheffield School for Interior Design
2. Economic Studies House / women section
3. Language Center for Girls
4. Nahda Female Philanthropic Society
5. El-Wafa Female Philanthropic Society
6. Prince Salman Social Center / women section
7. Noor Beauty Training Center
8. Training Center in Jeddah Chamber of Commerce and Industry / female section
9. Manahel
10. Motamaizeh Institute
11. Riyadh Computer Center for Girls
12. Gulf Language Center for Girls
13. Manar Center
14. Al-Erteqa House

Section 4

PRIORITY OF GOVERNMENT FOR PRIVATIZATION

Section 4

PRIORITY OF GOVERNMENT FOR PRIVATIZATION

Estimated Saudi labor force in the Sixth Development Plan is shown in Table 4-1. Government estimated that female labor force would be increased by 11.2% from 215,600 at the beginning of the plan in 1413/1415 to 272,700 at the end in 1419/1420A.H.. i.e.. an increase of 57,100. Estimated participation rate was expected to increase from 5.5% to 5.8%. Average annual growth rate was estimated to be 4.8%.

Table 4-1

Estimated Saudi Population in Working Age and Labor Force in the Sixth Development Plan

(000's)

	1413/1415			1419/1420			Change in Labor Force		
	Population in Working Age	Participation Rate	Labor Force	Population in Working Age	Participation Rate	Labor Force	Number	%	AA GR %
Males	3,986.2	54.5	2,168.6	4,796.3	54.7	2,622.7	454.1	88.8	3.9
Females	3,919.1	5.5	215.6	4,715.5	5.8	272.7	57.1	11.2	4.8
Total	7,905.3	30.2	2,384.2	9,511.8	30.4	2,895.4	511.2	100	4

Source: Ministry of Planning

Change in labor force between two points of time does not reflect size of gross change in labor force, but it is the net result of inflow and outflow. It was estimated in the Sixth Development Plan that female new comers would be 78,700, representing 11.9% of total new comers of 659,900. Out of these female new comers, 71,400 were subject to education and training, representing 12.1% of total educated and trained

new comers of 590,100. Details of estimated female new comers by education level are shown in Table 4-2.

Table 4-2

**Details of Estimated Female New Comers by Education Level in the Sixth
Development Plan**

<u>Highest Completed Education Level</u>	<u>Number (000's)</u>	<u>% of Total</u>
University	40.9	52
□ Physics Science	5.5	7
□ Medical and Health Sciences	2.6	3.3
□ Commercial Sciences, Mathematics & Computer	4.1	5.2
□ Nutrition	0.7	0.9
□ Social Sciences & Islamic Studies	23.5	29.9
□ Teaching	4.5	5.7
Secondary*	11.5	14.6
□ General Education	8.9	11.3
□ Technical & Vocational	2.6	3.3
Intermediate*	7.8	9.9
Primary*	13.8	17.5
Less than Primary*	4.7	6
Total	78.7	100

* Includes those who did not complete the next education or training level

Source: Ministry of Planning

Table 4-2 above shows the low number of new comers from technical education and vocational training being only 2,600 with its low level of contribution in total new comers being only 3.3%. We believe that this contribution should considerably increase in the Seventh Development Plan as government policy is directed towards expanding this type of education and training through the following:

- Increasing number of schools and institutes for technical education and vocational training.

- Studying reasons for, and eliminating the phenomenon of, not completing primary and intermediate education levels in order to reduce the number of low qualified labor force.
- Putting ceiling percentage limits for secondary general education and directing remaining number of intermediate graduates to technical and vocational education.
- Studying incentives to motivate larger enrollment in institutes, technical and vocational schools.

In general, women's employment and increasing work opportunities for women were among labor force objectives in the Sixth Development Plan. The overall labor force objectives and strategies, including Saudization, foreign labor substitution; increasing number of skilled labor, with specialties required in the labor market; improving statistical and other services in the labor market; will all have their impact on widening women's employment.

SAUDIZATION IN THE FEMALE JOB MARKET

Saudi Government's Saudization plans have achieved good results in three female job categories: teaching and administrative jobs in government owned schools plus female jobs in the banking sector. In the other job categories, Saudization is only slowly taking place due to insufficient supply of well-qualified Saudi females.

Section 5

DEGREE OF CURRENT ACTIVITY AND RELATIVE GROWTH

Section 5

DEGREE OF CURRENT ACTIVITY AND RELATIVE GROWTH

Technical education and vocational training for women receive great support from the government of Saudi Arabia as another channel, after general education, for developing Saudi females to enhance the role they play, in society in general and in Saudi work force in particular.

