هـديـة
PRESE

PERSONNEL ADMINISTRATION OF EDUCATION IN THE UNITED ARAB EMIRATES

جامعة البحرين
المكتبة
LIBRARY
University of Bahrain

By

NAJAT A. AL-NABEH

A Dissertation submitted to the faculty of Claremont Graduate School in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the Graduate Faculty of Education

Claremont

1982

Approved by:

University College of Bahrain
LIBRARY

Conrad Briner

We, the undersigned, certify that we have read this dissertation and approve it as adequate in scope and quality for the degree of Doctor of Philosophy.

Supervisory Committee:

Chairman

Member

Member

Member

Visiting Examiner

Abstract of the Dissertation

PERSONNEL ADMINISTRATION OF EDUCATION IN THE UNITED ARAB EMIRATES

By

Najat A. Al-Nabeh

Claremont Graduate School: 1982

The level of education in a country is an accurate indicator of its level of social development. The Ministry of Education in the UAE is a clear testimony to the fact that this country is still a developing nation. This nation is exerting efforts to improve its status through major plans for socioeconomic development. For successful implementation of these plans, the UAE needs highly trained and qualified human resources.

Considering the fact that the educational system is still an infant, established in 1953, we can imagine the magnitude of the challenge facing the education authorities. But this nation also has another problem which stands in the way of its advancement in terms of the profound extent to which it lacks qualified administrators and teachers. To overcome this problem, the nation has depended largely on aliens. Also there is a lack of adequately trained indigenous personnel in administrative posts.

The objective of this study is to develop a new model staffing procedure which will provide the best recruitment, selection and placement process of teachers and administrators of the system of education in UAE.

The study is divided into six chapters:

The first chapter is the introduction.

The second chapter deals with the historical background of the system of education in the UAE from 1965-1977, including establishment of the state of UAE, the need for trained administrators and teachers, the philosophy of education according to the Islamic principle.

The third chapter is a discussion of the present status of the recruitment, selection, and placement of teachers and administrators, and conducting a general survey of literature organized around empirical data concerning this subject.

The fourth chapter consists of organization of this study including goals of education, planning and facilities of education in UAE.

Chapter Five is incorporated with an examination of the recruitment, selection, and placement of teachers and administrators that have been in practice in the UAE.

Chapter Six consists of a brief summary of the preceding chapters as well as projection and recommendations and an assessment of possibility of implementing

recruitment, selection and placement of teachers and administrators in the UAE.

ACKNOWLEDGEMENTS

I wish to express my gratitude and appreciation to many individuals for their constant help, guidance, assistance, encouragement in the preparation and completion of this dissertation.

First, I would like to express my deepest appreciation and thanks to Dr. Briner for providing the extra incentive that stimulated the completion of the dissertation and for his helpful assistance and understanding.

My appreciation also to Dr. Merrill Goodall, who served very ably as a committee member, for his assistance, guidance and indispensible encouragement.

My gratitude to Dr. Joseph Weeres, who provided assistance, patience and understanding which helped bring this project to completion.

Finally, my deepest appreciation to my mother, my sister and my brothers, who provided the very important ingredient--family support, patience and thoughtfulness.

DEDICATION

To the memory of my father, who devoted his time and effort to my education and success, may God's forgiveness and mercy be upon him.

LIST OF TABLES

1. United Arab Emirates, Area & Population, 1968 . . 170
2. Economically Active Population (1968 Census) in the Emirates and Percentage 171
3. Population, 1968 Census and Estimated Total for 1973. 172
4. Development of Public Education 1953-54/76-77 . . 173
5. Economically Active Population (10 Years and Over) By Main Occupation and Sex, 1975 175
6. Economically Active Population (10 Years and Over) By Industry (1) and Sex, 1975 176
7. Economically Active Population (10 Years and Over) By Industry (1 Digit) in 1975-1977 177
8. Development of the Pupils of the Primary Stage 1972-1973/1979-1980 178
9. Development of the Pupils of the Preparatory and the Secondary Stages 1972-73/1979-80 179
10. Population Estimates in UAE by Age-Groups & Sex, 1978-1985 180
11. Population (10 Years and Over) by Educational Status and Sex, 1975 183
12. Numbers and Rate of Growth of Students in the Years 1972-73/1978-79 184
13. Skeleton Organization of the Ministry of Education 185
14. MOE Budgets (Current, Development and Total) as Percent of Respective UAE State Budget 1972-73/ 1977-78 186
15. Simple Growth Rates of MOE Budgets and UAE State Budget (by Current, Development, and Total Expenditures) 1973 to 1974 through 1977 to 1978 . 186
16. Expected Graduate Students (Nationals Only) in 1979/80 by Specialization & Country of Study . . 187
17. Projected Total Expatriate Enrollments (in Thousands) 1977-1980 189
18. Distribution of Educational Attainment Level Among Employed and Unemployed Nationals and Expatriates 190
19. Distribution of Educational Attainment Level of the Nationals in the UAE Labor Force by Sectors of Economic Activity 191

20. Distribution of Educational Attainment Level of the Nationals in the UAE Labor Force by Occupations (1 Digit Level) 192

21. Adult Education Programs by Sex and Level 1972-1973/1975-1976 193

22. Literacy and Adult Education Enrollment 1974-1975/1979-1980 194

23. Expected Graduate Students (National Only) 1976-77/ 1989-90 195

Annex 2:

1. Education Enrollment Forecasting Model: Project Enrollments (Boys' Primary 1975-76/ 1989-90) 204

2. Educational Enrollment Forecasting Model: Project Enrollments (Girls' Primary) 205

3. Educational Enrollment Forecasting Model: Projected Enrollments (Boys Intermediate) 1975-76/1989-90 206

4. Educational Enrollment Forecasting Model: Projected Enrollments (Girls Intermediate) 1975-76/1989-90 207

5. Educational Enrollment Projection Total Enrollment--Boys Secondary Arts 208

6. Education Enrollment Projection Total Boys, Secondary Science Stream 209

7. Education Enrollment Projection Girls Secondary Arts 210

8. Education Enrollment Projection Girls Secondary Science 211

9. Educational Enrollment Forecasting Model: Projected Promotion Rates (Boys Primary) 1975-76/1989-90 212

10. Educational Enrollment Forecasting Model: Projected Dropout Rates (Boys Primary) 1975-76/1989-90 213

11. Educational Enrollment Forecasting Model: Projected Promotion Rates (Boys Intermediate) 1975-76/1989-90 214

12. Educational Enrollment Forecasting Model: Projected Promotion Rates (Boys Intermediate) 1975-76/1989-90 215

13. Educational Enrollment Forecasting Model: Projected Repetition Rates (Boys Intermediate) 1975-76/1989-90 216

14. Educational Enrollment Forecasting Model: Projected Dropout Rates (Boys Intermediate) 1975-76/1989-90 217

15. Educational Enrollment Forecasting Model: Projected Promotion Rates (Girls Primary) 1975-76/1989-90 218

16. Educational Enrollment Forecasting Model: Projected Repetition Rates (Girls Primary) 1975-76/1989-90 219

17. Educational Enrollment Forecasting Model: Projected Dropout Rates (Girls Primary) 1975-76/1989-90 220

18. Educational Enrollment Forecasting Model: Projected Promotion Rates (Boys Secondary) 1975-76/1989-90 221

19. Educational Enrollment Forecasting Model: Projected Repetition Rates (Boys Secondary) 1975-76/1989-90 222

20. Educational Enrollment Forecasting Model: Projected Dropout Rates (Boys Secondary) 1975-76/1989-90 223

LIST OF FIGURES AND DIAGRAMS

Diagram

1. Educational Ladder in the UAE 196

Figures

1. Ministry of Education, UAE, Current Budgeted Expenditures Per Student, 1971-72/1977-78 . . . 197

2. Pupils in MOE Schools 1971-72/1978-79 198

3. MOE Current Budget, 1971-72/1977-78 199

4. Teachers and Administrative Staff, MOE Public Schools, 1971-72/1978-79 200

TABLE OF CONTENTS

List of Tables . . . . . .

Chapter

I. INTRODUCTION 1

Purpose of the Study 3
Methodology 4
Statement of the Problem 6
Importance of the Problem 7
Delimitation of the Study 9
Limitations 9

II. BACKGROUND OF THE STUDY 11

UAE and Its People 11
The Need for Trained Administrators and Teachers 19
Philosophy of Education in UAE 21
Institution of Education 30

III. METHODOLOGY 37

A Comparable Public Administration 51
Current Status of Education in UAE 53

IV. EDUCATIONAL PLANNING 59

Goals of Education 65
Human Resources 67
Education Planning and Aims in UAE 71
Educational Policies in UAE 74
Reorganization 74
Strengths and Weaknesses of the System 75
Teachers, Administrators and Students 78
School Facilities 82

V. THE PROBLEM OF HUMAN RESOURCES 86

Labor Situation in UAE 87
The Issues Facing Educational Policy 89
Vocational and Technical Training/Education for Development 94
Training Institutions 100
Re-orientation of the Educational System . . . 102
Need for an Indigenous Training Program 104
The Process of Recruitment, Selection and Placement of Teachers and Administrators . . 107
Recruitment 107

Selection 111
Placement 118
Promotion Policy and Procedure 120
Development and Implementation of Recruitment, Selection and Placement of Teachers and Administrators in UAE 123
Selection Procedure and Promotion 127
Staff Development and Chances of Mobility Within the Hierarchical Structure of the Ministry of Education 138
Basic Educational Format: Specialization and Qualification of Teachers and Administrators 142
Conclusion and Assessment: Evaluation of Educational System 145
Strengths and Weaknesses of Recruitment, Selection and Placement of Teachers and Administrators 146

VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . 149

Conditions and Educational System in UAE at Present 149
Some Problems Facing Education in UAE 151
Summary of Current State and Planning of Education 154
Summary of Human Resources Problem in UAE . . . 160
Conclusion and Recommendations 161
Summary and Conclusion 163
Recommendations 164

Annexes

1. Actual Educational Expenditures, Abu Dhabi Emirate, 1974-75 201

2. Education Enrollment Forecasting Models, (Tables) 204

Appendices

1. List of Schools Visited 224
Classification Codes 226

2. Note on Special Training Authority 227

Selected Bibliography 231

CHAPTER I

INTRODUCTION

Developing nations differ widely among themselves, and the character of their difficulties is much more complicated than might appear on the surface. One might expect to see the less developed countries making efforts to improve their status in order to compare more favorably with the more developed nations. These developing countries are constantly trying to overcome the shortages they have in human resources, natural resources, and technology. Therefore, new technologies create new needs for new and more specialized institutions, especially in the growing urban areas, and these new institutions create new opportunities for new types of employment in offices and companies, and also for social mobility.

Every nation has its own rules and its own system for programming progress which reflect the customs and traditions of its people. These rules will bring about development while confirming traditional values. No society can avoid being influenced and influencing the experiences of others, particularly today. By understanding the nature of development programs in other societies, a particular society can choose those patterns which will work

in its particular situation, and avoid those which will not fit into its traditional framework. UAE is still a developing nation. This nation is exerting efforts to improve its status through major plans for socioeconomic development. For successful implementation of these plans, the UAE needs highly trained and qualified human resources. The educational system in the UAE has been burdened with the responsibility of providing these qualified human resources.

Considering the fact that the educational system is still an infant, established in 1953, we can imagine the magnitude of the challenge facing the educational authorities. But this nation also has another problem which stands in the way of its advancement in terms of the profound extent to which it lacks qualified administrators and teachers to overcome this problem, the nation has depended largely on aliens. Also, there is a lack of adequately trained indigenous personnel in administrative posts and the government has not organized a plan for systematic training.

To develop a modern concept and practice of public personnel administration, UAE has faced many difficult problems in its efforts in past years. Attempts at change in personnel administrative organization and practices encounter strong obstacles which are rooted in the traditional ways of the society. Many of the efforts which are made toward administrative improvement may lead to the

result that the attempted reforms have never corrected the crux of the problem involved in administrative change.

However, most developing countries suffer from the same problems and difficulties. UAE does enjoy relatively favorable conditions with respect to financial resources, political stability and ethnic homogeneity, which is not the case in many developing nations. Yet the possession of these advantages has not produced a climate propitious for rapid improvement in administrative efficiency.

UAE has had a continuing pattern of change in personnel administration and administration of the country; since the establishment of the State of UAE in 1970 up to 1978, there have been several consulting organizations and experts studying various problems related to the development and planning of the administrative system of the country. They have all proposed numerous changes in one area or another. Every change was motivated by the desire to improve the efficiency of the personnel system. However, all these changes progressing toward real improvement in the public services have been extremely slow.

Purpose of the Study

The purpose of this study is to develop a model staffing procedure which will provide the best recruitment and selection process in UAE.

The aim of this study is to review the literature and the actual employment practices of schools under the Ministry of Education in UAE. While there is no model that

can guarantee one hundred percent effectiveness, having a specified, well-developed system of recruitment and selection will reduce the chances for error. Raymond Harrison discusses the objective and importance of teacher selection as follows:

> The aim of teacher selection is to put an effective teacher in every classroom. Since the bulk of in-service supervisory assistance is generally directed toward teachers who are having difficulties, sound selection procedures contribute indirectly to instructional improvement by making it less likely that those selected will require considerable help from supervisors. Time spent in making wise selections will reduce time spent later in helping a teacher do a creditable job.
>
> Also, careful selection will insure a more productive group with which to work and will, in so doing, promote greater effectiveness in other members of the group.[1]

Another desired outcome of the development of a good model for instructional staffing selection procedures besides the selection of effective teachers and the elimination of unsatisfactory staff will be the freeing of the principal's time so that he may be more fully devoted to the improvement of the instructional program.

Methodology

A discussion will be presented of the current status of recruitment, selection and placement of teachers and administrators in the educational system of the UAE. The development of a model for recruitment, selection and placement will be premised upon the collection of data by survey

---

[1]Raymond Harrison, Supervisory Leadership in Education (New York: American Book Company, 1968), p. 119.

method on the assessment of recruitment, selection and placement as it applies to the operation of the educational system in UAE.

A model for recruitment, selection and placement of teachers and administrators should include a policy definition as it applies to the employment function, recruitment guidelines and practices, in addition to the selection criteria and procedure required to contract the best qualified individual for an instructional assignment. All the aspects of the model should consist of those practices that can be included in any staffing procedure directed toward employing the best candidate. Also, the writer will draw upon statistics and data published by the Ministry of Education, UNESCO, United Nations and other literature resources available on the UAE. These materials will include periodicals, journals, newspapers and books which deal directly with the above mentioned subject. The writer will refer also to techniques and methods applied in the recruitment, selection and placement of teachers and administrators in selected countries like U.S.A. and some other Arab countries.

The relevance of other recruitment selection and placement of teachers and administrators models also will be discussed. The writer will also draw from her personal experience as a teacher and administrator for many years in the Ministry of Education in the UAE.

In this study, the writer will be conducting a general survey of literature organized around empirical data

concerning recruitment, selection and placement of teachers and administrators in the educational system of the UAE as well as other neighboring countries. The writer wants to find alternatives to the current practice of importing foreign teachers and administrators, except for the most distinguished and highly qualified ones. Furthermore, the writer will develop criteria for teacher recruitment, selection and placement. The writer will endeavor to deal with this topic by proposing alternative solutions to the problem.

Statement of the Problem

1. This study will be concerned with an in-depth assessment of needs of the UAE with respect to recruitment, selection and placement of teachers and administrators for the Ministry of Education in UAE.

2. The proposal of a plan to meet the needs identified.

Questions to be Answered

The following questions were posed to aid examination of the problem under study:

1. What is the status of recruitment, selection and placement of teachers and administrators for the Ministry of Education in UAE in terms of adequacy of the number of teachers and administrators?

2. What is the identifiable area of weakness in the recruitment, selection and placement of teachers and administrators in the education system of UAE?

3. How can the UAE become self-sufficient in providing teachers and administrators for the educational system of UAE?

4. What philosophy and objectives may be identified for improved recruitment, selection and placement of teachers and administrators in UAE?

Importance of the Problem

This study is important to the UAE because of its suggestions for a new model that would enable the country to call upon its own resources of teachers and administrators for the Ministry of Education. The tremendous economic growth of the country during the last ten years has led to the development of a new role for recruitment, selection and placement of teachers and administrators. In all nations, educational quality is the key factor for future development because the quality of manpower depends on education. Developing nations are much more conscious at the present time of manpower as an economic and social resource.

Therefore, these countries need more than ever before to search and examine their administrative problems, values and, most of all, themselves. In recent years, the people of UAE have begun to analyze their manpower resources in the public sector and to explore the various ways in which they can be put to the best use without serious limits on freedom of choice. Highly qualified teachers and administrators are the hope for progress and development of the

nation. These teachers and administrators should be broad minded and aware of new developments and of their effect on the existing society. They should have a clear understanding and be able to combine the old and the new. Special effort should be made in the development of a model of recruitment, selection and placement of teachers and administrators to offer studies of the sociological nature of the country and to point out the educational techniques which would most likely fit the society. The model of recruitment, selection and placement of teachers and administrators should give the future instructors a clear view of his/her expected role in the society.

The UAE needs to increase the number of its national teachers and administrators. A person who has grown and lived in a society is better able to understand the traditions, habits and customs of that society. A national teacher or administrator often has a clear understanding of the "old"; thus, if properly trained, they are better able to adjust the "old" to the "new." In a newly developing country like UAE, "education" itself is new. Education brings in many thoughts, unknown ideas and habits which were previously external to the society. The wise educator should bring about harmony between the incoming and already existing attitudes toward various aspects of life. He should try to minimize any culture shock which might be caused by the incoming educational system. The introduction of new knowledge into a society should be

smooth, so that people gradually develop a taste and liking for it and incorporate it meaningfully into their lives. If new education brings about many shocks and controversies within the society, many people will be reluctant or unwilling to receive the new knowledge flowing from it. The national teacher and administrator is best fitted to play the harmonizing role described above.

It is hoped that the model or plan of this study will provide useful suggestions or proposals which might be incorporated in the future. The model or proposal made in this study is intended to be flexible and does not claim to be the absolute answer to any problem.

Delimitation of the Study

The study is confined to recommendations of a broad outline of a model for recruitment, selection and placement of teachers and administrators. The quality of teachers and administrators employed by the Ministry of Education at the present time will be discussed generally without going into the details of hiring and placement practices of the Ministry of Education.

The study will investigate recruitment, selection and placement of teachers and administrators between 1965 and 1977 due to the availability of statistics and information for this period.

Limitations

This study is limited by the following factors:

CHAPTER II

BACKGROUND OF THE STUDY

U.A.E. and its People

The UAE is a region which incorporates the different resources of desert sand, sea and mountain. The historical account of this area begins when, in the sixteenth century, the Portuguese established small colonies. For a century, the Portuguese were the major power in the Gulf, but in 1650, Portugal suffered a loss of power and evacuated the Gulf.

UAE in its foreign relations has a common history which stretches back to the seventeenth century when the Omani tribes combined together to fight the Portuguese.

