Saudi Educational System
Overview of Saudi Educational System

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Early 1900’s

Religious Islamic schools called “Kuttabs”

Muslim preachers used to teach in Kuttabs

Islamic principles, Holy Quran, and basic literacy skills

Memorization was the heart of teaching
1925 : Establishment of Directorate of Education

Improving quality of education

Creation of public schools to meet the knowledge demands and literacy needs of modern society
1925 : Establishment of Directorate of Education

Recruit people with knowledge of reading and writing to teaching profession as necessity teachers

Different age group of people started to attend schools with most being older than nine years and attended schools for 4 years

Students started to attend schools with average age between 13-16 years and gained basic qualification to teach at elementary level
1953 : Evolution of Ministry of Education

Saudi modern education was started with development of Ministry of Education

Ministry of Education set the over-all standards for the country’s education system

Girl schools were established under the Presidency general of girls learning
1958 : Levels in Ministry of Education

Establishment of four levels of education

Pre-school 3 - 5 years
Elementary school 6 - 12 years
Middle school 13 - 15 years
High school 16 – 18 years

High school graduates can pursue further education at separate universities and higher institutions
Teachers Training : Development Phases

In 1953, Ministry of Education upgraded
1. Elementary Teachers Institution
2. Night Teachers Institution
3. Elementary Teacher Preparation Institutions
4. Science and Mathematics Center
5. Junior Colleges
6. Teachers Colleges

2004: Girls schools became under Ministry of Education for all levels
1953 – 1969: Elementary Teacher Institutions

Established by Ministry of Education, Graduates had an equivalent of middle school level education

Three years of study required with addition to their four years of elementary school attendance
1953 – 1969 : Elementary Teacher Institutions (cont.)

Major goals of these institutions was to prepare teachers at elementary level, but there were some shortcomings such as

1. Studying period not being sufficient to fully prepare students
2. Curriculum not compatible with elementary schools
1955 – 1965: Night Teacher Institutions

ETIs no longer considered to be scientifically and educationally sufficient to satisfy country needs.

NTIs were opened so practicing teachers could continue their development part-time basis in the evening.
1955 – 1965 : Night Teacher Institutions (cont.)

Study period in NTIs was three years and the In-service teachers were required to attend but no additional degrees or certifications granted.

Improving the education for practicing teachers the NTIs had to gradually closed in 1965 and these were replaced by Elementary Teacher Preparation Institutions.

ETPIs were equal to high school level of education and preservice teachers had to attend them for at least three years of study.

The main objective was to develop teachers who could create effective teaching plans and programs which would meet the modern society needs.

Students who completed middle schools were qualified to enroll in ETPIs and upon successful completion they earn Elementary Teacher Preparation Certification.
1974 – 1988 : Science and Mathematics Center

In 1974, Science and Mathematics Centers (SMC) were opened to teach science and mathematics in middle school level.

1976 : about 20 ETPIs teachers and 7483 students were enrolled in SMCs

1977 : ETPIs gradually began to decrease in number, and Junior Colleges (JCs) were established and in 1985 ETPIs began to vanish.
1975 – 1989: Junior Colleges

JCs granted Junior College Diploma certificates and students could choose their major.

By 1988, about 18 JCs located all around the country and had 7,747 students, and about 842 faculty members.

End of 1988, Ministry of Education upgraded JCs for bachelor degrees as called Teachers College.
In 1989, about 18 Teachers College (TCs) were established.

Goals are to prepare students educationally and academically and improve in-service teachers as well.

These colleges were responsible for preparing elementary teachers, while universities are responsible for middle and high school teachers.
2008-present

Teachers Colleges and Schools of Education become part of the Universities.

Teachers’ preparation now is the responsibility of the Universities.
Ministry of Education

Girls Branch

Boys Branch

Total teachers: 437636

New Math Teachers: 1891

New Math Teachers: 1415