This type of human resource development is actually divided into three integrated fields: (1) Technical Education, (2) Vocational Training and (3) Specialized Training.

This section highlights each field with focus primarily on aspects such as number of educating and training bodies, grades, curricula, enrollment, graduation, teaching and administrative staff.

TECHNICAL EDUCATION

As mentioned in Section 2, supervision of technical education for women is under responsibilities of Ministry of Health (MOH) and General Presidency of Girls Education (GPGE).

MINISTRY OF HEALTH (MOH)

MOH supervises health institutes and colleges to provide well prepared Saudi national capabilities required for various health services.

Health Institutes for Girls (HIG)

Number of HIGs

There are 26 HIGs distributed all over the Kingdom. It is worth noting that health institutes for boys are only 18, which reflects relative expansion in this type of

education for girls. However, as indicated from **Table 5-1** below, the number of HIGs has been reduced by closing two institutes in 1414 (Al-Damam Central and Al-Qateef Central) and one institute in 1415 (Harraa). Reasons for closing the three institutes were not declared in official publications.

Table 5-1
Number of Health Institutes for Girls,
1412-1416A.H.

1412	1413	1414	1415	1416
24	29	27	26	26

Source: GPGE

Students and Graduates:

It is shown in **Table 5-2** that number of students has grown from 1,676 in 1414 to 1,812 in 1415 and then decreased to 1,405 in 1416. Average annual growth in that period was negative (-8.4%) due to decrease in the third year compared to the first year. The maximum average annual growth was in Prince Salman institute (223.3%) and the minimum was in both Al- Majmaa and Al-Ras institutes (-29.3%). The biggest number of students was always in Qateef institute recording 12.5%, 14.8% and 15.8% of total students in the three consecutive years.

Table 5-2
Number of Students and Graduates from Female Health Institutes
1414 - 1416A.H.

Institutes	Students				Graduates			
	1414	1415	1416	Average Annual Growth %	1414*	1415	1416	Average Annual Growth %
Al-Yamama	79	78	53	-18.1	0	22	23	4.5
Prince Salman	11	142	115	223.3	0	38	63	65.8
Al-Majmaa	12	10	6	-29.3	0	5	3	-40.0
Al-Kharj	62	56	39	-20.7	0	19	21	10.5
Al-Ras	22	18	11	-29.3	0	4	5	25.0
Onaizah	43	45	30	-16.5	0	15	17	13.3
Makkah	49	106	82	29.4	0	28	41	46.4
Al-Madinah	104	126	93	-5.4	0	43	47	9.3
Jeddah	145	134	115	-10.9	0	31	61	96.8
Al-Taif	59	57	53	-5.2	0	19	22	15.8
Harraa	86	0	-	-	0	0	-	-
Al-Dammam	143	141	109	-12.7	0	30	75	150.0
Al-Qateef	210	269	222	2.8	0	74	141	90.5
Al-Houf	101	115	99	-1.0	0	24	62	158.3
Hafr Al-Baten	47	40	26	-25.6	0	14	13	-7.1
Al-Jouf	51	44	32	-20.8	0	10	14	40.0
Al-Goraiat	37	36	37	-	0	0	16	-
Hail	38	36	32	-8.2	0	11	13	18.2
Tabouk	53	53	47	-5.8	0	13	22	69.2
Arar	72	72	49	-17.5	0	24	20	-16.7
Abha	59	57	32	-26.4	0	23	23	-
Beshah	25	25	13	-27.9	0	9	6	-33.3
Jizan	93	83	56	-22.4	0	27	12	-55.6
Najran	37	32	22	-22.9	0	11	7	-36.4
Al-Baha	19	18	13	-17.3	0	5	6	20.0
Al-Gonfodah	17	17	16	-3.0	0	0	14	-
Al-Dawadmi	2	2	3	22.5	0	0	4	-
Total	1,676	1,812	1,405	-8.4	0	499	751	50.5

Source: GOTEVOT * No graduates in 1414 A.H. due to increasing study duration from 6 to 7 semesters in that year.

Table 5-2 also shows that there were graduates in years 1415 and 1416, while in year 1414 there were no graduates, as study duration was raised from 6 semesters to 7 semesters in that year. Number of graduates increased from 499 graduates in year 1415 to 751 graduates in year 1416, achieving an annual growth rate of 50.5%. Individual performance of most institutes indicates positive growth rates. The maximum was in Hofouf institute (158.3%) and the minimum was in Jizan institute (-55.6%). Qateef institute recorded the biggest number of graduates, similar to number of students, among all institutes. Qateef graduates constituted 14.8% and 18.8% of total graduates in years 1415 and 1416 respectively.