Having decided to play a greater role in the intricate internal arena of Trucial Oman, the British authorities opted in 1951 for the formation of a land force, the Trucial Oman (T.O.), that could, now that gunboat diplomacy was far less effective, give more weight to decisions taken by the Political Agent in internal matters. Especially, the initial task conceived and given to this desert force was inter-state peace and security, besides protection of oil parties against incidents of desert marauding.

Trucial Oman existed for two decades under British juristiction, and early in 1972 the Trucial Oman turned over power to the incipient federal authorities. The 1,700 well-trained scouts represented a solid formation to provide the cornerstone for a Union Army which contributed to the integration of the defenses of the member states by the mid 1970's.

Another main development that occurred in the Federation of the seven Emirates was the Trucial States Council (TSC) which was established in 1952 under British supervision and leadership. This Council consists of the rulers of seven Trucial states. More important, the Council was a mere consultative body limited to providing recommendations on matters of common concern only. In general, the Council met twice annually since establishment to discuss common issues facing the seven states, like problems of economic development, total abolition of slave smuggling and sale, traffic regulations, citizenship and jurisdiction matters, education and public health, and travel documents.

In terms of organization, the Council moved forward in 1958 when three committees for agriculture, education and public health were formed. The function of these committees was to examine and prepare proposals for the Council.

In the mid 1960's, there was a new life infused into the Council which included:

1. Transferring the chairmanship of this body from the British political agent to whomever the rulers might elect among themselves for a specified period of time.

2. Establishment of the Development Fund and Office of Development, both functions under the protection of the Council.

At that time the Council, newly created with its adequately staffed secretariat, moved to premises of its own.[1] An Arab expert, Ahmed Bitar, was appointed to be the council's secretary-general. The significance of this step lay in the rulers' desire to extent their cooperation to concrete and practical issues of economic development and welfare.

In fact, the common defense force and the TSC have not represented a solid integrational undertaking that could at the end produce a unitary political structure for the entire coast of Oman.

The first reaction to the British announcement of its intended disengagement came in the form of an agreement on February 18, 1968 between Shaikh Zayed bin Sultan Al-Nuhayyan, ruler of Abu Dhabi, and Rashid bin said Al-Maktum, ruler of Dubai. Both agreed according to the terms of this bilateral agreement to establish a federation of two Emirates encompassing the areas of foreign affairs,

---

[1]Joseph Churba, Conflict and Tension Among the States of the Persian Gulf, Oman and Saudi Arabia (Alabama: Maxwell Air Force Base, Air University Documentary Research Study AU-204-71-IPD, 1971), p. 68.

internal security, public services, citizenship and immigration, and also to set up a federal capital. The leaders further agreed to invite other states of the Lower Gulf to join the Federation, despite the fact that the Emirates had survived conditions of separate statehood for over a century.

On January 15, 1968, Harold Wilson announced the British decision to withdraw its forces from the Arabian Gulf and other areas east of the Suez Canal by the end of 1971. Indeed, by the end of October, negotiations for getting a Gulf Union had reached a cul-de-sac. One delegate to that last meeting best summarized the situation thus:

> We have now reached the point where some rulers have more or less convinced themselves that a federation is unworkable. Others have turned on the British and complained that they should never have set a deadline for remainder with minimal bargaining power, appear to be delaying any cooperation until as near the deadline as possible in the hope of stampeding more powerful partners into making maximum last minute concessions.[2]

The announcement of the two rulers was followed on February 25, 1968 by a meeting of the seven rulers in Dubai where they reached an agreement to form a federation of Arab Emirates. This agreement formed the basis of further discussions among the rulers during the following three years for the formulation of a common constitution. By 1971, both Bahrain and Qatar opted for independent statehood

---

[2]"The Gulf Pot Begins to Boil Once More," New Middle East, No. 56 (May, 1973), pp. 37-38.

and the rulers of the six Emirates approved the provisional constitution of the UAE. This constitution was promulgated with the declaration of the UAE's full independence on December 2, 1971, with its temporary capital in Abu Dhabi. It has been proposed that the UAE's permanent capital will be situated on the border between Abu Dhabi and Dubai and is expected to be constructed within five years.

Later, on February 10, 1972, Ras Al-Khaimah joined the Federation as its seventh member.

The agreement contained seventeen statements, some of which were:

1. A Union of Arab Emirates in the Arabian Gulf will be formed by the Emirates who agree, and the Union will be known as the Union of Arab Emirates.

2. The purpose of this Union is to make firm the bonds among the Emirates and to strengthen the corporation. Foreign affairs and defense will be unified.

3. A Supreme Council will be formed from the seven rulers of the Emirates.

4. The Supreme Council would draw up a charter, formulate foreign, defense and economic policy, and design the federal laws.

5. The presidency would rotate among the seven rulers yearly.

6. The federal budget would be by agreement of the Supreme Council.

7. The Supreme Council would be assisted by a federal council.

8. The law would explain how to form the Federal Council and choose its members.

9. Decisions of the Federal Council are not effective until ratified by the Supreme Council.

10. Other councils could be established by the federal law.

11. A federal court would be established; the law would explain how this court is to be established.

12. Each Emirate would have its own department of interior affairs.

13. By a federal law from the Supreme Council it is possible to modify this agreement.

14. The agreement would become effective as of March 30, 1968.

From the very first, the federation was faced with many problems. Most of these problems came from the ruling families. Among the most critical problems were the distribution of power among the rulers, elections, consultative powers of members of the Assembly, basis of representation, location of the capital, defense and ministerial responsibilities. Other problems concerned Saudi Arabia's claim on Burami and Iran's claim on three islands--Abu Moosa, Lasser and Greater Tunb.

Despite these problems, the seven emirates proceeded to join in federation (United Arab Emirates). On

July 18, 1971 the rulers of the seven emirates gave their approval of the Provisional Constitution of the UAE. After five years, a permanent constitution would be drawn up.

The seven rulers formed the Supreme Council with each ruler having one vote. One of the main duties of the Council was to formulate general policy for the UAE. Other duties to be carried out included international agreements, approval of ministers' meetings, chairmen of the meetings, and the judges (Supreme Court). Decisions would be made by a majority of five, and this majority should include the votes of Abu Dhabi and Dubai.

The president of the Supreme Council is Shaikh Zaid and the vice-president is Shaikh Rashed of Dubai. These two sheikhs were elected by and from the members of the Council for a term of five years.

The Supreme Court consists of a president and four judges. The Court is based in Abu Dhabi, the capital of the UAE.

A council of ministers consists of the Prime Minister, Deputy Prime Minister and a number of ministers. It is noteworthy that most of the ministers are from the ruling families or represent important interest groups aligned with the ruling families.

A supreme Federal Defense Council has been set up to coordinate defense matters. The constitution defines an attack upon all of the Emirates as an attack upon any

individual Emirate. A Union Defense force has replaced the Trucial Oman Scouts.

The federal budget is supplied chiefly from the two richest Emirates, Abu Dhabi and Dubai. However, seven Emirates scattered over the southeastern region of the Arabian Gulf, and formerly known as the Gulf State, joined together to create a strong military and political entity in the Gulf area. This decision resulted from fear on the international scene that Russian influence would overpower the area after the expiration of the British mandate in 1968. To forestall such an eventuality, the UAE was constituted as a sovereign, independent, federated state on December 2, 1971.

UAE became a member of the Arab League and of the United Nations in December, 1971, and has since established diplomatic relations with seventeen other countries.

The UAE is governed by a supreme council composed of the rulers of the seven Emirates, with Sheikh Zayed of Abu Dhabi as president and Sheikh Rashid of Dubai as vice-president. There is an executive council of ministers and a consultative federal national council. The provisional constitution of the UAE, operative for a transitional period of five years, guarantees the individual's basic human, political and social rights, and defines the roles of the organs of federal government.

The Need for Trained Administrators and Teachers

Today, the UAE embraces the seven Emirates of Abu Dhabi, Dubai, Sharjah, Ras al-Khaima, Ajman, al-Fujair-ah, and Umm al-Quwain. The central federal government oversees those areas of general concern such as education, military, legislation, etc., while the individual Emirates remain responsible for local affairs.

To the west of these Emirates is the Hassa region of Saudi Arabia, to the south is the desert Empty Quarter, to the east is Muscat and Oman, and to the north is the Arabian Gulf. The UAE has a population over 550,000, and an area of 91,000 square kilometers (an area about the size of Minnesota) with a coastline of 600 kilometers on the Arabian Gulf of Oman. Since its beginning, the UAE has taken its role in the world community seriously.

The people of the seven Emirates depended upon piracy, fishing and the slave trade because their lands were very poor. At the beginning of the nineteenth century, pirate fleets were very strong and well organized. In 1808, this fleet was made up of sixty ocean dohoues and eight hundred small craft, manned by 20,000 men. They extended their power to the south of the Arabian Peninsula, to Basra, India and the Red Sea.

After piracy was stopped and the slave trade had proved very expensive and dangerous, pearl diving became an important source of wealth for the inhabitants of the Gulf. However, in the early nineteenth century, the

introduction of cultured pearls and the great depression led to a decrease in the demand for pearls. The income of all the Gulf States was adversely affected.

The discovery of oil in 1853 changed the face of the Emirates. The production of oil has increased over the last fifty years, and now oil constitutes most of the national income.

About 50 percent of the total population in Abu Dhabi and Dubai in 1968 constituted expatriates, mainly from other Trucial states, Iranians, Indians, Pakistanis and Omanis. Of these expatriates, 70 percent of the males were in the age group of 20-40. In Sharjah, expatriate population accounted for 27 percent of the total population of the Emirate, the percentage in Ras al-Kaimah being 7 percent and only 2 percent in Fujairah.

Among this population, the Indians tend to be clerks and shop assistants, the Pakistanis skilled craftsmen such as carpenters, the Iranians and Omanis manual laborers, the Palestinians government officials and primary school teachers and the Egyptians secondary school teachers and senior government officials.

Out of the total work force in the Federation as a whole, 25 percent are engaged in construction activities, 16 percent in government service, 12 percent in agriculture and fishing, 4 percent in the oil industry and the rest, 43 percent, in service industries (transport, communication and wholesale and retail trading).

The proportion of economically active population is 43 percent of the total population with 2 percent female wage earners.

Manufacture in the Federation is represented mainly by small domestic crafts and repair shops which employ about 3,000 persons. There is a major difference in the pattern of employment in different Emirates.

In Ras Al-Khaimah, 49.3 percent of the total work force are engaged in agriculture and fishing, whereas in Duabi the percentage is only 6.6. The fishing industry and agriculture employs 35.8 percent of the total work force in Ajman and 43.3 percent in Umm al-Quaiwain. In Fujairah, out of the total work force, 54 percent work in agriculture and 14 percent in fishing.

In 1968 over half the working population in Dubai were employed in trade, transport and services excluding government service, while in Abu Dhabi 42 percent of the work force were engaged in construction activities.

Included are tables which show the area and population (1968 Census), economically active population in the Emirates percentage, and estimated total population in the UAE as a whole for the year 1973.

Philosophy of Education in UAE

Education in Arab countries has gone through periods of eclipse as a result of the struggle between the powers of ignorance and of knowledge and the present picture varies from one Arab country to another depending on its political,

social and economic structure. Educational systems in all societies will reflect the needs of each society--its hopes and its aspirations for the future of its young. Education is a social and moral function operated by society for the building of the personality of its individual members in order to enable them to continue developing their society as well as their own personalities and their potentialities. John Dewey's statement "education is life" expresses a vital truth. Education is a continuous process which must develop to control and to guide the life of a community towards its ideal.

Education in UAE is based on Islamic law, and responsibility for education lies with the following:

1. Ministry of Education which has the authority for boys' and girls' education at every level.

2. All organizations at the national and local levels are administered by the Ministry of Education.

3. Colleges and universities providing higher education directed also by the Ministry of Education.

In preparing the youth of a nation to which God chose to deliver His message for a better future, our belief stresses that education is the rock on which we wish to build our country and reshape our society.

This faith welcomes modern development and exemplifies in outline a society in which goodness, mercy and the law of knowledge flourish. This end can be achieved if the individuals who constitute such a society are men or women

able to think constructively and to see the Ultimate Reality in their studies whether of chemistry, biology, botany, mathematics or nuclear energy. This would be consistent with God's words in the Koran: "Read in the Name of your God who created. . ."

Education in its broadest sense places more emphasis on quality than on quantity; it aims to provide for the child as an individual and to give him, in his school, a wholesome environment which will stimulate healthy growth while providing a sound education and good training in logical thinking. John Dewey emphasized this basic fact in education, and he described the training of the child in logical thinking as being the real aim of any sound educational system. Today UAE gives a big consideration in education to the development of the child's abilities, so that he will be ready and able, as the man of the next generation, to serve and honor his country and his nation in every sphere of activity with zeal, intelligence and integrity.

This is the general philosophical base upon which our educational system is founded. As to the successful implementation of this ideal, many questions can be raised; for example:

1. Has the existing curricula been effective in developing skills and abilities and especially in assuring a reasonable amount of preparation for vocation?

2. Has the school textbook helped in the accomplishment of these aims and how far has it been a useful aid for teachers and administrators?

3. Are there enough training courses for teachers and administrators?

4. How far have we moved in the field of teacher training to insure that the teacher is a citizen as well as an educator, a leader as well as a counselor?

5. Do the school libraries play an effective part in achieving our educational aims and what is the proper role of audio-visual aids and other teaching materials?

6. Have the many conferences for education and centers of educational planning had a significant effect? Did they achieve what they set out to do?

7. Finally, how far have we ourselves been able to cooperate with those international organizations which are concerned with education, particularly UNESCO?

An attempt will be made to answer all these questions, some of them in light of personal experience.

For many years, our educational policy has been closely linked with that of our neighboring Arab countries; we adopted their curricula, their organization and their textbooks to insure that the graduates from our secondary schools should be able to gain admission to their universities at a time when UAE had no university of its own. But this was for one time, and difficulties have arisen more recently owing to the changes which other countries

have introduced into their school and examination system. Accordingly, UAE has been obliged to develop its own educational system and to persevere in this effort until its worth should be established. The statistics of educational development over the past ten years, which is in effect the period during which our educational system has been in operation, show what striking progress has been made.

The advance has been so rapid that it has been difficult to evaluate the effort expended; new schools have been opened, books, furniture and other equipment have been provided, and friendly Arab states have helped us with teachers. Kuwait, for example, was the first Arabian country to establish an educational system in the UAE until the latter gained their independence and formed the UAE on December 2, 1971.

The ruler of the UAE, Sheikh Zayed Ben Sultan Al-Nahian has taken a personal interest in the subject of UAE's educational system. As a result of his desire and concern, education has advanced considerably during the last years.[3] "Education is the sight of person, led him to his way in the life."

To quote examples of the vastly expanding school system in the Arab Emirates in general and in the North Emirates in particular, we may note that towards the end

---

[3]Ministry of Education, 1975, p. 6.

of 1971-1972, there were 74 schools, but this number more than doubled in 1974-1975 to 167, i.e., 125.7 percent increase. We can also note that the number of students, male and female, was doubled in the elementary schools, from 20,000 students to 40,000, while for the same period, the number of students in preparatory and secondary schools increased from 1,470 to 7,006, i.e., a 414 percent rate of increase. Also note the increase in the number of those attending adult education schools, e.g., in 1972-1973 the number was 4,900, which increased in 1974-1975 to 11,000, or a 124.5 percent rate of increase.

The decisions which we took in our policy towards education exemplify this, if we have expanded education by every means possible, regardless of quality. In some measure we have satisfied those who were particularly concerned that so few of the population were educated and so many more were illiterate. The period of prosperity through which we have passed has made it possible for the country to set up many modern school buildings and equip them efficiently, in fact this has led to the present boom in the number of students attending schools at every level (see Table 4).

Alternatively, we could have delayed the opening of new schools and concentrated on improving the quality of the existing schools which were offered for a half-educated generation of young people. These students presented a problem to the whole educational program of the country and

a policy of expansion regardless of quality would have made it in fact extremely difficult to plan our educational system on a sound statistical basis. Like other developing countries, UAE had to weigh the pros and cons of these two options in the light of its needs, and to find the decision was extremely difficult. The expansion of education on an extensive basis and the provision of the vast amount of equipment required for this purpose has proved to be difficult to achieve in a short period of time. We had to consider, for example, how long it would take to train the two thousand teachers who were needed to launch our plans, and the apathy which many young people show towards the teaching profession which has not been lessened by the many attractions offered by other professions.

In fact, the urgentneed for education left us little choice and we chose a program of expansion which over a period of years has led to the opening of a large number of schools a year and a number of teacher training institutes, and a large number of students who had completed their secondary education were awarded scholarships to study at Arab countries, European or American universities. At the same time, university graduates were sent abroad to foreign universities for post-graduate study. Furthermore, we organized teacher-training centers in various parts of the country to make our teachers better acquainted with modern trends in education. These are the principal efforts

we had made to meet the needs of such a rapid and comprehensive policy of expansion.

UAE has an urgent need for more scientists, more engineers, more professors, more administrators and more experts in a wide range of subjects. The training of these specialists must begin in the primary and secondary schools with courses of study that epitomize the result of human progress. It can be seen that in the more developed nations of the world the question is not so much concerned with providing enough teachers but more with raising the quality while in the more under-developed countries there is still a serious concern about supplying sufficient local teachers and administrators.

As was illustrated in this chapter, the educational system in the UAE is expanding rapidly and more teachers and administrators are needed to meet that expansion. With more than 2,000 teachers and a large number of administrators needed in 1978 and over 90 percent currently coming from abroad, one of the immediate goals of the UAE Ministry of Education is to make the country self-sufficient in providing teachers and administrators for the education of its youngsters. It is very expensive under the present structure to import them as special allowances have to be made.

The Ministry of Education in UAE attempts to improve the preparation of the teachers in intermediate schools; teacher training institutes and colleges were also established for the training of this category of teachers. In

addition to these, large numbers of studetns are sent every year to universities and educational institutes in the Arab countries, in Europe and in the U.S.A. to receive further training and, following the practice of more developed countries, the Ministry of Education in UAE has decided that all teachers appointed to secondary schools must be university graduates.

I believe these provisions will lead to higher standards in the secondary and intermediate schools and enable the nation to be largely self-sufficient for the supply of teachers in these schools.

Special attention also has been given to the training of specialists and selected teachers and administrators have been awarded fellowships for the study of educational planning, educational administration, curriculum development and the use of audio-visual aids, and I believe this has enabled the Ministry of Education to restrict the request for experts from foreign countries to a few highly qualified people whose services have been obtained through UNESCO or other educational organizations.

Social mobility is another feature of contemporary society. Most individuals are seeking upward social mobility. Education is expected, today, to offer all kinds of opportunities for social mobility and success. It is seen to guarantee future professional achievement. This also is reinforced from the economic point of view as more and more educational qualifications appear to be necessary for almost

all occupations. Apart from the rich or elite families it is the performance in school which governs the social mobility of the individuals in UAE. Because of this supposedly vital role of school, society (more specifically parents) makes claims or demands upon the educational system thereby imposing their private interests upon teachers and schools. This has caused difficulties for schools and teachers. On the one hand, they cannot ignore the basic claim of parents, and on the other hand, they cannot dedicate themselves exclusively to what they think education should be. These collective forces and interests bring about intolerable pressures upon schools in general and teachers in particular.