Table 5-3 shows female students in health institutes by region for the period 1412- 1416 and newly enrolled by region in year 1416.

Table 5-3
Female Students and Graduates in Health Institutes, by Region: 1412-1416 A.H.
And New Enrolled, by Region: 1416 A.H.

	1412		1413		1414		1415		1416		New Enrolled
	Stud.	Grad.	Stud.	Grad.	Stud.	Grad. *	Stud.	Grad.	Stud.	Grad.	
Riyadh	275	60	339	60	296	0	288	84	216	124	16
Makkah	163	53	196	35	135	0	106	28	82	40	0
Jeddah	199	85	235	29	162	0	151	31	115	61	15
Taif	131	46	111	19	59	0	57	19	53	22	15
Madinah	191	68	210	54	104	0	126	43	93	49	15
Qaseem	118	38	125	25	65	0	63	19	41	22	0
Eastern	382	139	484	81	353	0	410	104	331	197	30
Al-Ahsa	113	44	176	24	101	0	115	24	99	32	13
Hafr Al-Baten	65	20	71	18	43	0	40	14	26	13	0
Aseer	118	47	131	24	59	0	57	23	48	23	0
Bishah	74	0	89	49	25	0	25	9	13	6	0
Tabouk	77	31	92	26	53	0	53	13	47	23	6
Hail	27	0	49	0	38	0	36	11	32	12	7
Northern	132	59	159	33	72	0	72	24	49	19	0
Jizan	59	16	107	24	93	0	83	27	56	23	0
Najran	32	0	30	17	37	0	32	11	22	7	0
Al-Baha	119	51	123	28	19	0	18	5	13	6	0
Al-Jowf	0	0	24	0	51	0	44	10	32	14	0
Qurayyat	44	20	47	10	37	0	36	0	37	16	0
Total	2319	774	2798	556	1802	0	1812	499	1405	729	117

Source: Ministry of Health, Statistical Yearbook, 1416

*No graduates in year 1414

Graduates' Specialties

Available specialties in HIGs are only four: General Nursing, Developed Nursing, Scanning and Physiotherapy. They are limited compared to those available in boys' institutes that reach nine specialties. Studying in all institutes has been developed and admission qualifications have been raised to secondary certificate starting 1415 A.H.

Table 5-4 below shows specialties of graduates in the period 1414-1416A.H.

Table 5-4
Graduates of Health Institutes for Girls by Specialties,
1414-1416A.H.

Specialties	1414 *	1415	1416	Average Annual Growth %
General Nursing	-	499	571	14.4
Advanced Nursing	-	-	132	-
Scanning	-	-	5	-
Physiotherapy	-	-	43	-
Total	-	499	751	50.5

Source: GOTEVOT

*No graduates in year 1414 due to raising study duration from 6 semesters to 7 semesters

Colleges of Health Sciences for Girls (CHSG):

Number of CHSGs and Specialties:

This type of higher education for girls started in 1415 A.H. by inaugurating three colleges in Dammam, Abha and Makkah. There were two specialties at that time:

General Nursing and Obstetrics. In 1416, three additional colleges were inaugurated in Riyadh, Jeddah and Onaizah with specialties broadened to include Dentistry, Medical Records, Physiotherapy, Secretarial Work and Scanning.

Students

Total number of students were 106 in year 1415. It increased to 580 students in year 1416 due to doubling number of colleges. Table 5-5 below shows number of students by college while Tables 5-6 and 5-7 show number of students by specialties in 1415 and 1416 respectively.

Table 5-5
Number of Female Students at Health Sciences Colleges
In 1415-1416 A.H.

Health College	Students		Average Annual Growth %
	1415	1416	
Riyadh	-	129	-
Jeddah	-	241	-
Al-Dammam	40	65	62.5
Makkah	30	56	86.7
Abha	36	50	38.9
Onaizah	-	39	-
Total	106	580	447.2

Source: GOTEVOT

Table 5-6
Number of Students at Health Sciences Colleges*
By Specialties in 1415 A.H.

College	Specialties		
	General Nursing	Obstetrics	Total
Al-Dammam	28	12	40
Abha	36	-	36
Makkah	30	-	30
Total	94	12	106

Source: GOTEVOT

* These colleges were inaugurated in 1415 A.H.

Table 5-7
Number of Students at Health Sciences Colleges by Specialties
in 1416 A.H.