Institution of Education

It is very well known that formal education in the United Arab Emirates has only recently begun, and the Ministry of Education has responsibility for all formal education, primary, preparatory, secondary, vocational training and development, national libraries and youth welfare. Each component is headed by a director responsible to the Minister of Education. The first male schools were opened in 1953 in Sharigu, in 1957 in Dubai, and in 1958 in Abu Dhabi, although this school was closed and then formally reopened and established particularly because of the cooperation among the Gulf countries in this field. The growth in the quantity of the schools was accompanied by serious attempts to improve the quality of these schools

as well. By 1964-1965 there were 31 schools, apart from those in Abu Dhabi, of which 12 were for girls with an attendance of 2,060, while 4,895 boys attended school.

In 1971 formal education became compulsory throughout the Federation. The dramatic increase in the student population with an addition in the following years which had risen to 44,272 students by 1973-1974 continued into 1976-1977 when the figure had risen to 90,000 students at various levels of education (see Tables 1-4).

The budget of the Ministry of Education for 1972 through 1976 shows that expenditures have risen each year from 62.5 million Drihm in 1972 to 569.9 million Drihm in 1976. The expenditures include salaries, services and special expenses:

1972	Dh 62.5 million
1973	Dh 122.0 million
1974	Dh 186.9 million
1975	Dh 146.6 million
1976	Dh 569.9 million

The Ministry of Education has recently completed plans for construction projects during the following years which include the building of 117 schools, adding a further 1,948 classrooms to the existing facilities and 20 kindergartens which account for a further 200 classrooms. The program will also provide 95 sports centers, 30 swimming pools, 12 football grounds, 42 gymnastics and athletic sports grounds and 84 grounds for basketball, volleyball and handball.

After the union in 1971, the Department of Education took over the responsibilities of the separate departments and reorganized the school system and the period of study:

A. Academic Education was divided into the following stages:

1) Primary stage--six years;

2) Preparatory stage--three years;

3) Secondary stage--three years.

B. Technical Education was divided into several kinds:

1) Trade schools where academic material was introduced into the school and the period of study became four years instead of two.

2) Commercial schools where students were offered training for clerical and secretarial jobs. Academic material was also offered, such as language, accounting and bookkeeping.

3) Agricultural institutes where a student could obtain a diploma in agriculture that enabled him to run farms or hold jobs such as agriculture inspector and guidance. The first such school was set up in 1967. Academic material was a part of the syllabus as well as biology and agricultural technology. The student received training and education in animal breeding, agricultural engineering and farming.

C. Theological Education

This kind of education embraces the primary, intermediate and secondary stages and pays special attention to

theological education. Students are trained and educated in various aspects of religion to help serve as religious consultants and ministers.

D. Teacher Training Institutes

Institutes for training and preparation of teachers were set up in 1966-1967. Students can join these institutes after the secondary stages. Graduation from the teacher training institutes requires four years of training, after which students obtain a diploma that qualifies them as teachers of the primary and secondary stages.

E. Adult Schools

The government in UAE does not ignore adult education. She has developed a school for those above normal school age and unable to read and write. In 1975-1976 there were a total of 103 centers for adult education classes, attended by 8,421 men and 2,746 women, compared to 197-1973 when 54 centers dealt with 4,912 students. Adult illiteracy classes total 488 at 120 centers of which only 54 existed in 1972-1973.

The organization of school administration: It is recommended that the principal of the school shall establish a close coordination between the administration and the process of curriculum implementation and teachers. His/her deputy may therefore be the Head of Curriculum Studies, who in turn may coordinate the work of subject

section heads. These section heads would be responsible for the option subjects, as well as pedagogical subjects. The principal would link the needs of the curriculum studies with the services of the administration. He would also coordinate through a council or a committee, with the Ministry of Education and with the faculty of education, the community and parents. (Diagram No. 1 shows the organization of the educational ladder.)

UAE has succeeded in the last years in building a complete system from primary to university level. Modern buildings and the best educational facilities are provided in the UAE schools. There is also concern with upgrading teaching methodology through use of educational aids. These may be classified in three categories:

a. films and slides;

b. pamphlets and visual aids;

c. art exhibitions, which involve all schools.

The division of film and slides also includes tapes of foreign languages and language labs. All this is to establish a central library for all purposes and benefits. The school buildings were designed to suit each level of education. New buildings were also founded for a kindergarten stage. The preparatory and secondary schools were modernized to include facilities for all kinds of activities. Laboratories, workshops and libraries were added to each school.

The curriculum in the UAE is dervied from that of a neighboring country. The Ministry of Education inherited a diversity of curricula in each Emirate which required speedy legislation to unify and adjust them to the needs and nature of the United Emirates.

The academic subjects taught at the present time are conceived as a conglomeration of subjects:

1. Primary - 30/36 instruction periods per week. Religion 6/7, Arabic Language 3/12, English 0/4, Arithmetics 5/6, General Science and Health Education 2/3, Social Studies 1/4, Art or Music Education 2/3, Physical Education 2/3. During the first two years the bulk of the classroom teaching is entrusted to a single teacher. Thereafter, the teaching of classes in the third and fourth years is divided among a number of teachers according to their inclinations to teach particular subjects or groups of related subjects.

2. Intermediate - 36 instructional periods per week. Religion 5, Arabic Language 7, English Language 6/8, Mathematics 5, General Science and Health Education 3/4, Social Studies 4, Art and Music Education 2/3, Physical Education 1/2, Home Economics 3 (only for girls).

3. Secondary - 36 instructional periods per week. Religion 3/5, Arabic Language 6/9, English 6/8, Mathematics 2/8, Science 2/4, Social Studies 1/3, Art or Music Education 1/2, Physical Education 1/2, Home Economics 2 (only for girls).

In the intermediate and secondary schools teaching by subject specialists is fully and firmly established. At these levels, too, the curriculum is broadened.

After examination of its varied inheritance, the Ministry of Education opted for Kuwaiti practice as the one most suitable for its immediate needs. Elsewhere, the syllabi adopted were also those of Kuwait, as are the textbooks used in the schools. Moreover, the General Certificate of Education, taken at the end of the secondary stage, is set, marked and awarded by Kuwait. The adoption, however, is not complete in that some changes are made, for example, in the teaching of history, so as to introduce a flavor more consistent with the local environment.

CHAPTER III

METHODOLOGY

As was discussed in Chapter II, the basic problem of studying the educational system of the UAE and comparing it to the systems of other countries is twofold: on the one hand is the extreme newness of the educational system of the UAE. It has been in existence only a few short decades. On the other hand, the culture and history as well as geography of the area of the UAE is unique and comparisons with other nations and their educational systems is sometimes not productive. For example, the educational system of the United States has been in existence for over a century. The ideas and practices used by this country in the recruitment, placement and training of teachers would not necessarily be applicable to the situation in the UAE.

The problem with making comparisons between the system of the United States and that of the UAE is compounded by recent historical facts in the society of the U.S.A. The rapid increase in population during the years following World War II in the United States has been followed a generation later by the widespread use of birth control and other factors in society which have acted to control

and cut down the population. This has led to a situation in education which is almost the reverse of the case in the UAE. In the generation of people who were born in the era of World War II, there was an emphasis on education and the obtaining of formal education. Because of the great need to educate this generation from primary school through university education, there was a great demand for qualified teachers. Combined with the population explosion was also a move by the government as well as society in general to greatly extend the educational benefits available to the students of the nation, regardless of wealth. In the nineteenth century, education beyond high school was primarily for the wealthy class of people. Poor people could only dream of sending their children to college.

In spite of the limited higher education of citizens in the United States, or perhaps because of it, the ideal of college education as a form of social mobility was greatly cherished by people of the poorer class. The sending of one's children to college was a widespread dream that would lead to a change in one's basic status in the society. This type of idea is paralleled by the situation in the UAE today where education is seen as a tool of upward social mobility.

The commitment of the government of the United States to higher education of its citizens led to the development of the G.I. Bill which provided government funding for higher education for veterans of military service.

Coupled with the development of grants and other aids to impoverished students, the educational system of the United States which was primarily devoted to the service of the higher classes in its inception became a democratic tool for the people to better themselves. Prior to these changes, the cost of sending a child to college was prohibitive for all except a small minority.

In keeping with the aims of the government to provide higher education to more people and at least a minimal education to all its citizens, the government was faced with the problem of making the teaching profession more desirable to people in order to meet the greatly increased demand for more and better teachers. This situation that existed in the United States in the late 1940's again parallels the situation today in the UAE. While the United States had not relied to any great extent upon foreign nationals to teach in the schools, there was nevertheless a great demand and a small and inadequate supply of qualified teachers at every level.

Coupled with this lack of qualified teachers was the historical tradition in the United States of the little one room school house and the school teacher, usually a single woman, as a figure of almost parody to the rest of society. The teaching profession was definitely not an attractive and prestigous one as has traditionally been the case in Europe. In many European countries, the school teacher and most especially the college professor was a

profession of great respect and honor. In the United States, on the other hand, the businessman has always been honored along with the doctor of medicine and the lawyer as the most honored of professions.

This lack of status for the teaching profession was a crucial problem for the developing educational system of the United States in the first half of this century. The rapid population growth and the increased mass communication network of the country made the demand for education greatly exceed the supply of teachers as well as the existing facilities for education. While the United States has never had the unlimited funding available for education that has characterized some other developing countries who are founded in the discovery of vast oil resources or other types of funding sources, the problem of building new schools and developing new materials and aids to education was not crucial when compared to the problem of attracting qualified teachers to the profession.

In this area, there is an interesting parallel between the state of education in the United States in the late 1940's and the situation today in the UAE. The basic problem of a society that is demanding full educational opportunities and a basic lack of interest in the teaching profession as a form of social mobility makes it extremely difficult to draft qualified and motivated national teachers. A study commissioned by the British government in 1944 suggests the basic modes of dealing with this specific problem.

To increase the supply of qualified teachers, three basic tenets should be followed:

1) To increase the supply of qualified teachers, the field of recruitment should be widened;

2) Conditions should be abolished which deter people from becoming teachers;

3) The standing of the teaching profession should be improved to make it more attractive, which would involve a basic re-education of the total society.[1]

One could apply these suggestions to the situation of education in the UAE quite well, since the problems that faced the developed educational systems of the West several decades ago are now applicable to the UAE. There is a lack of qualified national teachers that would indicate the need to broaden the field of recruitment, there are conditions which deter people from becoming teachers, and there is a lack of standing in the UAE for the teaching profession. While these suggestions appear on the surface to be very difficult to accomplish, a careful examination of the problem in relation to this partial solution indicates that it would be possible to at least partially accomplish these three suggestions.

In this area, the recruitment of teachers could be widely applied in the primary and secondary schools. This

---

[1] Teachers and Youth Leaders (Report of the Committee Appointed by the President of the Board of Education to Consider the Supply, Recruitment and Training of Teachers and Youth Leaders)(London: His Majesty's Office, 1944), p. 18.

early motivation and selection of students could lead in one generation to the total reform of the educational system. If national teachers who are motivated to reach their students and in turn motivate them toward a commitment to the teaching profession, then it would be possible to greatly increase the supply of qualified national teachers. Also, the motivated teacher would serve as an example of the worth of the teaching profession. If the students admire their teachers greatly, it will naturally follow that at least a substantial portion of these students will want to follow in the teacher's footsteps and desire to become teachers also. The same report referred to above also makes the suggestion that recruitment of teachers begins with the elementary school teachers.[2] If exceptional students are recruited at the elementary level and motivated to become teachers, then by the time they are fully educated they will indeed be dedicated and well trained teachers. Another recommendation of this report is that the educational system be centralized and that a Training Council be established under the Board of Education.[3] While this suggestion might be generally applied, the situation at the present time in the UAE is that the educational system is if anything too highly centralized. The move in our own system should be toward a certain degree of decentralization, at least to the point where local administrators

---

[2]Ibid., p. 19.

[3]Ibid., p. 45.

have greater authority to implement their own decisions.

Along the same lines as the report discussed above, another educational expert writing in the 1940's makes clear the importance of teacher placement. This author stresses the fact that placement should be active rather than passive.[4] This means in effect that teachers should be selected according to those individuals who should be teaching, i.e., those who are perceived by the recruiters as being best qualified and inclined to be goot teachers, which is an active concept, rather than merely accepting anyone who applies to teach.

In terms of widened recruitment as a way to develop the staff of qualified teachers and administrators in the UAE, the early motivation and identification of elementary students as potential teachers would go far to increase the future supply of national teachers and administrators. At the present time, teachers could also be recruited from other professions such as secretaries and administrative assistants, if the status of the teaching profession were high and the teachers esteemed by the general populace.

This moves us to the second point of the suggestion, the removal of conditions that would deter people from being teachers. As was mentioned in Chapter II, one of the basic lacks in the UAE at the present time is the high status and

---

[4]Current Practices in Institutional Teacher Placement (National Institutional Teacher Placement Assn., 1941), p. 7.

respect for education in general and teachers in particular. While this situation may seem on the surface to be extremely problematic, a careful examination of the actual situation reveals that this problem may solve itself in a few short years. There is already in the UAE the basic belief among the people that education is a tool of upward social mobility. People look to the education of their children as a way to extend the social position of the family. In a society such as that of the UAE where family ties are very important and the status of the individual is closely tied to the status of his family, education itself is growing daily in the esteem of the people.

In the natural flow of development, the profession of teacher will grow in status and respect. It must be remembered that until recent years, institutes of higher education were not in existence in the UAE. With the addition of teacher training institutes and universities to the nation, the professional educator will naturally grow in status. The image of the school teacher presenting the rudiments of learning to small children will be supplemented by the image of the professional educator who might oversee an important department at a university or be the principal of a high school.

Closely tied in with the abolishment of conditions which deter people from being teachers is the improving of the teaching profession to make it attractive to the public. This can be accomplished in part as discussed above from the

elevation of the status of the teaching profession. In addition to the organic type of rise in status that will be a result of the development of the educational system itself, the mass media could be used to further enhance the importance of the teaching profession in the eyes of the people. Of course the provision of additional economic incentives to teachers has always been effective in increasing the attractiveness of the profession.

Another suggestion that will greatly enhance the educational system of any country has been suggested as being the systematic elevation of teachers to administrators in a system.[5] This will not only enhance the status of the teacher in society, it will also motivate more people to enter the teaching profession. Any field where a position is viewed as being stationary will not be especially attractive to people who are motivated to better themselves. Not only from the point of view of the individuals in the teaching profession and the status of teaching, but also from the point of view of the effectiveness of the educational system, this particular practice of recruiting administrators from among teachers does make sense. While one might argue that good and effective teachers belong in the classroom and not behind an administrative desk, this might be true on an individual basis but on a general systematic level the use of good teachers as potential administrators

---

[5]Charles E. Prall and C. Leslie Cushman, Teacher Education in Service (Washington, DC: American Council on Education, 1944), p. 99.

will greatly improve the quality of the whole system. The same characteristics which make a good teacher, i.e., good colmunications skills, knowledge of subject area and awareness of individual differences, also are marks of good administrators. Many of the problems that have arisen in the educational system of the United States have come about by the use of administrators who have not had extensive and positive experience as teachers themselves.

The UAE has been careful in structuring its educational system to avoid some of the pitfalls that occur in the developing educational systems in many developing nations. A UNESCO study of the educational system of Brazil points up a basic area of concern. Since the rate of education among the vast populace of Brazil is low, it has been a common practice in that nation to use teachers that are less than qualified for the positions they hold. It has been estimated that in the poorer states of Brazil, 70 percent to 80 percent of the teachers currently teaching are untrained teachers, referred to as lay teachers.[6] These lay teachers are minimally educated themselves and while they serve an important function to the total society, the use of trained national teachers could have a much greater impact for positive change in the society. The UAE, aware of this problem common to developing countries, is taking special care in this formative time in its educational

---

[6]M. B. L. Filho, L. A. Creedy, E. A. Pires, Isidro Castillo, The Training of Rural School Teachers (Switzerland: UNESCO), p. 15.

system to insist upon the proper training of teachers. The use of well-trained foreign teachers has been part of this insistence upon well qualified individuals. Of course the current problem in the UAE is to replace foreign teachers as the system develops with national teachers who are just as professional and proficient as the imported teachers.

In the area of developing a strong educational system, it has been pointed out that evaluation is an important part of any developing educational system.[7] This means basically that whatever new program or innovation is tried, it must be constantly reviewed and revised. In a constantly developing system, nothing remains static. When the institutions of society stop growing and changing with the society itself, they become obsolete and ultimately are discarded. The UAE is interested and committed to developing a system of education that will serve the needs of all its citizens.

This process of evaluation can be developed successfully in a comprehensive program for the training, recruitment and placement of teachers and administrators. In order to learn in relation to the specific society what criteria should be developed for the future, it is important to carefully observe, monitor and evaluate the present system. A teacher placement bureau in every teacher training

---

[7]M. E. Troyer and C. Robert Page, Evaluation in Teacher Education (Washington, DC: American Council on Education, 1944), p. 1.

institute could be a valuable tool for critique and future improvement.[8] This teacher placement bureau would effectively follow up on its graduates and view their progress and success in view of what had been predicted of them based on their performance in the institute.

As a form of evaluating the practicing teacher and his effectiveness in the classroom and hence in the society itself, a series of twenty-eight criteria for evaluation have been designed for use in the State of California. While this list is not necessarily comprehensive and some of the items may not always be applicable, it is a valuable list to determine the basic assets of a good teacher:

1. Applies principles of learning to the instruction of pupils.
2. Applies principles of child development to the instruction of pupils.
3. Controls children and youth effecitvely and in a manner conducive to their proper development.
4. Performs the ordinary tasks of instruction efficiently.
5. Plans instruction efficiently.
6. Shows efficiency in classroom management.
7. Diagnoses the nature of pupil difficulty.
8. Utilizes adequate evaluation procedures.
9. Provides remedial instruction for pupils having special difficulty.
10. Uses group guidance procedures.
11. Collects and utilizes guidance data.
12. Counsels with individual pupils about their personal and social problems.
13. Helps pupils apply classroom learning to out-of-class life.
14. Teaches pupils about many aspects of their culture other than the specific subject or subjects taught.
15. Teaches pupils about current social, political and economic problems.
16. Has pupils use those materials from which they will continue to learn after leaving school--newspapers,

---

[8] Current Practices in Institutional Teacher Placement, p. 100.

magazines, movies, advertisements.
17. Uses instructional techniques which permit students to learn democratic attitudes and skills.
18. Exhibits a broad and deep knowledge of subjects taught.
19. Teaches "general education" aspects of subjects taught.
20. Engages in advanced study of subjects taught.
21. Engages in curricular and administrative planning.
22. Participates in all phases of school life.
23. Utilizes available community resources for instructional purposes.
24. Secures cooperation of parents in school activities.
25. Interprets the school and the educational process to the community.
26. Participates in community activities and the solution of civic problems.
27. Participates in professional meetings and conferences when they are accessible.
28. Reads professional journals.[9]

While a reading of the above list reveals that it is not structured hierarchically, one can select and order the above criteria for effective evaluation of teachers. This list also reveals the intimate connection again between a good administrator and a good teacher. Being a good teacher seems to be valuable groundwork for developing into a good educational administrator. Since both professions are within the same field, the administrator capacity would be an amplification and refinement of the teacher capacity.

In the general literature relating to teacher training, recruitment and placement, it has been suggested that whenever one wishes to implement a new program of teacher training and placement, it would be best accomplished in six stages. These stages are as follows:

---

[9] Toward Better Teachers: A Study of the Adequacy of Teacher Education in California (Sacramento: State Department of Education in California, April, 1957), p. 37.

1. Idea to action--seed project funding, etc.
2. Launching--putting the plan into action.
3. Showdown--the actual operation of the plan.
4. Impact on other curricula--evaluation.
5. Changed climate on campus--larger effects.
6. Changes in community--ultimate effectiveness.[10]

This particular model points to the fact that no educational system exists in a vacuum. The ultimate end of an educational system is community effectiveness. If a system does what it is intended to do, the impact on the larger society will be such that society is changed in a fundamental way for the better. This points to the situation in the UAE where there is a crucial need for qualified teachers and administrators who are also nationals. In order to understand the basic culture of UAE, and be able in turn to change and adapt the new ways to the old, an effective teacher or administrator must know the people, i.e., be a native himself.

While the basic literature in the field does not always speak directly to the problem in the UAE, there are useful bits of information that can be applied to a comprehensive program for teacher training, recruitment and placement in the UAE. It must be remembered, however, that the basic culture of the UAE in that it is Arabic and

---

[10]James C. Stone, Breakthrough in Teacher Education (San Francisco: Jossey-Bass, Inc., 1968), pp. 178-180.

Islamic is somewhat different from that of the U.S.A. or other countries which have been discussed. For a comparable system with problems and solutions that more closely parallel the UAE, a brief examination of the civil service system of Saudi Arabia will be examined briefly.

A Comparable Public Administration[11]

There are many obvious comparisons between the educational systems in the UAE and Saudi Arabia. Both nations are located in the same geographic area, both are Arabic and both predominantly Islamic. The newness of the educational and public administration systems in both nations is also parallel. 1953 marked the beginning of the Saudi Arabian civil service system, of which the educational system is a part. The modern system was in many ways incumbered by the traditions of the old society and its values. While the new public administration code stressed the merit principle as the basis for selection and promotion, the actual practice was far removed from this. Loyalty, social conduct and family connections were more important criteria in practice for the selection and promotion of personnel.

This condition was permitted to exist because the law was vague and open to interpretation; the Civil Service

---

[11]For the basic facts of the situation as it exists in Saudi Arabia the author is deeply indebted to material found in Chapter III of The Structure and Function of Public Administration in Saudi Arabia by Al-Mazyed Sulaiman M.

Bureau which was established in 1939 was little more than a payroll and record keeping function of the Ministry of Finance. The 1945 law provided for 11 grades of public employee but no description was provided of the job, the skills and training required. It was a law which was poorly drawn and poorly administered.

The years 1953 and 1971 saw the passage of two important drafts of a revised public code regarding public employees. A special problem that was evident in the earlier version of the law was the fact that recruitment procedures as spelled out by any code based on merit would conflict with the basic traditions of the Saudi Arabian society. The government in Saudi Arabia as well as in the UAE is seen differently by the people in those countries than is the case in nations like the United States. Government is seen by the people in such developing nations as a form of economic assistance to the people. Jobs are not based on the merit that can benefit the system, but rather on the needs of the individual and his personal loyalty to the administrator. In terms of the use of specific guidelines for selection and recruitment, the new law of 1971 has caused a type of formalism to develop in the society of Saudi Arabia in that there is a large gap in the requirements of the law and the actual practice of that law in society. The requirements of centralization of classification and recruitment and examination by a standardized

method have yet to be fully implemented yet suggest a future positive direction.

Current Status of Education in UAE

The problems of administering the educational system of the UAE, while similar in many respects to that of Saudi Arabia, yet are different in crucial aspects. The situation in UAE is that of overcentralization, rather than the reverse. Because the law of necessity established a Ministry of Education to oversee the unified concept of education in the UAE, there have been basic problems in delegation of authority. In this area, lack of parity of authority and responsibility, absoluteness of accountability and non-unity of command have all been identified as problematic. Of further concern is the problem of effective leadership, compounded by the use of unqualified leaders, foreign leaders and a highly personalized pattern of administration that is similar to that of Saudi Arabia.

The government of UAE has not been unmindful of the various problems that have arisen in the administration of the new nation's educational system. After a study by H. H. Presedent of the State of UAE, Sheikh Zaid Ben Sultan Al-Nahyan, in accordance with what had been submitted by the Council of Civil Service and upon the agreement of the Council of Ministers and Federal National Council and also upon the approval of the Super Council of Union, Federal Law Number 5 for the year 1978 was promulgated as an adjustment for Law Number 4, enacted in 1972, regarding the services of employees of UAE.

The permanent jobs in the law are divided into four categories:

1. The highest positions which include ministers, deputies and those positions of the first category (grade).

2. The high positions which include those of the second category.

3. The intermediate positions which include those of the third category.

4. Janitors' positions which include those of the fourth category.

The positions of the second category include two types, technical and administrators. The third category also includes two types of positions, technical and clerical. Regarding the number and the nature of the positions in each ministry, these are determined by the overall federal budget. This Law Number 5 is divided into seven parts, which will be discussed briefly. (The law of employment in the Ministry of Education will be discussed in more detail in Chapter V of this study.)

Part One

This is concerned with appointment of the first grade of employees with the first category by a decree and upon the agreement of the concerned minister and the council of ministers. Also concerned with positions of the second and third grades.

The conditions of appointment are: (a) to be a national of UAE with good behavior and not having been

condemned or sentenced; (b) more than eighteen years of age and in good health; (c) qualified according to the requirements of the positions under consideration (general secondary certificate, university degree, etc.). Exemption from the condition may take place if the candidate is a national and has an experience equivalent to the academic degree. These positions are usually filled by advertisements that include the required terms of the positions.

Part Two

According to a decision by the Council of Ministers, a council was established which is called "The Civil Service Council," and this council is composed of one minister and seven other members (administrative-financial-legal). There should be a representative for each member in the Department of Employees Affairs and the Ministry of Finance.

The main functions of the council are to increase productivity, achieve fairness in the treatment of employees and to see that the executive branches meet their responsibilities, and to discover the illegalities, if any, in the administrative branch and to recommend the necessary solutions for them. Its main duties include:

a) to suggest the rules and system regarding the employees' affairs and the supervision of its execution and application;

b) to suggest the required systems to nominate for the positions and to specify the required qualifications

for each, to train the employees in order to improve the level of public service with the inspection and control through the Department of Employees Affairs;

c) to designate some employees to do research in the different ministries. The Civil Service Council has to submit an annual report of its achievements including certain recommendations for the improvement of productivity.

The duties of the Department of Employees Affairs are:

a) to assist the Civil Service Council in its duties and share that responsibility with the Ministry of Finance regarding the budget;

b) to keep the records of the CSC and to follow up the execution of its decisions in other ministries.

Section 21 of the law was concerned in the establishment of a committee for employment affairs in every ministry, and this is done by a decision from the minister and three other members of the ministries. This committee is responsible for the appointment and promotion of the 2 and 3 category employees.

Part Three

This part is concerned with the reports of the imported employees of other nationalities.

Part Four

This part is concerned with the appointment and promotion of the employees and their allowances. The employee is not allowed to be promoted more than once a

year, and that should not be more than three consecutive grades. The employees are classified according to the seniority in the grade. If there is more than one employee in the same grade, the one with the highest academic degree will be preferred. The promotion to the first grade will be according to the qualifications.

Part Five

This part is concerned with exporting employees abroad for one year upon the agreement with the concerned minister and Civil Service Council.

Part Six

This part is concerned with the vacations which are of five kinds: accidental leave, periodical leave, sick leave, study leave and special leave. Accidental leave is due to an emergency and is for three days only. The periodical vacation is for forty-five days for the 1 and 2 category employees. This will be with the salary (teaching staff in the Ministry of Education). The sick leave does not exceed seven days and the sick report should be medically approved.

Regarding the study leave, the national is offered a vacation with a salary including allowances for a period not exceeding four years, which can be renewed if necessary.

Part Seven

This part is concerned with duties of the employees toward their jobs.

A review of the literature in the field reveals that there are no easy answers to the problems faced in teacher and administrator training, recruitment and placement. The UAE has a basic problem of lack of experience and education, but this is something that can be corrected in time. Other researchers in the field seem to confirm that the UAE is on the right track as far as reforms are concerned. There is a workable law on the books and the successful implementation of this law seems to be the next order of business.

CHAPTER IV

EDUCATIONAL PLANNING

Setting goals and objectives is one aspect of modern administration, but with goal setting there is a great danger of wasting resources, which leads to the lack of effectiveness. This chapter deals with the planning of education in general. The author will try to specify the goals, objectives and policies of education in the UAE, and the processes of implementation. By so doing, the author hopes to identify the points of strength and weakness in the present system as a first step for introducing necessary improvements.

Today's educational planning can claim an unbroken ancestry running back to ancient times. Xenephon tells how the Spartans some 2,500 years ago planned their education to fit their well defined military, social and economic objectives. Plato in his Republic offered an education plan to serve the leadership needs and political purposes of Athens. The Han Dynasties of China and the Incas of Peru planned their education to fit their particular public purposes. Historically, the essential aim of educational planning has been to provide for the continuity and viability of educational establishments and to effect such

gradual expansion and improvement as the circumstances might warrant.

Educational planning today is still in that amorphous state where there is no agreement even as to its boundaries. Educational planning has taken on new dimensions over the past decade and its perimeter cannot be mapped from theory alone, but has to be painstakingly pegged out in practice before it can be enshrined in a verbal formula that most people will accept. What educational planning is, in fact, in any country, will be decided by the politicians and by the interplay of powers. Educational planning could continue for all time to be all things to all men, or of no significance, depending upon what definition is accepted.

When one considers the field of educational planning in use today, we can distinguish three main types:

The first is planning with adequate facts, backed by rather voluminous statistics. This type is certainly the most desirable, but it is the one least likely to be carried into effect simply because, in practice, the necessary facts and statistical data are seldom available.

The second type of planning is perhaps best defined by the title of a book written by Wolfgan Stopler, who spent two years drawing up the development plan for the Federation of Nigeria. His book is called Planning Without Facts, a very realistic title because it corresponds to a very realistic type of planning. In many cases, it is

simply impossible to ascertain all the facts ideally necessary for perfect planning.

At the meeting of the Inter-American Regional Project in Mexico City in October, 1963, Pitamber Pant of India defined the third type as planning without purpose, or planning for the sake of planning, or today particularly, the kind which makes use of the more questionable techniques of highly theoretical mathematical models and in which "the basic objectives get lost in a display of methodological fireworks."[1]

But whatever planning is used, it must be fundamental to the process. In the context of educational planning, this involves, first, the setting of target. This means not projections and most emphatically not forecasts, but the imparting of directions which are to govern subsequent action. The target can, certainly, be modified from time to time in accordance with experience gained in the course of the planning process.

The reaching of targets implies a plan, a program for action based upon a choice of priorities. Priorities are then the second vital element in strategy building. No country can have all the education which it thinks necessary or desirable. Rather, any country must promote or emphasize programs which have high priority and discard or tone down programs which have low priority.

---

[1] Educational Planning and Human Resource Development. UNESCO, 1967, p. 11.

Discussions among educational leaders and economists in the early 1960's produced easy agreement upon five propositions which formed a general framework for later explorations.

1. Educational planning should take a longer range view. It should in fact have a short-range (one or two years), a middle-range (four to five years), and a long-range perspective (ten to fifteen years). Obviously, its vision will grow less precise the farther ahead it looks. But considering the long "lead time" required to increase educational capacity and to alter educational output--to enlarge, for example, the production of doctors or engineers, or even of elementary school teachers--it is necessary to plan years ahead.
2. Educational planning should be comprehensive. It should embrace the whole educational system in a single vision to insure the harmonious evolution of its various parts. Moreover, it should try to extent its vision to important types of non-formal education and training to insure their effective integration with formal education and with the priority needs and goals of society.
3. Educational planning should be integrated with the plans of broader economic and social development. If education is to contribute most effectively to individual and national development, and to make

the best use of scarce resources, it cannot go its own way, ignoring the realities of the world around it.

4. Educational planning should be an integral part of educational management. To be effective, the planning processes of decision-making and operatios must be considered. If isolated in a back room, it becomes a purely academic exercise whose chief effect is to frustrate those involved.
5. Educational planning must be concerned with the qualitative aspects of educational development, not merely with quantitative expansion. Only thus can it help to make education more relevant, efficient and effective.

"Like the Ten Commandments, these five propositions soon enjoyed universal endorsement in principle, but the problem was to get them obeyed. This required three sorts of action: (1) the development of specific concepts and methodologies, (2) the training of people to apply them, and (3) the adoption of organizational and administrative arrangements to enable planning to work."[2]

These propositions mentioned above did not really address the central planning questions which every nation faces. The questions are these:

---

[2]Philip H. Coombs, What is Educational Planning? (Paris: UNESCO, 1975), p. 34.

1. What should be the priority objectives and functions of the educational system and of each of its sub-systems (including each level, each institution, each grade, each course, each class)?
2. How much of the nation's resources should be devoted to education at the expense of other things? What appear to be the limits of feasibility, in terms not only of financial resources but real resources? What are the maximum resources that education can effectively absorb in the given time period?
3. What are the best of the alternative possible ways of pursuing these various objectives and functions? (This involves a consideration of alternative educational technologies, their relative costs, time requirement, practical feasibility, educational effectiveness, etc.)
4. How should the burden of educational costs and sacrifices be distributed as between the direct recipients of education and society at large, and among different groups, and other sources of educational revenue, to attain a socially desirable distribution of the burden and at the same time a sufficient flow of necessary income to education?
5. How should the total resources available for education be allocated among different levels,

types and components of the system (e.g., primary versus secondary versus higher education; technical versus general education; teachers' salaries versus building and equipment versus textbooks, free meals, scholarships, etc.).

Educators and economists, as well as sociologists, politicians and philosophers are likely to approach and answer these questions in quite different ways, reflecting differences in their backgrounds, outlooks and styles of thinking. Since this fact bears heavily on how different groups did approach educational planning in the last decade, in this situation most of the key planning questions posed above seem highly theoretical and impractical.

Goals of Education

In recent years, the educational authorities in almost all the Arab countries have been led to define their aims in documents which have been as carefully thought over and drawn up as the charter of a learned society or the constitution of a new republic. Thus it has been laid down, for example, that "the aim of education is to provide children with a basic education and culture which would make them good citizens, sound in body, mind and conduct, and to discover their capabilities and aptitudes so as to guide them in their work accordingly." In another document, the school has the task of producing "a loyal citizen, strong in body and mind, sound in character, deep in his religious convictions, willing to defend

the unity of his living and to participate in the economic development of his country."[3]

The definitions drawn up by various other countries differ little in essence from the examples already given. Despite significant variations in regard to one or another of the aspects of the psychological and even metaphysical tasks of education, all agree as to the basic objective: to equip the child to play a full part in the political and economic life of his country and to make his country stronger, more prosperous, better qualified to play a useful role in international life.

The Thomist concept of the person revolts against the idea that a man's main pursuit in life should be narrow and cramped in its horizons, or should be considered in terms of economic values or scientific achievement, with possibly some cheap pleasure or social entertainment to fill his leisure hours, and perhaps a vague religious feeling without intellectual content to quieten conscience. Here is danger of the dehumanized life.

> The aim of education is the making of persons. The purpose of the educator would be to guide the developing nature of the child to that unique perfection which makes the self complete in its inward life. Other aims may seem of more immediate or practical importance--education for livelihood, education for leisure, education for service or for citizenship--but these must always remain secondary and subordinate to the making of persons, with their unique freedom, responsibility and immortality. This making of persons supposes 1) the fulfillment of the characteristic

---

[3] Education in Progress, UNESCO, Asia, Arab States, Africa, p. 37 and p. 38.

personal qualities of human nature; 2) the fulfillment of intelligence in the attainment of truth; 3) the satisfaction of will in the possession of perfect and stable good; 4) the balance and poise of self-possession; and 5) a well-directed life.[4]

Human Resources

The human resource is one of the most important potential sources of wealth most developing countries possess. Genuine development of a nation is heavily dependent on, or more strongly put, equivalent to the development of the nation's human resources. If this is realized from the start, most problems of development and international aid become much clearer. To measure the effectiveness of any program to develop human resources, one must look beyond the simplistic criterion of income per capita.

Human resources development is the process of increasing the knowledge, the skill and the capacities of all the people in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resource development prepares people for adult participation in political processes, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps people to lead fuller and richer lives, less bound by tradition. In short, the processes

---

[4]T. H. B. Hollins, Aims in Education: The Philosophical Approach (England: Manchester University Press, 1964, p. 122.

of human resource development unlock the door to modernization.

Human resources are developed in many ways. The most obvious is by formal education, beginning with primary or first-level education, continuing with various forms of secondary education, and then higher education including the colleges, universities, and higher technical institutes. Second, human resources are also developed "on the job" through systematic or informal training programs in employing institutions, in adult education programs, and through membership in various political, social, religious and cultural groups. A third processes skills or capacities through preparation of their own initiative by taking formal or correspondence courses, by reading or by learning from others in informal contacts. Motivation for self-development is directly related to the social values of the society and to incentives for training and for entering one occupation as opposed to another, as well as for learning new skills. Two other processes of human resource development are improvements in the health of the working population through better medical and public health programs and improvements in nutrition which increase the working capacity of people on a man-hour basis as well as over a working life. Obviously, improvements in health and improvements in nutrition are related, and like formal education, may be both a cause of economic growth and a result of it.

Human resource development is a necessary condition for achieving all of them. A country needs educated political leaders, lawyers and judges, trained engineers, doctors, managers, artists, writers, craftsmen, and journalists to spur its development. In an advanced economy, the capacities of man are extensively developed; in a primitive country they are for the most part undeveloped. If a country is unable to develop its human resources, it cannot develop much else, whether it be a modern political and social structure, a sense of national unity, or higher standards of material welfare. "Countries are underdeveloped, having had no opportunity of expanding their potential capacities in the service of society."[5]

The principal indicators of human resources development suggested by Professors Harbison and Myers are:

1. Number of teachers (first and second levels) per 10,000 population.
2. Engineers and scientists per 10,000 population.
3. Physicians and dentists per 10,000 population.
4. Pupils enrolled for first-level (primary) education as a percentage of the estimated population aged 5 to 14 inclusive.
5. The adjusted school enrollment ratios for the first and second levels combined.
6. Pupils enrolled for second-level (secondary) education as a percentage of the estimated population aged 15 to 19 inclusive, adjusted for the length of schooling.

---

[5]Frederick Harbison and Charles A. Myers, Education, Manpower, and Economic Growth (New York: McGraw-Hill, 1964), p. 13.

7. Enrollment for third-level (higher) education as a percentage of the age group 20 to 24.[6]

The nature of each of these indicators, their sources and limitations will be discussed briefly. The first three of these human resource indicators are partial measures of the stock of human resources or human capital of the country, and the last four are measures of the additions to the stock. The stock of human capital indicates the level of human resource development, which has been achieved by a country; the rate of human capital formation indicates its rate of improvement.