College	Specialties								
	Preparatory	Nursing	Obstetrics	Dentistry	Medical Records	Physiotherapy	Secretarial Works	Scanning	Total
Riyadh	51	27	13	22	16	-	-	-	129
Jeddah	91	31	9	34	41	10	16	9	241
Al-Dammam*	37	16	12	-	-	-	-	-	65
Makkah*	36	12	-	8	-	-	-	-	56
Abha*	17	11	11	11	-	-	-	-	50
Onaizah	31	-	8	-	-	-	-	-	39
Total	263	97	53	75	57	10	16	9	580

Source: GOTEVOT

* These colleges were inaugurated in 1415 A.H.

GENERAL PRESIDENCY FOR GIRLS' EDUCATION (GPGE)

GPGE is the governmental authority responsible for girls' education in general, including technical education and vocational training. For technical education, it supervises teachers' secondary institutes and higher colleges for girls.

Teachers' Secondary Institutes (TSI)

Required qualification for admission is either general intermediate certificate or teachers' intermediate certificate. Passing the personal interview is an admission condition. Study duration is three years after which the passing student is granted a teachers' secondary training certificate qualifying to teach in primary schools for girls. Curricula are similar to those in general secondary education, but further include general knowledge, scientific and social curricula such as Religious Education, Arabic Language, Mathematics, Social Studies, English Language, Home Economics and Female Artistic Studies. Moreover, curricula include Education and Teaching Methods, Psychology and Practical Training.

Number of TSIs has grown from 146 in year 1414 to 168 in year 1415, to 188 in year 1416 and then to 193 in year 1417. Nevertheless, number of classes went down from 756 in 1416 to 684 in 1417 and then to 507 in 1418 after positive growth in years before. This indicates that despite expanding by opening new institutes, the size of some has shrunk. GPGE's policy is to restrict admission in these secondary institutes due to considerable and widespread increase of teachers' higher and university colleges that provide better-qualified teachers. In 1418, one institute was closed to make the number 192.

Table 5-8 shows growth in numbers and classes of TSIs in the period 1412A.H. – 1418A.H.

Table 5-8
Female Teachers' Secondary Institutes:
Number and Classes, 1412-1418A.H.

Year	Secondary Level	
	Institutes	Classes
1412	110	322
1413	119	437
1414	146	581
1415	168	691
1416	188	756
1417	193	684
1418	192	507

Source: Ministry of Education and General
 Presidency for Girls Education

Students and Graduates

As mentioned earlier, GPGE's present policy is to reduce teachers' secondary education paralleled with expansion in higher and university education. Accordingly, fewer new students were enrolled in TSIs and total number of students has taken a descending trend. As indicated in Table 5-9, new enrolled students was 7,744 in 1416 and have been decreasing till they reached only 2,149 in 1418. At the same time, total number of students of 24,462 in 1416 declined to only 15,280 in 1418. Graduates are expected to decrease but with a slower trend. The decline started in 1418 as 7,538 students were graduated instead of 7,688 students in 1417

Table 5-9
New Enrolled, Total Number of Students and Graduates in Teachers'
Secondary Institutes: 1416-1418A.H.

	New Enrolled	Total Students	Graduates
1416	7,744	24,462	7,222
1417	4,926	21,366	7,688
1418	2,149	15,280	7,538

Source: GPGE

Teachers and Administrative Staff

As logically expected, number of teachers has gone down in the three consecutive years. In 1416, teachers were 1,482 reduced to 1,438 in 1417 and lowered to 1,375 in 1418. Total reduction in teachers' numbers in that period was 107 teachers, with expectation that most were non-Saudis.

Administrative staff was 2, 3 and 4 respectively in the three consecutive years.

Teachers' Higher Colleges (THC)

THCs mainly provide teachers for intermediate education. Besides, they develop capabilities of primary teachers to enable them to teach in the intermediate stage. A new specialty has been added in 1417 in Dhebaa College to prepare teachers for kindergarten. Admission qualification is secondary certificate or equivalent. It

also accepts teachers graduated from TSIs. The education system is two semesters in two years. after which passing students attending at least 75% study hours are granted a higher diploma.

Curricula include courses in General Knowledge, Specialties, Human Development and Psychology. Topics covered under General Knowledge courses are Islamic Knowledge and English Language, while the ones covered under Specialties courses are Islamic Studies, Arabic and English Languages, Social Studies, Mathematics, Home Economics and Arts.

Number of THCs was 16 in 1416 increased to 19 in 1417 remaining the same till end of 1418.