After examining the limitations and reservations of each of these indicators, the authors have developed a fairly simple "composite index" to rank the countries according to the four levels of economic development. The composite index, which is the basis for ranking the countries by levels of economic development is simply the arithmetic total of (1) enrollment for second level of education as a percentage of the age group 15 to 19, adjusted for the length of schooling, and (2) enrollment for the third level of education as a percentage of the age group, multiplied by a weight of 5. In their opinion, higher education should be weighted more heavily than second-level education. The indicators used for measuring the level of economic development are: the gross

---

[6]Harbison and Myers, Education, Manpower, p. 9.

national product (GNP) per capita, in U.S. dollars, and the percentage of the active population engaged in agricultural occupations. The authors have examined the limitations of both these indicators.

The Harbison and Myers study shows a high positive correlation between the composite index of human resource development and GNP per capita, in U.S. dollars, for these seventy-five countries. The study also reveals significant correlction between a number of other indicators of human resource development and those which measure economic development. There are no doubt some variations within the significant relationship observed, and it is important to examine whether and to what extent these variations could be ascribed to rich resource endowments of some countries, or to the fact that some countries have invested in human resources too much and too soon, relative to their financial capacity as indicated by GNP per capita.

Education Planning and Aims in UAE

As was mentioned in the beginning of this chapter, without clearly stated objectives and priorities there is no adequate basis, either for evaluating an educational system's performance or for planning its future intelligently. If the de facto aims of an educational system (as distinct from its stated aims) are inconsistent with the principle goals of the larger society, maladjustments are bound to develop between the system and society; likewise, if the specific objectives of various educational

sub-systems are incompatible with the whole system's broader aims, then the system will be at war with itself and its basic aims will be defeated. For all these reasons, the essential first step toward improving an educational system's relevance and performance is to re-examine and clarify its basic aims and priorities and the more specific objectives of each of its sub-systems, to insure that they are compatible with one another and with the major goal's priorities, and the needs of the larger society.

With the establishment of the UAE December 2, 1971, the new Ministry of Education took over such a complexity of syllabi and systems that an early decision was called for if some uniformity of practice was to be achieved. After examination of its varied inheritance, the Ministry opted for Kuwaiti practice as the one most suitable for its immediate needs. Elsewhere, the syllabi adopted are also those of Kuwait, as are the textbooks used in the schools. Moreover, the General Certificate of Education, taken at the end of the secondary stage, is set, marked and awarded by Kuwait. The adoption, however, is not complete in that some changes were made; for example, in the teaching of history, so as to introduce a flavor more consistent with the local environment, a modified version of the Kuwaiti system was adopted as a measure of expediency, and as discussed at the end of Chapter II, the new national educational system of UAE will be designed to meet the specific aims of the society.

From a general point of view, the main objective of primary education is to "foster the child's personality and direct it towards individual and social maturity," while that of secondary education is to provide pupils "with their needs in practical training, scientific, artistic and literate knowledge, preparing the students to face life and to become good citizens, mindful of their rights and obligations with deep-rooted faith in God and pride in their Arab heritage, and to prepare them for technical and higher studies."

One cannot deny that economic activities are important to development, but it should also be said that the goals of human societies are not only economic. They also include political, social and cultural aims. Development, if it is to be national, should aim at all aspects of life in a society. Economic development may be regarded as growth and change which should involve society as a whole. If a country's GNP is high but the distribution of wealth is not equitable and in the hands of a few, then it could be said that such development is not serving all individuals. For any economic development to be genuinely aimed at a national level it should benefit all or most individual members of society rather than serving society itself, which may be no more than an abstract concept.

Education is bound up with the conditions in which different peoples live, and teaching should reflect the needs and aspirations of the communities in which people

live. In judging the quality of education provided, one must ask how much the existing system does serve and has served national development. In other words, to what degree are its products able to relate to the needs of their environment? The quality and efficiency of a school may be very good as far as its own internal standards are concerned, but its quality and efficiency may be considered poor if the skills of the graduates are obsolete and irrelevant to the social and economic environment of the school.

Educational Policies in UAE

The annual report of 1972-1973 explains the educational policies of the Ministry of Education and puts special emphasis on the following general points:

a. The national-religious aspect of education;

b. Public education and particularly obligatory education;

c. Availability of all kinds of education to meet the socio-economic growth of the society;

d. The availability of qualified personnel in both academic and vocational areas of education.

The educational policies in these areas reflect the social emphasis on stimulation of national awareness among the younger generation based on an Islamic heritage and Arab nationalism.

Reorganization

The expansion in the educational system required a reorganization in the central and administrative systems which has gone through two stages:

The first was from December 2, 1971 to December 23, 1973, when two ministries of education co-existed, i.e., federal and local ministries, in Abu Dhabi, for example. Federal Law Number One, which was passed on February 2, 1972, deals directly with federal ministries and their responsibilities. The Seventh Article of that law discusses the responsibilities of the Ministry of Education to supervise and organize its divisions and subdivisions, the school system, academic and vocational education, adult education and education abroad.

The second stage began with the Federal Law Number 40, passed in 1973 to formulate the federal cabinet and to cancel the local cabinets and join them with the federal one. According to the annual report of 1973-74 of the Ministry of Education, the nature of the administration is central and hierarchical, headed by the Minister of Education and his assistants (or deputies) who supervise the various divisions, committees and superintendents.

Strengths and Weaknesses of the System

Today every aspect of educational policy and practice is subject to controversy in UAE. This is partly because the country is becoming increasingly involved in world affairs. This is creating pressure on the educational system which will grow faster in the foreseeable future. Pressures on the educational system have to be examined accurately in the light of changes. In most aspects of societal changes, process and adaptation,

schools undoubtedly play a major role, and obviously it is the teacher who is supposed to assist in this major role. As Baron and Trapp state, ". . . teachers are indeed the most powerful interest group acting in the educational field on both the local and the national level."

Social changes have created many problems. These changes have forced the authorities to bring about new types of educational provisions and are also possibly one of the reasons for the expansion of education. However, although the authorities in UAE do try to offer what they think is compatible with current change, social attitudes remain unchanged. Consequently:

> It has happened more than once that educational leaders have laid out a new path to be followed, but the students and parents have chosen to head off in quite another direction.[7]

The lengthening of the period of schooling is another factor which creates more demand for teachers. In UAE, for example, the intermediate cycle has been lengthened to three years instead of two. This, of course, requires more buildings, equipment and teachers. These factors along with the high rate of repetition, greatly affect the supply and demand of teachers. In a society such as UAE, committed as it is to the principle of continuous change along Western lines, the role of the educational system has become extremely complex,

---

[7]Philip Coombs, What Is Education Planning? (UNESCO: International Institute for Educational Planning, 1970), p. 100.

particularly as each change clashes with traditional patterns of life. Careful analysis needs to be made of the teacher's task in relation to the demands of specific subject matter. Rigorous attention to thorough research is also needed. It has to be acknowledged by those responsible for education that the methods used in school are not satisfactory and that teachers in UAE are too conservative and traditionalist in their methods.

Steps need to be taken to offset the lack of professionalism among the teacher-educators. It must be borne in mind that any proposed changes in the curricula and organization of teacher training colleges will not work unless those responsible for training the teachers are capable of undertaking their new tasks adequately.

There are many non-UAE teachers in primary and intermediate cycles. However, the problem at these two levels is mainly that of quality, as many primary teachers are either untrained or inadequately trained. No comprehensive steps have been taken as yet to update the educational curricula, the teaching staff, the laboratories, audio-visual aids, or the physical facilities. The introduction of new technology has been and is very slow and not taken seriously enough. Some modern teaching aids are to be found in some schools but these are usually little used. The teacher is still regarded as the sole dispenser of knowledge using the old traditional lecture method. Curricula are rarely reviewed. Systematic evaluation of both

pre- and in-service courses of teachers has not been carried out with a view to examining their suitability and establishing their weaknesses.

Teachers, Administrators and Students

The first and, without doubt, the most difficult problem which UAE had to face in implementing its educational program was to insure a sufficient number of qualified teachers and administrators. It has been able to build a large number of schools rapidly and could provide them with the material equipment needed, but the problem for UAE is to secure the teachers who would teach in them. So UAE decided that it should seek the help of friendly countries in supplying it with the teachers needed. But this cannot be seen as the final answer as the ultimate educational goal must be national teachers and administrators.

UAE still suffers from a shortage of teachers which is now in the process of being overcome at the primary level by the expansion of teacher training colelges and training centers. To overcome shortages at the primary and intermediate levels, arrangements have been made for the university and institutes of higher education to admit a large number of students so that those who have shown some promise as teachers may receive needed training. At the intermediate and secondary levels, qualified staff have been hired from abroad, and in the long-term, this need will be met by the recruitment of nationals,

many of whom are now studying in universities in other countries. At the present time, a number of nationals are engaged in post-graduate studies in European countries. These were some of the principal efforts made to meet the needs of such rapid and comprehensive expansion policies. According to this rapid rate, UAE plans for the opening of teacher-training institutes were established for the training of teachers for primary schools. Candidates for admission were only required to have completed the primary school course. Yet despite her efforts and the offer of attractive salaries, the quality of UAE's primary teachers remained low. Particular attention has also been given to the training of specialists and selected teachers have been awarded fellowships for the study of educational planning, educational administration, curriculum development, and the use of audio-visual aids. This enables UAE to restrict their requests for experts from foreign countries to a few highly qualified people whose services have been obtained through UNESCO or other educational organizations.

The "purchase of teachers" has been possible because certain countries in the Middle East have produced an excess supply of teachers, and the most obvious case of this is Egypt. A major contributing factor to the availability of Egyptian teachers for export has been that the domestic opportunities and wage rates have not equaled those prevalnet in most Gulf states, especially in UAE.

The reason why the Egyptian Ministry of Education has failed to employ all available teachers is not that there is no demand for additional teachers in Egypt, but a lack of funds with which to pay them.

It is important to recognize that teachers are in several ways quite different from other professional occupations. While it might be that teachers represent a less significant group than doctors or engineers, their training period being shorter and their position less crucial in the economy than technical manpower, a moment's thought shows that teachers represent a necessary first step in educational development in UAE or any nation.

In Singer's terms,

> Teachers represent in the field of human resource development, the capacity to create wealth. The fundamental problem is no longer considered to be the creation of wealth, but rather the creation of the capacity to create wealth. Once a society has acquired this capacity to create wealth, the creation of wealth itself becomes almost incidental; it follows almost automatically.[8]

If teachers are a critical occupation in economic development, having a large share in the development of all professional and sub-professional occupations, then in this troubled political era, it would behoove all of the Gulf states to give particular attention to replacing expatriates in the teaching profession, especially as the future supply of expatriate teachers is less certain than before.

---

[8]Hans Wolfgang Singer, Perspectives of Economic Development (Boston: 1970), p. 55.

The only guarantee that the high living standard enjoyed by Arabian Gulf States will be maintained in the long run is self sufficiency in professional and sub-professional occupations. Attractive wage rates may prove inadequate to persuade highly qualified manpower to work in the Gulf, and eventually it may become impossible to offer such wage rates. In a recent doctoral thesis presented to Durham University, it was argued that the current enormous budget surpluses enjoyed by most Gulf states could eventually be absorbed by "the unlimited demands of transfer and current expenditure."[9] While this prospect seems a remote one at the moment, the important point that the author is making is that unless an economy finds some way of earning a living for itself, a temporary abundance of oil wealth will not guarantee high living standards indefinitely.

It is unwise to rely in the long run on expatriate high level manpower, and teachers, for various reasons, are a kay group above all others in this category. Not only do they provide the means for obtaining long-run self-sufficiency in professional and sub-professional manpower, but they may also become scarce in the future.

Training should consist of all personnel administration directly, and its concern in the educative process

---

[9]Al-Kuwarim, Oil Revenue of the Arabian Gulf Emirates: Patterns of Allocation and Impact on Economic Development (North Carolina: University of Durham, 1974).

which consists of (1)all teachers' levels in education, (2) school principals, (3) technical members of the division of the Ministry of Education such as those responsible for development of curriculum, planning, counseling, research guidance and statistics, (4) technical training subjects and vocational teachers and specialists (part of this practical training should take place in actual working situations in industrial establishment), (5) inspectors or supervisors of schools.

School Facilities

The Ministry of Education has looked at the quality of the current schools themselves with respect to buildings, equipment and staff. There is also concern with upgrading teaching methodology through use of educational aids. These may be classified into three categories:

a. films and slides,

b. pamphlets and visual aids,

c. art exhibitions, which involve all schools.

The division of film and slides also includes tapes of foreign languages and language labs. All this is to establish a central library for all purposes and benefits. The school buildings were designed to suit each level of education. New buildings were also founded for kindergarten level. The preparatory and secondary schools were modernized to include facilities for all kinds of activities. Laboratories, workshops and libraries were added to each school.

The present institutes do not offer anything in the way of audi-visual aids, laboratories, workshops for students or seminar rooms. This is a further discouragement to students who must opt for education as a career. This lack of modern teaching aids means the methods of teaching are not geared to a fully technically equipped society.

> The facilities needed to realize an efficient and modern system of schools and institutes should include a multi-media resource center and a room for specialized activities, e.g., languages, social studies, workshop practice, which the system will operate efficiently.[10]

The use of visual aids was restricted in the schools of the Emirates until recently to the blackboard and the book. It is important to know that visual aids make teaching more effective because they fix the child's attention and give him a new sense of purpose and interest; in addition, the visual aids can help the student to clarify the steps or operations in a lesson and give the problem a sharper definition. The Ministry of Education should pay more attention to the use of visual media for full development of education, and should take a first step to send some students to study the development and use of all audio-visual aids, and to establish a center for audio-visual with a staff of technicians to provide the schools with a supply of aids. That would enable the

---

[10]UNESCO Mission, March 1974, p. 73, ff.

school system to increase the amount of materials produced and improve their quality so that audio-visual aids can be introduced into the syllabi of the teacher-training institutes which would be available to students locally during their practical classes. And the schools can be equipped with such electronic equipment as radios, tape recorders, record players for language teaching, language laboratories and film projectors in addition to a whole range of posters, maps, slides and photographs.

In the UAE until recently the school libraries, like audio-visual aids, have effected no more than a small role in school life. It is necessary to put more emphasis on this part of the school because of the development of new ideas of the educational process as well as new methods and techniques. The library especially can be used as a tool in educational development and its most effective agent in education, since the student is encouraged by using the library in the development of his interests and in the development of those skills needed in using reference books and collating information. Since the library provides a most effective way of developing those skills and abilities in the student, education in the school should go hand in hand with the school library which is among our principao objectives. Accordingly, the Ministry of Education in UAE should provide every school with its own library and also the teaching institutes and colleges in order to train their students in the organization of

the library and in the use of the library for student research. The Ministry of Education should be responsible for public libraries throughout the UAE through its agencies, for the provision of equipment, textbooks, reference books and periodicals in the libraries and for informing teachers and library supervisors through bulletins on the methods and techniques which can be used to advantage to coordinate and cooperate their efforts to insure as effective use of the library as possible.

CHAPTER V

THE PROBLEM OF HUMAN RESOURCES

Human resources, a factor in any program of educational development, is of special importance in UAE. Like many developing countries, in the UAE the traditional approach to education has been literary and religious. This background of emphasis upon the arts is challenged today by the economic realities engendered by the oil industry. The vast and relatively new industry has created a tremendous demand for both skilled and unskilled workers. While no one expects the educational system to provide trained workers, planners and specialists today realize the crucial role of the educational system in providing students who are educated to the point where they can be readily trained by employers. This means that the functional educational system must provide its students with a basic proficiency in language, mathematics and basic science.

This pressure brought to bear by the Arab Foreign Oil Company has caused the government of the UAE to gradually realize the need for expanded educational facilities offering courses in secular subjects as well as the traditional religious training. The educational system of

the UAE at the present time is beginning to break away from the systems borrowed largely from Jordan and Egypt where again the emphasis was upon the literary aspects of education.

Labor Situation in UAE

The heavy demands of the rapidly developing economy of the UAE has led to the widespread use of expatriate labor. This phenomenon has increased recently as a result of the boost in oil revenues coupled with the economic strategy of planners in UAE toward the initiation of new projects. The recruitment, training and maintenance of a UAE national labor force capable of undertaking the new industrial installations has been a central problem that has been temporarily solved by the use of large numbers of foreign personnel in many important areas of the economy.

If one looks at the economically active population grouped by occupations and presumed education/training requirements (Table 5-7), i.e., the professional and technical occupations, it becomes apparent that the lowest percentage falls in this area of occupations requiring science/math-based university degrees. This means that the UAE has to depend on expatriates to fill posts in the important professions such as medicine, engineering, teaching, administration and management. Qualitative shortages in the indigenous labor force has caused the UAE to be largely dependent on a sizable expatriate labor force,

especially in the higher echelons. Although the government of the UAE has recognized the need for gearing the educational system toward the manpower shortage, it is likely that this manpower shortage will continue at least in the near future.

In addition to educational planning, the government through the Ministry of Oil and Industry has undertaken the crucial task of community development to create an adequate environment where potential skilled labor can be nurtured and flourish. Another related problem in the labor force relates to the success enjoyed by workers in the oil industry which has led to a labor drain in other areas. This resulting shortage has led to the suggestion that labor be rationed among the various industries of UAE.

This is, of course, not the primary concern of this paper. It will be assumed that sufficient justification has been put forward for the gearing of the educational system toward the deficits in the employment situation and manpower requirements of industry. The crucial question that remains concerns constraints on the possibility of using manpower planning techniques to gear the educational system to the production requirements of the economy and whether this will work in practice.

Through this period, the actions of the UAE government in the field of labor have been for the most part ad hoc and designed to meet only particular problems.

However, the increase of the UAE workers in the oil industry initiated a heightened governmental concern about labor relations. With this background, a detailed consideration of the several elements that comprise manpower/human resources development in UAE will be undertaken.

The Issues Facing Educational Policy

One of the major issues facing UAE government is the insufficient number of qualified teachers and administrators, a side effect, perhaps, of the lack of coordination between education and manpower development. This problem, characteristic of many other developing countries also, arises from the rapid expansion in education with a corresponding increase in graduates with a general educational background. In the UAE, the need to increase the quality and quantity of teachers and administrators is undoubtedly one of the most urgent problems facing the UAE educational system. In the face of remarkable expansion in every area, the officials of UAE have vowed to move even more rapidly to achieve advances in the qualitative human elements of development. Teacher training programs are designed in compliance with the nation's basic objectives; scientifically trained and morally qualified teachers and administrators shall be developed through the constant introduction of new courses into teachers' colleges and universities to meet the country's needs.

The number of dropouts is the second issue facing the educational policy planners in UAE. This problem

makes many distortions of process planning of human resources development, because the basic purpose of manpower planning is to minimize dependence on foreign workers and maximize the role of domestic manpower through human resource development and not just to fill the desperate need for manpower.

By following up in Table 8-9 the academic year 1972-73, it is obvious that the number of graduates from elementary school after six years was 3,511 students, of which only 3,234 continued their education at the intermediate level and planned to graduate in 1975-77 after three years of study. This means that 277 students have dropped out after finishing the elementary school level.

Although 1,639 students have finished their intermediate level in 1976-77, only 1,475 students continued their secondary level in 1977-78, which means that 164 students have dropped out after finishing the intermediate level.[1]

The higher percentage of dropouts at the intermediate and secondary levels has resulted in smaller numbers of graduates from these two levels which impedes the achievement of the goals of human resources development plans in UAE government.

---

[1]These numbers were calculated by the author by computing the difference between the elementary graduates in 1972-73 and first year preparatory students in 1973-74 on the one hand and the difference between the preparatory graduate students of 1975-76 and first year secondary students of 1976-77 on the other hand.

Data for manpower development and population are too scarce in developing countries. The population of UAE continues to grow at an annual percentage increase which means that in the next two decades the demand for education will rise sharply (Table10-11). Thus it is apparent to all involved that the problems of manpower development cannot be solved completely during the span of the first plan due to the insufficiency of data on which to base future policies. A rapid expansion of education and training was necessary in order to meet the manpower requirements.

Rapid population growth, resulting from massive importation of foreign workers and their families, has been and will continue to be the principal socio-economic variable affecting both access to educational opportunity and the quality of education. Different scenarios of economic growth explored by the critical skills study envisage at the most optimistic level an additional 100,000 expatriate workers in 1990. The population growth has made its impact felt in a variety of ways such as:

--displacement of existing urban groups into new suburbs;

--creation of zones where immigrants are in the majority;

--severe pressures on schools;

--the creation of a situation where national students are a disfavored minority, unable to complete

in school with the expatriate majority.[2]

Between 1972-73 and 1978-79, primary school enrollment grew from 30,495 students to 61,681 students. Intermediate and secondary schools enrollment in the same perios increased from 4,668 to 18,638 (see Table12). The technical and vocational education branches have shown marked increases also.

The enrollment of girls on all educational levels during the last few years has risen twice as fast as the enrollment of boys. This means that by 1980 unprecedented numbers of women with secondary and vocational educations will be seeking employment, especially in areas that have been traditionally reserved for men and expatriate women. Hence, the UAE government should create new employment opportunities and hasten the UAE use of national female labor.

There have been no comprehensive steps taken to update the educational curricula, the teaching staff, audio-visual aids, laboratories or the physical facilities. Finally, there has been a lack of high level guidance on the type of college specialization that prospective UAE collegians should enter. Since most of the students are supported by the state, the government must serve a two-fold purpose: college graduates should be able to find

---

[2]UAE Survey of the Education and Training Sector and Preliminary Project Designs. Technical Assistance and Special Studies Division, EMENA Projects Department, The World Bank, November, 1979.

employment opportunities and, by encouraging specialization in the right fields, the government could insure that the national economy would be served by trained UAE manpower, thereby arresting the money outflow caused by expatriate labor.

According to the higher educational statistics, an initial observation is that the small number of national college graduates seeking employment has always been quickly absorbed either into the nation's civil service system or else the private sector. The UAE has not yet experienced the problem of unemployment among the intelligentsia, an enviable position in the Third World. Of great concern, however, are the problems of the limited nature of the UAE economy, the limited opportunities for employment in the public sector, the number of expected college graduates in the next ten to twenty years and the lack of coordination between directing higher education toward the type of college majors most likely to be required and the basic national short-range manpower needs.

There are two possible corrective measures that can be taken to preempt this expected problem. The Ministry of Education in the UAE should develop effective guidelines for prospective college students to establish some degree of correlation between college specialization and future manpower needs. In addition, the Ministry should take into consideration the short-range and long-range manpower needs of the oil-rich neighboring states. Since UAE imports

practically all of its necessities, it should be able to develop a manpower export of highly trained college graduates.

Vocational And Technical Training/Education for Development

Today, training and development of human resources has become a prime concern for all governments in the developing world, particularly in the area of training public servants because of the relentless emphasis upon striving for modernity. This results from the basic problem faced by developing nations of transforming a colonial administration into a national public service. Thus, the role of administration in these countries has radically changed with its functions becoming more onerous. Public servants must serve as change agents to motivate, lead and overcome the resistance and inertia of the people.[3]

In general, manpower training is an essential factor in the success of any socio-economic development program. Shortages of the skilled categories of manpower needed for industrial and economic development is a serious problem in UAE as well as other developing nations. Human resources are a crucial factor in any country's development, but the formation of different levels of skills is a long-term process where policies should be set, decisions made and capital invested over a long period of time.

---

[3]M. A. Niaz, Training Program for Various Categories of Civil Service (Brussels: International Institute of Administrative Science, n.d.), p. 1.

The demands of industrial progress and rapid development require education and organized training. The growing usage of machines, specialization of production and division of labor are factors which have created the need for trained manpower with different levels of skills. A manpower plan to deal with these problems must include among its aims the providing of new work opportunities and the gearing of human resources to better utilization and higher efficiency.

For any country to reach the targets of its manpower plan, there should be a close coordination between the vocational training and formal education. This process requires a complete understanding of the social targets and the policy designed to achieve such targets.[4]

Rapid reform of the public service in developing countries must consider the following factors: the need for innovation in administration to meet changes in the economic and social systems, the rapid expansion of functions which the government is called upon to perform, and the shortage of trained persons generally characteristic of these countries.[5] This places the burden on the educational and training capacity of the plan during this crucial period in terms of what and when new skills should

---

[4] A Handbook of Public Administration (New York: United Nations, 1961), p. 57.

[5] Frederick Harbison, Manpower and Education (New York: McGraw-Hill, 1965).

be added in order to strike a balance between manpower supply and demand gradually.

Oil, since its discovery in the UAE in 1953, has become a fundamental source of the country's wealth. The rapid economic growth occasioned by this discovery has thrust the nation from a less complicated system of social relations based on tribal families into a transitional society. This has caused many social, economic, political and cultural changes in the UAE. In addition to the severe social pressures at this time, there have also been the cruelty of the climate and environment coupled with scarcity of resources.

In 1977-78, enroolments in technical/vocational education numbered 261, a slight increase over the previous year but evidencing a steady decline in the long-term period from 1972-73 through 1977-78. Few nationals opt for these programs and, as a result, the Ministry of Education (MOE) has already divested itself of skilled worker training, transferring the Abu Dhabi center to ADNOC for use in its internal training program. At the existing centers, it appears that the few nationals enrolled are from comparatively poor families and are consequently attracted by the generous stipends and allowances. The low attractiveness of manual labor and almost total absence of national participation (outside fishing and traditional employment) is indicated by the history of the

Dubai Dry Dock Project which employed 7,000 workers in the peak phase of construction, not one of whom was a national.

Many of the skilled workers were, however, from second generation Asian expatriate families. In the meantime, the programs offered in the technical education facilities are outmoded and specialize in inappropriate fields (e.g., carpentry and auto mechanics, fields already well supplied by foreigners) rather than in electronics and instrumentation systems of basic data processing.

Great advances have been made in the UAE in providing general education. Technical education, on the other hand, has been largely ignored in past years. As a consequence, the country is still experiencing difficulties in finding fully qualified nationals to fill technical positions at the technician and engineer level. Knowledgeable observers have advanced a number or explanations for the phenomena which together form a complex network of factors discouraging nationals from pursuing technical careers at the level in question. The main reasons given are as follows:

--the poor reputation of technical schools owing to sometimes antiquated methods of instruction and lack of adaptation to modern technical needs;

--generally low participation rate in education resulting in a disequilibrium between student graduates on the one hand and job opportunities on the other;

--low ranking of "technical" careers in the society's value system (traditionally oriented toward trade, commerce and livestock rearing).

There are two notable exceptions: the oil companies and the armed forces, both of which attract nationals for technical careers. The training arrangements, however, that are made in the oil companies and in the armed forces differ widely from those employed elsewhere. These differences are shown in the attached schema (see Appendix 1).

It follows from a comparison of the two that the training arrangements that are successful in recruiting candidates: 1) avoid uncertainties with regard to future employment; 2) convey prestige and salary; 3) are relatively risk-free, insuring that training is put to use profitably. Moreover, the armed forces, given their hierarchical structure, provide an abundance of highly visible promotion opportunities.

The next vital question to be raised is why societies begin realizing the importance of technical education and vocational training. The following factors will be devoted to discussing this question. Originally, technical education and vocational training were not emphasized or even included in the curriculum of many educational systems.

When societies started realizing the importance of technical education and vocational training, they created the curriculum and built schools. Crash programs were instituted to accelerate the output of those technically qualified to serve society. This led to drawing up manpower plans to guide the production and the use of manpower in all fields of society.

There are some general reasons why societies come to this realization, such as the failure of the formal educational system to meet all the demands of society. School did not produce mechanics, masons, electricians, etc., yet they were as important to society as the so-called academics. Compounding the problem is the highly stratified nature of school systems which creates unemployment in societies by way of dropouts who are reluctant to accept manual work.

Another reason for society to realize the need for technical education and vocational training is the rapidity of technological change that has embraced the world. This new technology has come to demand more and more technically rather than academically qualified manpower.

The UAE is at the present time in a position where the awareness of the demand for technical education is making itself felt. The government of UAE and its experts have recently established a system of technical education and vocational training. This was necessitated by the resistance of the people to change their old attitudes toward education. Technical education has not received full acceptance for the following reasons:

--parents would rather see their children pass through the traditional academic school system than enroll in technical education.

--the dream of parents is the day when their children have attained the full academic school qualifications and will sit behind a big desk in a carpeted, air-conditioned office holding an important position.

--for many parents, technical education and vocational training is not regarded as a desirable alternative to secondary education. There is only one way to enroll at the technical school and that is if one has failed to gain entry to secondary school.

Thus it is imperative that the technical and vocational programs in the UAE be successfully implemented in order to create an adequate pool of skilled labor to cover the current shortages in the national labor force.

Training Institutions

The concept of scientific manpower development must include technical, public and vocational training. Altogether they represent the fundamental components of efforts to develop manpower and meet the need for trained workers. Obviously there is no school system that can develop all the skills that deserve formal attention. There is a great difference between education and training, and for that reason the formal training activities are best channeled outside the educational system to a training institution. Education is a long-term process of developing individuals and is concerned with giving them general values, general skills and general knowledge. Training, on the other hand, begins with job but not with people. Its primary interest is qualifying people with the skills necessary to perform a job effectively.[6]

---

[6] G. B. Baldwin and Felix J. Brucher, "The Role of Education and Training Policy in Economic Growth," Manpower Development in the Middle East (Tehran, 1959), p. 118.

However, in UAE as in many other developing countries, training programs have gone too long on presumed merits. There is a great need at the present time for knowledgeable, skilled, competent, and, above all, reform-minded public servants. In both technical education and adult education there is a great need for reform. Antiquated systems do not respond to the specific situations of the people. Existing teachers and methods do little to foster change. It is obvious that in order to reform the training institutes, the entire educational system in general must be changed. The general education of potential technical students must be completed to a desired level where the student would be referred to a government agency for trainee-employment somewhat analagous to the military pattern. This assignment for specific training periods would permit the needed retention of students/trainees over the long duration needed for technical education.

Such a program would have to offer significant incentives, and it may be necessary in the case of strategic maintenance and other technical posts to introduce limited and selected naturalization of foreigners of long standing in the community. For example, 50 percent of the construction force (which was almost 100 percent foreign, skilled workerd being Indian or Pakistani) for the Dubai Dry Dock were recruited locally.

If one attached the highest priority to the programmed introduction of such managerial techniques, there are two major factors which necessitate the introduction:

1) The educational system has grown rapidly; however, the administrative services have not received any parallel increase in the trained manpower required to operate the system (nor are they likely to do so given the severe manpower constraints and different incentives which apply in other sectors.

2) If the government wishes to re-orient the educational system toward a more individual type of instruction, it cannot, given the continuing shortage of trained managers and administrators for education, avoid using techniques which are less labor-intensive.

Re-orientation of the Educational System

At the present time, the educational system can be characterized as follows:

--dependent on the teacher/textbook/blackboard mode of instruction

--group-oriented rather than satisfying individual needs

--selective of students (hence provoking rejection).

As the World Bank Report[7] argues, such a system is obligatory in a country where resources cannot finance

---

[7]World Bank: Abu Dhabi: Manpower and Education, A Report to the Abu Dhabi Planning Department, Washington, DC, 1976.

quality education geared to develop individual potential and where, given the lack of employment possibilities, selection via examination is the only way to match supply with demand. The Federation's requirements are precisely the opposite:

(1) All the trained manpower the system can produce will be employed.

(2) The human resources pool from which to fill key jobs is so small that individuals' potentialities must be fully explored.

(3) No wastage due to faulty selection can be permitted, given the eventual loss to the economy.

It is clear that the current orientation is due to the imported teaching force. A teacher in any society is very much the product of the culture, economy and educational system which formed them. For example, science teachers with a strong practical experience in experimentation are not likely to be produced by an economy which cannot finance laboratories, equipment and supplies for the schools.

According to the World Bank Report,[8] to create a national teaching force, it is difficult to envisage doing more than filling key administrative and technical positions with nationals. The teaching force will therefore remain largely foreign. Yet all efforts to improve the system must--as in all conventional education/training systems--depend upon the upgrading and re-training (on an

---

[8] UAE Education Training Sector Survey, Abu Dhabi, April 11, 1979.

almost permanent basis, given the replacement rates of these foreign teachers). The consequences are twofold: first, a genuinely national school system will not be possible, and secondly, to achieve reasonable standards in key subjects, significant outlays for reorientation and upgrading/retraining will have to become a permanent feature of the system.

In UAE, the Federation needs to improve the efficiency of the government's administrative function in the long term and to prepare for the day when its dependence is on human resources (rather than on the depletable resource of oil). Toward this reality, the following must be undertaken:

(i) measures to keep students in school (increasing their interest in education, convincing them of educationally-related career prospects);

(ii) permanent procedures for identifying student abilities and aptitudes and for counseling them on appropriate courses of study;

(iii) curricula (materials and methods) which are designed for the individual, not the group.

Need for an Indigenous Training Program

The UAE is a growing country. In the future, the demand for trained teachers will continue to increase. One indication of this may be found in the recent rapid expansion of student enrollment, a trend which promises to go on for some time. To meet the need for teachers for these students requires extensive recruitment. Administrators must also be recruited, but they will not be included

in this study. Until now, the UAE has relied heavily on recruitment of teachers from foreign sources, principally from other Arab countries. Teachers from abroad are costly for the Ministry of Education. The UAE provides foreign teachers with transportation, furnished housing and medical care for them and their families. In addition, they receive a special compensation for having left their home country. These expenditures could be reduced if the Ministry of Education were able to draw upon the resources of local indigenous teachers.

UAE has a deficiency in human resources which impedes national development. This is due mainly to five basic reasons:

1. lack of skilled people;
2. shortage of people in the labor market to employ;
3. lack of availability of people to be trained for the labor market;
4. lack of incentives for upward mobility;
5. lack of competition aimed at increasing production and improving personnel.

One way to combat these deficiencies is to develop special training facilities such as teacher training institutes. The Teacher Training Program for Elementary Teachers has not been changed in terms of its methods or its curriculum since it was established in 1967; a revision of the program is needed to encourage an increase in enrollment.

The political situation in the Middle East is often unstable and any political problem might cause a cut in

the flow of teachers from abroad into UAE. If conditions were to change in the future, the UAE might not be able to import trained teachers from other nations. Thus, one of the goals of the country should be to become self-sufficient in preparing a cadre of well qualified teachers.

Thus, since it has been emphasized that the best way toward national development is through comprehensive revision of the educational system, two basic problems face the UAE in terms of teacher education. The first is to improve the quality of teachers at all levels and the second is to nationalize the UAE's teaching force and other sectors. To produce teachers for all levels, it is necessary to institute a four-year course. The Ministry of Education has already started a four-year university course with an aim toward producing manpower for other sectors as well as teachers for all levels of education to replace non-UAE personnel and to fulfill future demands for all levels.

The aim should not only be to train and retrain primary and intermediate and secondary teachers but also to train UAE university graduates who are not professionally trained. Of course, rigorous planning is essential for teacher preparation and it is hoped that the planning for new institutions would cover many of the issues raised in this dissertation.

The Process of Recruitment, Selection and Placement of Teachers and Administrators (P.R.S.P.T.A.)

In the post-war years, Frederick W. Taylor and others stressed the need for a more scientific type of personnel management. As a result, both industry and public service moved toward the development of a field of personnel administration because it deals with the most important resource available to the nation: its human resources.

The term "personnel administration" did not appear in the early literature of educational administration; even now, it is seen infrequently. This indicates something of the slowness of the field of education in adapting and applying this important tool of management to its problems. Rarely has there been a planned program of personnel administration in public school systems.[9]

Recruitment

Recruitment of instructional staff is the primary duty of the personnel office and also one of the most critical aspects of the entire operation. Without a successful approach to recruitment, the selection process will not provide the best possible results. The attraction of the best qualified applicants for the positions available must precede a successful selection process. According to Van Zwoll:

---

[9]B. J. Chandler and Paul V. Petty, Personnel Management in School Administration (New York: World Book Company, 1955), p. 3.

> . . . the immediate purpose of recruitment is to secure the personnel that the school system needs. Recruitment that stops with the effort to fill vacancies falls short, however, of the potential of the recruiting activity. Corollary to the filling of jobs is the purpose to fill jobs with truly competent workers, teaching and non-teaching, at the time of need for personnel.[10]

The recruitment process is a systematic method of developing a pool of qualified persons available for employment. The process of recruiting should include a definition of the results anticipated, the development of practices and procedures to achieve expectations, and assessment of progress in the recruitment effort. The recruitment function can and should be planned. Decisions need to be made about recruitment goals, who is to do the recruiting and how it is to be done.

While recruitment is generally considered a function of the personnel office, other administrators play an important role in the recruitment process. Castetter suggests that "while a single individual is identified, chances are better than ever that several other persons will be assigned also."[11] The recruitment structure of a personnel office requires the determination of many practices, procedures and guidelines. It has been stated by Castetter that the following aspects of the recruitment

---

[10]James A. Van Zoll, School Personnel Administration (New York: Appleton-Century-Crofts, 1964), p. 57.

[11]William B. Castetter, The Personnel Function in Education Administration (New York: The Macmillan Company, 1971), p. 179.

program must be considered in the development of a functional program:

1. Which recruitment functions will be centralized and which will not be, and who is responsible for the interviewing and scheduling with the applicants?

2. From what resources will applicants be solicited and who schedules all activities relating to the personnel recruitment?

3. Who is responsible for the design and processing of forms like applications, reference checks, physical examinations, transcripts and development of recruitment brochures, advertisements and selection of the media used in recruiting efforts?

4. Who determines specific needs before interviewing applicants and who handles correspondence relating to each applicant and how much secretarial assistance is needed for the recruitment process?

5. Who is responsible for processing applications and what kind of organization is required to perform the recruitment task successfully?