It is worth mentioning that analysis does not include Developed Colleges under GPGE's supervision as they grant bachelor degree and are not considered a type of technical education. Developed Colleges are Higher Colleges that have been upgraded to University Colleges and their study duration has been extended to four years.

Students and Graduates

Number of new enrolled students increased by 20.9% (1,112 student) from 5,321 students in 1416 to 6,433 students in 1417 due to opening of three colleges in the latter year. In 1418, there was only a slight increase by 1.1% (77 students) leading to the numbers of 6,510. Meanwhile, total numbers increased by 17.1% (1,758 students) from 10,265 students in 1416 to 12,023 students in 1417 and by 5.7% (689 students) to reach 12,712 students in 1418.

Graduates were 4,008 and 5,451 students in 1416 and 1417 respectively. Increased number was 1,443 students with percentage of 36% (please refer to **Table 5-10**).

Table 5-10
New Enrolled, Total Number of Students and Graduates in Teachers'
Higher Colleges: 1416-1418A.H.

	New Enrolled	Total Students	Graduates
1416	5,321	10,265	4,008
1417	6,433	12,023	5,451
1418	6,510	12,712	NA

Source: GPGE

Teaching and Administrative Staff Members

Teaching staff members were 587 in 1416 increased by 102 (17.4%) to 689 in 1417 and decreased by 43 (6.2%) to 646 in 1418.

Administrative staff was 81, 82 and 78 respectively in the three consecutive years.

VOCATIONAL TRAINING

GENERAL PRESIDENCY FOR GIRLS EDUCATION (GPGE)

Vocational Training has received considerable attention and care from GPGE, not only to generate female manpower, but also to prepare females to play a positive role in their families at home. GPGE supervises both Vocational Training Centers (VTC) and Vocational Secondary Institutes (VSI) for girls.

Vocational Training Centers (VTC)

The purpose of establishing VTCs is to train girls on tailoring and dressmaking during a period of 20 months. Admission qualification is at least primary certificate and trainees should be aged between 16 and 25 years.

Number and classes of VTCs are shown in Table 5-11.

Table 5-11
Number of Schools and Classes in Vocational
Training Centers, 1414-1418A.H.

	Number	Classes
1414	25	147
1415	25	143
1416	25	145
1417	26	147
1418	32	150

Source: General Administration for Girls Education

Students and Graduates

Number of new enrolled and total students declined through the years from 1415 to 1417, but started to improve in 1418 with opening of 6 new centers. Number of graduates decreased in year 1415 only and then gradually increased. Details are shown in Table 5-12.

Table 5-12

New Enrolled and Total Number of Students in Vocational Training Centers, 1414-1418A.H.

	New Enrolled	Total Students	Graduates
1414	802	1,433	631
1415	956	1,541	548
1416	940	1,528	553
1417	887	1,514	663
1418	982	1,614	NA

Source: General Presidency for Girls Education

Teachers and Administrative Staff

Number of teachers and trainers was 308 in 1416. It decreased by 44 in 1417 while number of administrative staff increased 44 to 321 in the same period. These changes were due to reclassification of teachers who performed administrative jobs to be included in administrative staff, not as teachers. In 1418, number of teachers became 125 and administrative staff 261.

Vocational Secondary Institutes (VSI)

VSI's were newly established in 1415 by opening 3 institutes. It increased to 5 in 1416, to 8 in 1417 and reached 12 in 1418. Purpose of these institutes is to teach Home Economics for girls. Study duration is three years after intermediate education. Number of classes has grown from 25 to 65 to 74, then jumped to 140 in the four consecutive years.

Students and Graduates

It is shown in Table 5-13 that numbers of new enrolled and total students have been increasing, especially in 1418 as new enrolled more than doubled and total students increased by 39.6%.

Table 5-13

New Enrolled and Total Number of Students in Vocational Secondary Institutes, 1415-1418A.H.

	New Enrolled	Total Students	Graduates
1415	472	472	0
1416	557	937	276
1417	606	1.269	276
1418	935	2.101	NA

Source: General Presidency for Girls Education

Teachers and Administrative Staff

Number of teachers and trainers increased from 45 to 101, to 174, to 330 respectively in the four consecutive years from 1415-1418. Administrative staff numbers increased as well from 7 to 18, to 29, to 34 in the same period.

MINISTRY OF LABOUR AND SOCIAL AFFAIRS (MLSA)

MLSA supervises vocational training centers for disabled males and females. They accept people with different types of disabilities such as physical, sense, mental or psychological.