6. How are recruitment activities coordinated with those of manpower planning and what kind of pre-employment investigation should be initiated and what kind of records should be maintained?[12]

Regarding who is responsible for the basic aspects of the personnel function, Scott, Clothier and Spriengel suggest that in all organizations some person is charged with the recruitment program:

> In the very small organization, the man who does the hiring may devote a large part of his time to other duties such as production. The following functions have to be cared for in the same manner: (1) making initial contact with prospective employees, (2) establishing employment standards, (3) testing, (4) initial and final interviewing, (5) following up the employee and introducing him to his supervisor and his job.

---

[12] Ibid., p. 179.

> Each of these functions, with the possible exception of the last one, will be performed by one or more persons specializing in his work.[13]

Being highly selective is most important when it comes to the placement of staff to represent the employer as recruiter. The following items should be considered in the assignment of a recruiter:

1. Standardize the role of the individual recruiters to the extent that definite procedures will be followed like the type of information given to the candidate about the organization.

2. Be sure that the recruiter has the competence and verbal skills required to successfully represent the employer.

3. Clarify the role of the individual recruiter as it pertains to the appraisal of the candidate's qualifications and to what degree the recruiter is to assess such qualifications.[14]

When recruitment is a solidly established fact, it is very important to determine who would be responsible for the recruitment and what kind of expectations are held with respect to this person. Sokolik comments with respect to enlightened recruitment in the following manner:

Whenever the recruiting task is more than routine, its performance will not be as it might first appear. The need becomes complex and multi-faceted, requiring continuing activity as well as concentrated efforts at times of specific requisition. Above all, the objective of enlightened recruitment is felt to be reasonable through

---

[13] W. D. Scott, R. C. Clothier and W. R. Spriengel, Personnel Management (New York: McGraw-Hill Book Co., Inc., 1961), pp. 71-72.

[14] Ibid., p. 179.

development of sources of job applicants as well as methods of attracting them to the enterprise.[15]

Selection

The selection procedure is one aspect of the three primary areas involved in the employment program. From the point of view of policy, it is necessary to use recruitment and selection as guidelines within which employers should operate when staffing positions. An important fact to remember is that recruitment and selection are the primary aspects of the total staffing function. Policies as statements of intention and guides to action can be positive instruments in shaping the entire recruitment and selection program. They serve as necessary guides to the personnel department representatives and operating managers who must administer the hiring and placement program. The use of specific policies insures consistency.[16]

When the selection procedure is well defined, it provides the management team with common guidelines within which to operate. Each member of the management team is aware of the role played in the selection process, and it is within this framework that staffing can best be controlled. Responsibility for specific aspects of the employment of a new employee provides for a clear understanding

---

[15]Stanley Sokolik, The Personnel Process: Line and Staff Dimensions in Managing People at Work (Scranton, PA: International Textbook Company, 1970), pp. 141-142.

[16]Dale S. Beach, Personnel: The Management of People at Work (New York: Macmillan Company, 1969), p. 197.

of who does what and insures that the entire procedure is completed.

Van Zwoll states:

> . . . the primary objective of sound personnel selection is to make possible a level of school operation which is consistent with the nature and function of the school system and to do so with a minimum of loss of time and effort for orientation and subsequent training. Selection is that phase of putting into effect the objectives of personnel administration that are concerned with the discovery and employment of personnel who have the ability, will and necessary initial competency to do the work assigned them.[17]

Depending upon the personnel organization of the employer, Richard Calhoon defines the following obligation for staffing after recruitment of applicants has been completed: "the four main methods of obtaining information are through the applicant, by interviewing, by administering tests and physical examination, and by making reference checks on the applicant's background."[18]

The general practice should be especially considered in the employment of teachers. The allocation of time, money and effort is ill spent when people selected for positions fail to meet organizational standards or expectations. The impact of poor teaching on children is so serious that the selection process in a school system becomes a matter of critical concern and must be a primary objective of the country.

---

[17]VanZwoll, School Personnel Administration, p. 96.

[18]Richard P. Calhoon, Personnel Management and Supervision (New York: Appleton-Century-Crofts, 1967), p. 91.

It is important to note that the process must be varied to meet the special problems, needs and characteristics found in each system, that numerous decisions must be made prior to any selection that are generally applicable to selection, and that, most important, selection questions such as the following must be dealt with:

1. Who will be responsible for the organization and administration of the selection process?
2. What kind of measurement instruments and techniques should be used to evaluate the applicants?
3. What criteria should be established for determining applicant quality?
4. What is the degree of specialization required to help in the selection process?
5. What kind of information is needed to assess the abilities of the applicant?
6. What kind of clerical and secretarial assistance is needed?
7. What activity should the organization take in the selection process?[19]

These significant items should be discussed and formalized in order for the selection procedure to be exactly managed. For this to take place, the involvement of the line departments is required. Recruitment and selection are probably the two most important functions of any personnel department, but personnel is a staff department. It can perform advisory, service and even research functions, but the final responsibility for deciding who

---

[19]Castetter, The Personnel Function, p. 194.

will be employed, with the exception perhaps of some very routine jobs, belongs to line.[20]

The personnel department is responsible for reviewing and assessing the files for all applicants. Relying upon the requirements defined in the policy as it pertains to pre-employment information, the personnel administrator may review the information about the applicant prior to an interview being considered. It is important for the efficient functioning of the system that appraisal be easily interpreted and consistent in its application. When there is a vacancy to be filled, the personnel administrator or officer must review the applicant's file and assess his skills in relation to the specific requirements of the position that is open, including any special skills that might be required.

The next step in staffing a vacancy is to schedule the interview with the applicant. The following is a set of cues that may be used in interviewing candidates which have been adapted from McMurry for use in patterned interviewd of candidates for executive positions in industry:

1. Who chose you for the position?
2. What kind of supervisor(s) did you have?
3. To what extent did you participate in policy-making?

---

[20]George Strauss & Leonard Sayles, Personnel: The Human Problems of Management (New Jersey: Prentice-Hall, Inc., 1972), p. 436.

4. To what extent did you control your assignment?[21]

It is most important to consider all observations made by interviewers. Strauss and Sayles indicate that"

> Your primary objective is to get the interviewee to talk freely, not to talk yourself. The best way to find out what the other person wants to say is to listen, and the best interview is usually the one in which the interviewer talks the least.[22]

The interview process requires the interviewers to be very perceptive, no matter how many interviews are conducted. The person responsible for conducting an interview must know the specific job requirements and then gear his interview to elicit answers that will provide indicators of the applicant's strengths and weaknesses. In the functional selection process, it is important that the immediate supervisor have several applicants to consider. These applicants should be the best available, premised on the job specification as developed by the personnel office and the immediate supervisor having the vacancy. It is the responsibility of the personnel office to contact recruitment sources to acquire applicants that meet the established standards. The primary objective of the selection procedure may be to obtain applicants who fit the company's image of a "good, reliable" employee. Such a program aims to screen out those who "don't belong."

---

[21]Claud Fawcett, School Personnel Systems (Lexington, Mass.: D. C. Heath & Company), p. 67.

[22]Strouss and Sayles, Personnel: The Human Problems of Management, p. 232.

There is a variety of information required in the pre-employment process, differing from company to company and employee to employee. The items defined below must be read by personnel officers with a view toward their specific objectives.

Form of Application: It is necessary to review the personal references to determine if they are appropriate and also to review the applicant's employment potential. Sometimes the poorly or well done application will indicate the future performance of the applicant; however, this indication should not be used exclusively to judge the applicant in the final decision because the form of the application may be faulty or unable to elicit crucial information.

Credential File: The credential file must be complete and up to date, and the contents must be carefully studied to determine the quality of the applicant and the scope of his employment experiences. The applicant file will reflect his quality if the personnel officer is able to interpret the contents of the file. Careful reviewing of every single item in the file may well yield insights into the applicant; the reader must consider the point of view of the writer, what is not said as well as what is written.

Credentials, aside from academic transcripts, are to a large extent suspect. There is not sufficient guarantee to the writer of references that what he submits will

truly be kept confidential. This results in the writing of statements which lack balance in that they only present what is favorable. Personnel in the employment area are well aware of the weakness of references included in the dossier and also of those submitted by present or former employers and by those who vouch for character.[23]

Academic Transcripts: Final decisions are not usually based upon isolated facts, but each item of information does contribute to the formation of a composite picture of the individual which provides a better basis for selection.[24]

A transcript is another aspect of the applicant that must be considered along with all other information available. From the transcript one can review the actual course work taken to verify academic qualifications and preparation required to assume the vacancy being staffed. It is possible to glean much more information from a transcript about an applicant than just merely a determination of the cumulative grade point average earned through four years of study.

Tests and Medical Examinations: Formal testing can assess interests, intelligence and even temperament. The test should be designed to measure those characteristics which the employer desires. Of course testing alone should not be a deciding factor, but rather should be used in

---

[23]Van Zwoll, School Personnel Administration, p. 110.

[24]Castetter, The Personnel Function, p. 205.

conjunction with other data available about the applicant. Also of importance in the selection process is a pre-employment physical examination. This examination is vital to protect the interests of the employer and prevent his being liable for pre-existing conditions and also to insure the new employee is mentally and physically able to assume his duties.

Placement

The induction process, in its broadest sense, is an extension of the recruitment and selection processes in which administrative efforts are designed to elicit satisfaction and to utilize fully the satisfaction and the abilities of the man in attaining the goals of the educational program.[25]

To illustrate the kinds of decisions which administrators encounter as they plan for the assimilation of personnel, the following questions must be considered:

1. What does the school system expect to achieve through the induction process? What should happen to the institution as a result of the induction process and to the inductee as a result of the process?

2. What types of activities are needed to achieve the expectations of the induction process? How will the induction activities be split up into organizational assignments?

3. What induction activities will be assigned to the central administration of the school system?

---

[25] Ibid., p. 215.

4. What actions should be taken prior to appointment? Before the employee has reported for work? Before work begins? During the probationary period? Who does what during each phase of the induction cycle?

5. What controls shall be exercised to make the induction process conform to plan? What kinds of appraisals are necessary to determine the effectiveness of the induction process?[26]

Assignment of new personnel is not the sensitive matter that reassignment can become. Guidelines in formulating policies and regulations for new personnel assignment are as follows: (1) assignment decisions are clearly differentiated from selection and employment, even though they are inevitably interrelated; (2) systematic procedures for changing assignments are specified to insure flexibility in staffing and also to give due process consideration to the individuals involved; (3) assignments are collaborative decisions involving those principally affected as well as those with competence in applying related criteria.[27]

The major goal of the induction process is to facilitate the adjustment of new personnel to the work environment in which they render their services to the school system. In addition, there are important subgoals which are listed below:

1. The result of induction should be a feeling on the part of the new appointee that he is an integral part of the community in which he serves. The process must facilitate identification of the person with the organization. Security, satisfaction from belonging and esteem needs of new personnel have to be anticipated.

---

[26] Ibid., p. 217.

[27] Ibid., pp. 219-220.

2. The induction process should provide technical assistance to new personnel to enable them to utilize fully all system resources, human and material, in helping the inductee reach a satisfactory level of performance.

3. Position satisfaction and growth in ability of new personnel to be self directing are the practical ends of induction. To the extent that it is possible through administrative means, the conditions of employment should be conducive to position satisfaction and to increasing the ability of the inductee to perform at a level of efficiency which lessens the need for supervision.[28]

The organization of induction consists of group inducting activities with responsibilities for performing the various functions distributed among various individuals. The department must deal with the problems that often face new personnel in the school system:

1. Problems involved in becoming knowledgeable about the school system, policies, its aims, procedure, programs, controls, resources, customs, values, personnel and history.

2. Problems in becoming acquainted with the position. For teachers, this includes curricula, courses of study, pupils, personnel and parents, pupil services and learning resources. For non-certificated personnel, the physical location of the position, the reporting relationship, tools, supplies and equipment as well as the nature of expectations of the assignment.

3. Problems of a personal nature such as becoming acquainted with personnel, locating suitable living accommodations, banking, shopping, health and transportation facilities.[29]

Promotion Policy and Procedure

This area is a delicate one since it affects morale and involves the human relationships of the individual and

---

[28] Ibid.

[29] Ibid., pp. 219-220.

associates. Promotions require a variety of administrative and supervisory arrangements to enhance the quality of the program of the school. These new positions can result from growth, new job classifications and vacancies caused by death, retirement, transfers and demotion.[30]

A good promotion arrangement includes cultivating potentially promotable personnel before the fact, promoting the right person to the right job for ligitimate reasons and adequate supportive and development services that need to be a planned part of the promotion process.

A systematic promotion policy establishes bases for advancing personnel from within the organization and makes provision for such promotions to take place by way of procedures set up to make them defensively possible; such a plan creates at least the bases for a career situation for employees. The most important contribution of a systematic procedure is to prevent capricious action from either the administration or the board of education which would undermine the morale of the staff. Thus, in the long run, systematic procedure relates to the recruiting potential and holding power of the system. Usually, promotional opportunities come after the candidate has served a probationary employment which makes a period of observation and appraisal possible. Those potentially

---

[30]Harris and McIntyre, Personnel Administration in Education, p. 186.

qualified for promotion should be a part of any well-organized procedure of promotion.

A recommended practice of posting notice of vacancies in the system is important since personnel would like the opportunity, even if they do not avail themselves of it, to consider applying for openings.

One special problem facing the newly promoted person is whether to change some existing situation or leave it as it is. Obviously, the fact of a new incumbent in an important position offers unusually good opportunities to promote change and the improvement of instruction. There is a very brief period, during which a climate of expectation, acceptance and tolerance for change is usually high. Much can be accomplished in a short time span during this period of natural organization flux. Also, miscalculation and error are high during this period because the new incumbent may not know enough about the situation and not adequately understand the problem or be less than fully competent to deal with either the situation or the problem. The support services of the induction team in terms of consultation are crucial in this area in order to assist newly promoted persons to gain the fullest possible insights in the shortest possible time. Newly promoted persons require ready access to persons skilled in the consultation process. Because it is necessary to build mutual respect and trust, consulting specialists should be skilled in human relations. In addition, consultants should know the

local situation as well as know the kinds of problems being faced. Above all, there must be a great deal of dialogue and collaboration between consultants and promoted persons.

Development and Implementation of Recruitment, Selection and Placement of Teachers and Administrators in U.A.E.

Recruitment

Before discussing the recruitment, selection and placement of teachers and administrators, there are certain cultural factors which affect the UAE government which should be pointed out. This is best done by a comparison with other countries to utilize four particular sources in order to evaluate a candidate's suitability. They are as follows:

1) the external evidence which includes the documents in the candidate's record--reference reports and the results of his qualifying examination;

2) the oral and written exercises based on problems broadly analagous to the work of the Civil Service;

3) psychological tests;

4) an interview by the observer, psychologist and chairman attached to the candidate's group.

This four-fold method is designed to impart to each item the correct degree of importance in relation to the whole and to arrive at an estimate of the candidate's suitability by means of all available evidence.

On the other hand, the recruitment in the USA is by means of competitive examination. Theoretically, this means that favoritism is to be excluded and that the goal

is securing the best man for every job. It is, of course, recognized that there are forms of patronage in the American selection process, yet the basic emphasis is placed upon merit. The basic standards of recruitment are established, such as skills levels and the knowledge required to fill the position.[31]

In Great Britain and the USA, the employment of public administrators is a relatively straightforward proposition. There are public posts that must be filled: the task is simply finding the person who has the requisite skill and knowledge. The job is awarded on the basis of merit.

The task of public employment in UAE is not simple and straightforward. Some of the factors involved are, firstly, there is a deficiency of employment opportunities outside of the government. Thus, the government is looked upon as a prime source of employment. From the public point of view, the public servant is regarded as an obedient creature who is responsible for maximizing his efforts. He is not expected to participate in decision-making, and his motivation has somehow been disregarded. There is a tendency to use public employment as a form of economic assistance to the people. The employees are generally inferior in skills and the system overstaffed in terms of its offices and its payroll. However, the government of

---

[31]Glen O. Stahl, Public Personnel Administration (New York: Harper & Row, 1962), pp. 67-69.

UAE has made great strides toward the education of its populace by opening schools, institutes, colleges and universities and making additional provisions for sending its young men and women abroad to acquire needed education and skills. Hopefully, this will lead to the development of a well-trained manpower pool.[32]

The second factor in UAE as well as other developing nations is found in the tradiitonal values of the society. Socially the individual is regarded as being responsible for helping relatives and friends, regardless of their qualifications, merits or other considerations. In this view, the individual must share his prosperity with all his kinship group and followers and is expected to demonstrate great loyalty to them. This loyalty is a respected social value and adherence to it brings considerable personal prestige. Such a concept of social obligation may be denoted, especially by outsiders, as undesirable; however, it is deeply engrained in the social fabric of the UAE public service. One report contains the following observation:

> Since the entire social structure has historically been based on kinship, it is not surprising to find a certain amount of influence being exercised in favor of relatives. In this society it is taken for granted that an individual will use position to benefit his relatives, and failure to do so would generally be regarded as morally reprehensible.[33]

---

[32]The World Bank, November, 1979, UAE Survey of the Education and Training Sector and Preliminary Project Designs, pp. 29-30.

[33]Abdulrahman M. Sadhan, "Some Psychological Tendencies and Their Impact on Administrative Behavior," IPA Journal (March, 1971), p. 53.

When an attempt is made to change the Civil Service Council System in a way which runs counter to the traditional views, resistance is encountered and a type of formalism usually results.

Under the Federal Law Number 5 for the year 1978, the most important criteria for public services are:

1. An applicant must be of a national of UAE, with exceptions for hiring non-citizens when necessary; also included is the criterion that the applicant have a good behavior record and not have been condemned or sentenced.
2. He must be more than eighteen years of age.
3. He must pass a health examination.
4. He must be socially and morally respected.
5. He must possess the educational requirements.
6. He must not have committed a crime at least during the five years prior to appointment.
7. He must pass a competitive examination.

Article 14[34] of the Code of 1978 provides that a new employee is considered to be on a provisional status for six months, during which time he can be dismissed by the appointing authority if he does not demonstrate desirable levels of performance. These positions for teachers and administrators are usually filled by advertisements that include the required terms of the positions.

The statement above of the federal law reveals that the basic standards for public employment are established. They relate to citizenship, health, age,

---

[34]The quotation is translated from the Code, which is an Arabic text.

performance, morality, responsibility and proficiency demonstrated in a competitive examination. Provision is made to select a committee to administer these legal requirements.

Selection Procedure and Promotion

According to the 1978 Code, category 243, the actual procedure that has been followed in selecting and appointing a new employee was that each ministry or department selects and appoints, with the consent of the Civil Service Council (CSC) in the way that seems most suitable. However, the Ministry of Education followed the common procedure where the vacant positions for teachers and administrators are announced at the end of the academic year between May and June through the local newspapers. The announcement, which is the task of the committee formed by the Minister of Education, includes a statement of the position's grade standard, requirements and qualifications. This committee includes one official from the CSC and three others from the Ministry of Education. Article 13 of the Code of 1978 states that such a committee be formed by a decision of the Minister concerned or a person authorized by him.[35]

This committee is responsible for interviewing the potential teachers and administrators. These interviews take place separately with one day reserved for interviewing male candidates and one day reserved for interviewing

[35]This information is translated from the Arabic text of the Code.

women. Upon the basis of these interviews, selection of teachers and administrators takes place. After being selected, teachers adn administrators are recruited in two ways:

1. Foreign Contract: This is for two years and is renewable if necessary. The employee is given round trip tickets from his country, a furnished apartment for him and his family and free medical care. If a furnished apartment is not available, he is given instead an allotment of 30,000 D.h if married and 25,000 D.h if single with an allowance for furniture maintenance.