Vocational Training Centers for Disabled Females (VTCDF)

There are 6 training specialties in VTCDFs: (1) Manual and Mechanical Knitting, (2) Manual and Mechanical Embroidery, (3) Manual Carpets, (4) Tailoring and Dress-making, (5) Typing and Secretarial Works, and (6) Computer.

Trainees and Graduates

Trainees' number has been on the downtrend. It was 228, 201 and 171 trainees in the years 1414, 1415 and 1416 respectively, with an average annual growth rate of -13.4%. Manual and Mechanical Embroideries has been the highest favored specialty in the three years. It constituted 52.6%, 55.7% and 54.4% respectively.

For graduates, they were 51, 57 and 46 in the three years, respectively. Most graduates, as well, were in Manual and Mechanical Embroidery.

SPECIALIZED TRAINING

Specialized training means training programs especially prepared to make employees ready to perform their new jobs, increase their productivity and enhance their skills and job performance. Several state agencies, general organizations and private sector companies provide such type of training. Female bodies providing specialized training for women are female section of Institute of Public Administration (IPA) and some female private sector centers.

INSTITUTE OF PUBLIC ADMINISTRATION (IPA)

In general, IPA provides 5 types of training programs:

1. Preparatory Programs
2. On Service Programs
3. Special Programs

4. English Language Programs
5. Senior Management Programs

IPA female section, which is located in Riyadh and established in 1/11/1403 A.H., provides preparatory training programs to secondary and university female graduates. Preparatory programs include the following:

1. Advanced Secretarial Program
2. Basic Computer Studies
3. Librarian Studies
4. Personnel Affairs
5. Typing
6. Statistical Studies
7. Hospitals Management
8. Banking
9. Preparing Office Trainers
10. Analysis and Programming
11. Data Entry

Duration of this type of training is within the range of one semester to two years and a half of continuous study. Secondary graduate students are paid monthly SR 1,000 with University graduate students paid SR 1.500 during study.

IPA female section provides other types of training programs to governmental female employees in their different senior and junior levels. Special training programs are provided to that category which satisfies their development and improvement needs.

Students and Graduates

Number of regular female students and trainees at female section of IPA fluctuated from one year to another. It was 1,530 in year 1414. It moved down to

1,446 in year 1415 and then up to 1,817 in year 1416. Graduates' number was 1,295, 1,368 and 1,557 with passing percentage at 85%, 95% and 86% respectively in the three consecutive years.

FEMALE PRIVATE SECTOR CENTERS (FPSC)

FPSC are established by individuals or private sector companies to provide training courses for women who are ineligible or reluctant to seek training in female section of IPA. Provided courses are mainly Languages especially English Language and Computer Skills such as data entry, word processing and different software programs.

These centers are subject to supervision of GPGE. They grant certificates that must be accredited by GPGE.

Fewer centers and philanthropic societies provide training courses in other subjects such as Home Decoration, Painting, Handcraft Learning, Tailoring, Cooking and different subjects.

WOMEN'S EMPLOYMENT

Over the last three decades, Saudi women have slowly been given opportunities to play a greater role in the work environment. Despite the fact that women represent almost half of the Saudi population, their participation in the labor force has been very limited. However, recent concerted efforts on Saudization have resulted in increasing official and public attention to help evolving Saudi women's employment.

CURRENT SITUATION OF WOMEN'S EMPLOYMENT

Saudi women in the labor force accounted for 194,610 according to the general census performed in 1413H-(1992G). Saudi female participation in labor force was only 5.36% (which means that out of total Saudi females in working age, only 5.36% were in the labor force). At the beginning of the Sixth Development Plan, in 1413/1415, estimated Saudi females in the labor force were 215,600 and estimated participation rate was 5.5%.

CATEGORIES OF OCCUPATIONS

Number of employed women, categories of occupations and relative importance in each category, in both governmental and private sectors, by nationality are presented in Table 5-14 and Table 5- 15.

As clearly shown from Table 5-14, most females in state agencies were employed in either General Presidency for Girls Education (72.6%) or Ministry of Health (21.8%). Relatively few women were employed in other state agencies, but they were as well restricted in health or education jobs in hospitals and schools run by those agencies.

In 1415, estimated Saudi female labor force was 215,600. Assuming the same unemployment rate of 12% as in 1413 general census, the estimated employed Saudi females in 1415 were 189,728. Saudi women working in government institutions represented 63.8% of total employed Saudi women.

Recent Information on Selected Job Categories in State Agencies

Female manpower in governmental nursing sector as of 1418A.H. as per annual health report of MOH, was 39,783 nurses, 69.3% of whom were in MOH. Number of Saudi female nurses was 5,226 constituting 13.13% of the total. Female manpower in teaching in governmental sector as of 1418A.H. as per data

published by GPGE. was 185,898 teachers and administrative staff, 96.86% of that number was in GPGE. Number of Saudis was 172,035 constituting 92.54% of the total.

Table 5-14
Distribution of Women's Employment in State Agencies
1415A.H.

State Agency	Female Employees	% of Total	Saudi Women		Non-Saudi Women	
			Number	%	Number	%
GPGE	140,318	72.6	105,419	75.1	34,899	24.9
MOH	42,098	21.8	8,851	21	33,247	79
Universities	4,426	2.3	1,986	44.9	2,440	55.1
MOD	2,008	1	1,390	69.2	618	30.8
ME	1,196	0.6	745	62.3	451	37.7
National Guard	860	0.4	751	87.3	109	12.7
MLSA	614	0.3	544	88.6	70	11.4
MOI	539	0.3	276	51.2	263	48.8
Others	1,137	0.6	1,086	95.5	51	4.5
Total	193,196	100	121,048	62.6	72,148	37.3

Source: General Council for Civil Service

GPGE: General Presidency for Girls Education

MOD: Ministry Of Defense

MLSA: Ministry of Labor and Social Affairs

MOH: Ministry Of Health

ME : Ministry of Education

MOI: Ministry Of Interior

Table 5-15
Distribution of Women's Employment in Private Sector
1416A.H.

Occupation	Female Employees	% of Total	Saudi Women		Non-Saudi Women	
			Number	%	Number	%
Medical & Engineering	12,400	39.9	261	2.1	12,139	97.9
Production	9,411	30.3	758	8.1	8,653	91.9
Clerical Jobs	3,155	10.2	1,145	36.3	2,010	63.7
Services	2,853	9.2	249	8.7	2,604	91.3
Health & Technical	2,792	9	1,030	36.9	1,762	63.1
Chemical & Pharmaceutical	236	0.8	112	47.5	124	52.5
Management & Business Administration	111	0.4	67	60.4	44	39.6
Assisting Mechanical	63	0.2	7	11.1	56	88.9
Selling	26	0.08	10	38.5	16	61.5
Agriculture, Animal Husbandry & Fishing	5	0.01	1	20	4	80
Total	31,052	100	3,640	11.7	27,412	88.3

Source: General Agency for Manpower Council

It is worth noting that Table 5-15 does not include some major categories of female workers such as Saudi business women, non-Saudi housemaids and/or Saudi and non-Saudi women working in private schools. Figures for the last category in 1418A.H. as per data published by General Presidency for Girls Education, were 6,161 Saudis and 7,673 non-Saudis. In general, non-Saudi female workers were in majority in the private sector as they presented 88.3%.

Role of the Private Sector

In the Sixth Development Plan 1415/1420, government expects the private sector to create 95% of new work opportunities. A senior official in Riyadh Chamber of Commerce and Industry (RCCI) quoted that many and diversified work

opportunities exist for women in the private sector. He mentioned that work opportunities for women in private sector, according to a market survey carried out by RCCI, are available in the following areas:

1. Medical and assisting medical occupations
2. Nursing
3. Dressmaking, tailoring and embroidery
4. Computer (programming, processing, typing and training)
5. Production of female accessories, leather products, cosmetics and gold jewelry
6. Foodstuff manufacturing
7. Carpets, fabrics and furniture
8. Decoration
9. Women shopping centers
10. Cosmetics and accessories' shops
11. Marketing and sales
12. Banking, accounting and financial services
13. Public administration, secretary and public relations
14. Women's libraries
15. Women's training centers and institutes
16. Women's travel and tourism agencies
17. Women's labor agencies
18. Consulting and translation bureaus
19. Entertainment center's operating and management
20. Office equipment and elevators operation and maintenance in female institutes
21. Women's restaurants
22. Women's beauty centers

Exhibit I shows number of companies owned by women and registered in Chambers of Commerce and Industry by business activities. These companies are owned by women but are often run by men, except in female activities.

In spite of the fact that previously listed work opportunities are theoretically available for women in the private sector, real availability of work for Saudi women is in the banking sector.

In 1980, a few Saudi banks started to open female branches to provide retail-banking services to female clients in separate places and in more comforting and convenient way in line with Islamic and social traditions. Success of female branches and severe competition among banks led to wider spread of branches in main cities in the Kingdom and therefore creation of new job opportunities for females. At the beginning, jobs in female branches were mostly occupied by non-Saudis who were resident spouses of foreign expatriates. At present, all female banking jobs are Saudized except some marketing jobs that are not preferred by Saudis.

Female banking employment is now almost fully saturated as most trading banks already have female branches and opening new ones is not as frequent as before. Meanwhile, promotion of female employees in the banking sector is restricted to certain operational positions such as branch manager where women are not yet entitled to more senior managerial levels. Female employees' turnover, thus creating new job vacancies, result mainly from resignations due to two working shifts. long duration and relatively hard work required. Banking jobs are still very attractive for some Saudi women due to high salaries. but unattractive for others for religious reasons as banking services include lending with interest, which is forbidden by Islam.

Another working channel for women in the private sector is female philanthropic societies, which provide social and charity services. They play a great role in the Saudi female community. Working opportunities in these societies are a mix of teaching, administrative or social service.

Section 6

REGULATIONS AND ADMINISTRATIVE SYSTEMS

Section 6

REGULATIONS AND ADMINISTRATIVE SYSTEM

As mentioned in preceding sections, supervision of female technical education is shared among two state agencies; General Presidency for Girls Education (GPGE) that supervises teachers' secondary institutes and higher colleges, and Ministry Of Health (MOH) that supervises health institutes and colleges.

Vocational training is mainly under supervision of GPGE, and secondly Ministry of Labor and Social Affairs (MLSA) that supervises vocational training centers for disabled males and females.

Specialized training for women is the responsibility of the female section of the Institute of Public Administration (IPA).

All private sector centers that provide specialized training programs are under supervision of GPGE. Certificates of specifically English Language and Computer must be accredited by GPGE.

Private sector training must receive licensing for training requiring a 2-stage process of preliminary approval and final license. In order to obtain a preliminary approval for a training facility project one must file an application along with:

- A letter seeking approval stating the different activities and training to be provided,
- Certification of qualifications of directors,
- Certified copy of Commercial Registration,
- Location relative to nearest relevant licensed centers/institutes.
- Economic feasibility study for the project, and
- Bank guarantee depending on type of course, length and type of diploma offered.

Upon receiving preliminary approval, the training facility cannot operate until a final license is obtained which requires the following documentation:

- Copy of preliminary approval,
- Draft of final license,
- Proposed internal regulation of the facility covering organization, management, financial and technical aspects, programs, duration of studies and training, daily hours of operation, rules and procedures of admission and examination,
- Lease contract,
- Plans of the site (internal/external), and
- Bank guarantee referred to above must be extended, if necessary, to cover the full term of the license.

Subject to the granting agency discretion, the preliminary approval will normally be considered void if the final license is not granted and/or the facility is not operating within one year of the date of issuance of the same.

Planning, monitoring and controlling of women's employment are among responsibilities of the General Agency for Manpower Council, which sets regulations regarding women's employment in the governmental sector and determines effective policies for encouraging women's employment in the private sector.

Exhibit-I

**Number of Companies Owned by Women and Registered in
Chambers of Commerce & Industry by Business Activities, 1413 A.H.**

Business Activity	Number	% of Total
Agriculture, Fishing & Forests	35	0.22
Petroleum & Coal Mining	1	0.01
Industry	126	0.78
Electricity & Water	10	0.06
Contracting	5,895	36.6
Wholesaling	3,976	24.7
Wholesaling, Retailing & Commercial Services	5,997	37.3
Financial & Business Services	2	0.01
Transportation, Warehousing & Refrigerating	17	0.11
Social & Personal Services	34	0.21
Total	16,093	100

Source: Ministry of Trading

Note: Total number has increased to 20,000, representing 5% of total companies in 1418.

HIJRI YEARS VERSUS GREGORIAN YEARS

Hijri Years	Started On
1390	March 9, 1970
1391	February 26, 1971
1392	February 16, 1972
1393	February 4, 1973
1394	January 24, 1974
1395	January 13, 1975
1396	January 2, 1976
1397	December 22, 1976
1398	December 11, 1977
1399	December 1, 1978
1400	November 20, 1979
1401	November 9, 1980
1402	October 28, 1981
1403	October 18, 1982
1404	October 7, 1983
1405	September 26, 1984
1406	September 15, 1985
1407	September 5, 1986
1408	August 25, 1987
1409	August 13, 1988
1410	August 2, 1989
1411	July 23, 1990
1412	July 12, 1991
1413	July 1, 1992
1414	June 21, 1993
1415	June 10, 1994
1416	May 30, 1995
1417	May 18, 1996
1418	May 8, 1997
1419	April 27, 1998
1420	April 16, 1999