2. Local Contract: The single employee is only given 40 percent of his salary or a maximum of 1,500 D.h monthly for housing while the married employee is given 60 percent of his salary or a maximum of 30,000 D.h monthly.

Unequal application of policies such as the above has led to confusion in policy and practices followed in recruitment. The 1978 Personnel Code includes neither provisions for instituting a testing committee nor policies for establishing and controlling selection procedures. Regulations have frequently been used simply to legalize personalized selection of employees. Personal influence as a factor is magnified by the absence of an effective controlling agency and scholastic standards are often ignored. This problem leads to some candidates who are not qualified academically being promoted to higher posts

which would never happen if ultimate efficiency were the criterion for selection. A recent note by a Ford Foundation team reads:

> In general, the government service appears to be overstaffed for the amount of work performed. Except for a few localities, the work seems to be exercised by poorly educated, inadequately trained individuals who have little productive work to perform, operate under weak supervision and have no interest in providing efficient services to the public.[36]

The present system of recruitment often leads to a number of undesirable characteristics among some public officials. These include carelessness, abuse and misuse of government offices, misinterpretation of duty and low productivity. A comment on the subject made by an expert employed by the Ford Foundation reads:

> One comment that is repeatedly heard is that government employees consider themselves, not as servants to the people, but as superiors to the people. They do not exist to serve but to be served. There are many evidences and causes of this attitude--we see, for example, almost universal tardiness, newspapers being read during working hours, absence from desks and offices, horseplay in the halls and gathering around for general discussion instead of working. The causes are numerous, such as lack of responsibility and accountability being assigned to supervisors, lack of training for supervisors, poor examples being set by supervisors, lack of interest in the work, inability to perform duties, and in some cases, insufficient work to keep employees busy. The primary cause is, in our opinion, the general lack of "service to the public" attitude.[37]

According to Code 5, Article 30, 1978, promotions and salaries are attached to the employee's rank rather

---

[36] Ford Foundation, A Special Report, p. 2 and A Report on Manpower Development and Utilization, p. 3.

[37] Ibid.

than to the work performed. If an employee is at a certain rank with a certain salary, this salary will be preserved whether the employee is transferred to a lower or higher position. When an employee is promoted, his salary will go up, regardless of whether or not he assumes a position with a higher classification. This situation is aggravated by the lack of implementation of the merit principle, the current appointment and promotion procedures as well as by the absence of position classification methods to provide the right person for the right place or job.

Civil Servant's Privileges

According to the 1978 Code, the civil servant enjoys a number of privileges. All administrators enjoy vacations at the rate of forty-five days for each year spent on duty with teachers enjoying vacations at the rate of three months for each year spent on duty. A maximum of three months of leave may be given at one time with a month's salary. Also, ministers may grant employees leaves of up to one year without pay if there is a convincing reason (Argicle 15). In the case of illness, the employee may be granted a leave of up to fifteen months during a three-year span, three months with full payment, three with half payment and three with one-fourth payment, six months without payment. If illness relates to the performance of official duties or there is accidental injury in the course of employment which temporarily prevents the employee from performing his job or duties, up to eighteen months sick

leave shall be granted during a three-year span, twelve months with full pay and six months with half pay. If it is proved that the injury or illness permanently prevents him from performing his duties, the pension regulations shall be applied. Medical aid is granted by the government to all its employees inside or outside the UAE and medical leaves should be based on medical certificates issued by a medical committee.

Prohibitions

The public servant is prohibited by the Civil Service Code, 1978, and the Council of Ministers' decisions from a number of actions. The official cannot combine an official job with private business or hold two government jobs directly or indirectly. There is one exception to this provision in the case of doctors, dentists and similar positions if such a private business does not affect his official duties. Also, he should not accept any kind of gift or reward directly or indirectly from any sources other than his legal salary. He may not divulge through newspaper or any kind of media any information or criticism of the government's policy.[38]

When the public servant commits one or more of these prohibitions, he will be subjected to penalties varying from a simple expression of government displeasure to

---

[38]Al sayed M. Ibrahim, Explanation of the Civil Service System in UAE, Ministry of Information and Culture, UAE, 1978.

discharge from the job and denial of privileges, including retirement and reemployment in all public and private sectors having connections with the government. However, the employee who is discharged has a legal right to appeal through his immediate superior for a second hearing before a special committee of appeal, usually set up by the Council of Ministers.

Corruption

The dictionary definition of "corruption" is as follows: "to change from good to bad manners or action, to make subject to improper influence (as bribery), to degrade with unsound principles or moral values."[39]

The federal government of UAE has realized that corrupt practices exist, or are anticipated, among its public and private servants. In the Code of 1978, several decrees have been issued in an effort to prevent such undesirable and destructive actions. These decrees stated that any government officials who commit an act which is considered by the authorities as misconduct interpreted as bribery shall be subject to a penalty varying from one to five years imprisonment and will be fined from five to one hundred thousand D.h. In addition, there is a denial of privileges such as reemployment for at least five years, starting from the time of his discharge from public service.[40]

---

[39] Webster's Third New International Dictionary of the English Language (Springfield, Mass.: G. & C. Merriam and Co., 1961).

[40] Al sayed M. Imbrahim, Explanation of the Civil Service System.

From the statement above, it appears the federal government of UAE has taken action to prevent corruption among its public officials, but in fact a satisfactory result is still to be seen. This failure, or undetermined result, is due to a number of factors. The federal government of UAE is in its early stages and has found that acts of corruption and misconduct are difficult to prove or trace. In general, the laws and the regulations are vague and there has not been a serious effort to implement them in a consistent way. In addition, there is a lack of adequate information or data on which to base conviction of corruption.

Formalistic Behavior

The format of interaction between aspiration and achievement, between law and practice, brings the definition of Professor Fred Riggs, who has described formalism as follows:

> By formalism, I wish to distinguish the extent to which a discrepancy exists between the prescriptive and the descriptive, between formal and effective power, between the impression given by the constitution, laws, regulations, organized charts and statistics, and actual practices and facts of government and society. The greater the discrepancy between the formal and the effective, the more formalistic is a system.[41]

Public administration in the UAE faces many problems, especially in the personnel administration of the

---

[41]Fred Riggs, The Ecology of Public Administration (New York: Asia Publishing House, 1960), p. 91.

Ministry of Education which is sinking in a deep-seated deficiency and innumerable routine obstacles. This deep-seated deficiency is compounded largely by poorly formulated laws and the absence of precise definition, which is, in turn, subjected to the conflict between traditional norms of behavior and the efforts toward more effective patterns of administration.

Theoretically, regulations and rules are designed to be followed for administrative activities. Practically, a question arises as to how far the existing rules deviate from real practice. The criteria for the application of laws and regulations are mostly subjective. They are either strictly applied and interpreted where there is no need except to satisfy a personal consideration, or they are substantially ignored.

The society of UAE is in a transitional stage; hence, new legal patterns and forms of control and legitimization exist while the behavioral patterns of the traditional institutions have actually remained static. This stage of transition combines two controversial elements: the first element is the strongly dominating pattern of behavior based on traditional grounds which effectively forms the framework of reality in the system; the second is the modern, rational form and rules which present the framework of formality in the system with no assured effectiveness. In this transitional period, traditional values

and norms are still dominating the application of formal and legal rules and regulations.[42]

The various administrative enactments are preconceived by some administrators as patterns of the formal system rather than as the working guidelines, or frame of reference, in their particular fields. These regulations are either highly respected and strictly implemented as sacred rules or regarded as secondary forms, depending on the particular issues and personnel involved. Consequently, formal law and rules which are officially intended to regulate behavior patterns and to serve rationality do not work in this way. Controls, checks and balances are not utilized effectively and administrators are likely to have a free hand in their own compliance or non-compliance with formal rules and standards.[43]

In developing countries, there are common bureaucratic conflicts in the following areas:

1. centralization practices;
2. lack of sufficient training on the part of the inferiors to carry out properly delegated authorities, etc.;
3. senior officers view their posts and authority as their personal property;

---

[42] Ford Foundation, A Report on Manpower Development, pp. 2-3.

[43] Management Survey Report, pp. 6-7.

4. selfishness on the part of senior officers and mistrust of their inferiors.[44]

For the UAE officials, there are frequent elements of internal conflict. First is the conflict which results from the duality of the bureaucrat's role inherent in the formalistic attitude which has recently characterized government operations. This attitude is dramatized by the bureaucrat's formal perception of his role. He is torn between rationality, suggested by his social values, and his favorite obligations. He is challenged by a set of personal considerations while confronted by rational rules. He views his position from two angles: one is a position which values formal duties and responsibilities as part of his organization function; at the same time, he sees his position as involving social implciations stemming from his personal commitments to satisfy particular obligations as a source of social prestige. This side of the bureaucrat's view is promoted by the social perspective which perceives public position from a very particular view. Every social unit, whether family or special interest group, seeks to promote the interests of its members through elevation in status, appointment to public office, enlargement of its clientele or a favored judgment in a dispute. Thus, a bureaucrat has to be a person first, a public servant second.

---

[44]Burke Sheeran, "Strengthening Administration Through Effective Delegation," Pakistan Administration Staff College Journal, Vol. VIII, No. 1 (June, 1970), pp. 21-33.

In UAE society, there is a new type of conflict in the bureaucracy which has emerged with the increase of young bureaucrats. A new enlightened group equipped with new values, new perspectives and new methods has emerged as a pressing element for change. This elite, unfortunately, is not in a leading position due to youth and small number. It is strongly resisted by the powerful, older bureaucrats who prefer the status quo and fear change. This growing group conflict has had an impact upon various development efforts, especially those concerned with the improvement of the administrative apparatus and procedures. The efforts of the "new breed" bureaucrats are perceived by the traditional elite as involving unfamiliar processes, the aims of which are to replace their long established routines, and hence are rejected by the dominant group.

Conflict usually exists at the operational levels due to the differences in individual attitudes, opinions and values. The conflict has been ignored because there is no recognition of grounds for such conflict, even over technical questions. The individual's vital opinion and criticism is not recognized and is viewed as undesirable. The nature of the conflict between bureaucrats is usually a personal one of competing interests. Such conflict is dramatized by vaguely defined authority to control the practices of administrators of exercising their personal

influence to interpret the rules according to their personal desires.

Staff Development and Chances of Mobility Within the Hierarchical Structure of the Ministry of Education

A highly significant facet of every leadership role is staff development; that is, a positive approach toward influencing the behavior of subordinates through action aimed at their self-realization. Thus, the leadership role includes the fulfilling of his expectations and knowing each subordinate's characteristics and abilities; the leader must have an inventory of staff needs which can be used as a basis for a staff development program because the staff development program is one important means of helping each individual to satisfy his needs for status, recognition and personal and professional growth.[45]

In UAE, the majority of principals and teachers is foreign. Foreign teachers are hired directly on local contracts and via government-sponsored agreements, in particular with Egypt. In the case of the Egyptian staff, a four-year contract is the norm with return home at the end of the contract. One of the strong points of the educational system is the sound formal training and long service of the Jordanian and Egyptian school principals. These men and women have come to be fully trusted by their communities and are an important factor in quality control,

---

[45] Castetter, The Personnel Function in Educational Administration, p. 34.

given the relatively high rate of teacher turnover. Eventually, some policy of selective naturalization might be employed to strengthen the middle level of the Ministry by promotion of such cadres.

A major constraint on the development of the system is likely to be the low participation of nationals. At present, there is not one single national inspector or supervisor at the school level. Nationals are promoted to headmaster often on the basis of only two or three years professional experience. Generally, they will have only a secondary education. Candidates with higher qualifications usually seek immediate appointment to posts of significant responsibility (which the Ministry has thus far not conceded). The Ministry has created a department of in-service training, and courses for school principals have been held in conjunction with the Faculty of Education in El Ain.

Staff development takes on increased importance. The World Bank mission of 1979 recommends that the Ministry of Education, in light of the UNESCO study, determine the critical posts in the federal and regional offices which are to be filled by nationals. Given the difficulty of attracting qualified nationals to this sector, careful attention should be placed upon incentives required to fill these critical posts. On the basis of these requirements, a staff development program should be designed specifying numbers of nationals by type of skill to be

trained. Training will likely have two components:

1) overseas study combined with internship in selected educational systems (administrative, pedagogical, curriculum development, training, etc.);

2) carefully structured upgrading courses for selected personnel which would be implemented by the Faculty of Education in conjunction with the Ministry of Education's Department of In-service Training.

A priority for upgrading courses will be for national teachers destined for promotion to headmasterships and serving national headmasters. However, the implementation of certain measures such as better statistical and financial reporting and introduction of assessment will mean focusing on all headmasters, nationals and expatriates. Appropriate incentives should be provided. Any statistical data must be interpreted in light of the fact that the organization of the Ministry of Education is still in essence in the transitional period itself and many temporary arrangements prevail. Like the culture in general, the Ministry is going through a process of adapting the traditional to the innovative.

Some problems resulting from the lack of clearcut organization and unavailability of qualified middle staff have been brought about by the high degree of centralization in overloaded senior officials. In addition to high centralization, the system is also plagued by piecemeal administrative organization often characterized by overlapping authority and internal conflict (Table 13).

Educational Plan and Funding

Ministerial Decision Number 10 of 1976 boradly defines the responsibilities of the Ministry of Education Planning Department as preparing annual requirements for personnel and facilities, preparation of development plans, and improving the efficiency of the educational training center (ETS). While these broad guidelines provide for long-term planning, in reality the department has been bogged down in short-term preparation for the following year. Lack again of qualified staff hampers efficient operations. Until quite recently when reliable statistical data has become available on efficiency indicators, the mere gathering of information was an onerous task.

The government of the UAE is not unmidnful of the problems that are developing because of the rapid development in the area of equipment and facilities and the lack of coordination in the area of manpower development. The federal government initiated a Five Year Plan (1968-1974) which included expansion of educational services. The rapid expansion in facilities, coinciding with the general consturction boom elsewhere in the economy, points to manpower development as the most important element in the successful implementation of UAE's planning strategy.

Unfortunately, the budget process of the federal government does not facilitate planning. The annual budget is often still not approved half way through the school year. Hence, the school system and its components often

operate in an impoverished manner under authorization of the Ministry of Finance (MOF) with the rough limit of 1/12 of its preceding annual budget per month. Such rigid constrictions make flexible budgeting difficult.

Educational spending in UAE has increased rapidly overall but exhibited a sharp retrenchment in 1977/78 following an unprecedented annual increase in the previous year (Figures 1-4). During the 1970's, there was rapid expansion in every area; however, this retrenchment points to the end of the boom era in educational development. This change of pace may be partly due to increased economies-of-scale.

Financial monitoring is an invaluable tool in monitoring and planning development, and it requires regularly available and detailed information on functional expenditures. In this area, there are severe shortcomings in current practice (Annex 1 and Tables 14 and 15). Abu Dhabi has made a start toward an expenditure accounting system, even though there are serious shortcomings evidenced by the relative magnitudes of each entry wherein the line item listing offers either too much or too little detail for educational policy makers.

Basic Educational Format: Specialization and Qualification of Teachers and Administrators

The rapidly developing technology of UAE has placed great demands upon the educational system in terms of training manpower to meet the growing needs of industrialization. The educational planners and administrators in

UAE are faced with a shortage of qualified teachers, a need that is in part being met by the expansion of teacher training colleges and training centers and continued employment of qualified expatriates. Also, at the present time many nationals are engaged in post-graduate studies abroad (Table 16). Of these, many specialists in educational areas, some of whom have already returned to UAE, will remove the burden of foreign experts.

The lack of effectiveness of many teachers in UAE is a common problem in developing countries and is based on the formalism of the system. The modern teacher must possess many qualities not required of his traditional counterpart and must be instrumental in the introduction of innovation. By contrast, many current teachers and administrators, owing to the lack of an adequate manpower pool in previous years, have a very limited educational background. This makes training a real problem. In the general economy (Tables 17-20) the need for continued education and training can be readily noted, pointing to the task of government of upgrading the work force. At present, there is no systematic government-wide effort to deal with the problem, and the implications for productivity are clear.

In order to effect positive change in the training system, it is first necessary to upgrade senior staff via carefully tailored courses channeled perhaps through an Institute of Public Administration. This upgrading of

staff will hopefully lead to their reorganization of the technical training system, the weakness of which was previously discussed (Annex 2).

In-Service Training

In-service training on a systematic basis is new to the MOE. Various resources are now being developed to staff workshops with experienced administrators and educators who will focus on training to enable effective assumption of administrative responsibilities by participants. The World Bank mission supports the assignment of retraining in teaching methods to outside agencies, but based upon the previously discussed problemf of dependency upon foreigners, it might have little impact on the system. Concentrated effort should be put into training nationals for middle and high level administrative and technical posts, with a built-in component of field experience.[46] In-service training programs utilizing the resources of the University to insure reasonable standards of instruction have also been recommended by the World Bank to develop the technical manpower pool of UAE.[47]

In all areas of education, there is need for better coordination of training programs to insure their qualitative and quantitative adaptation to the critical skills needs of the country. The creation of a special

---

[46]The World Bank, 1977/78, p. 46.

[47]The World Bank, UAE, Educational Training Sector (Abu Dhabi, April 11, 1979), pp. 5-6.

authority to work toward this goal is required for implementation of a countrywide training policy which takes into account critical skills requirement, coordination of ongoing and planned training activities in the private and public sectors to insure more efficient utilization of rexources, provision of incentives to make post-secondary training attractive, and operation of short, modular training programs in areas of critical demand.

Conclusion and Assessment: Evaluation of Educational System

The public education in UAE began with the establishment of the Ministry of Education in 1953. During this era of evolution of public education, dramatic change has occurred regarding equal educational opportunities for all UAE male and female students. This remarkable change in educational concepts caused new development in administration, curriculum and teacher education as well as in the establishment of vocational, occupational and technical institutions. The educational system was reorganized when the federal government was established in 1970.

In 1953, there were 230 students enrolled in one elementary school in the UAE, and at the same time, public education was made available to girls side by side. The educational system in the UAE consists of the following divisions:

1) Ministry of Education, principal authority for education, supervising and developing education from kindergarten to higher education, including teacher training institutions, technical and

vocational education, special education and adult education.

2) Religious Institutes and the Islamic Institute and foreign language institutes.

3) Higher Education, a new authority established after the remarkable educational expansion of 1977.

4) The Ministry of Health, supervising and directing nursing and health institutes.

5) The Ministry of Labor and Social Affairs, supervising and directing social guidance institutions for males and females.

6) Private schools, operated, assisted and advised by the Ministry of Education.

A basic problem of the UAE's educational system, one characteristic of many developing nations, ultimately goes back to the lack of competent teachers. No matter what the degree of technical progress in the system, the two crucial factors in successful education remain the level of general education of the teacher and his professional training, which, it has been suggested, determine in large measure the capacity of any school system to advance to a higher stage.[48]

Strengths and Weaknesses of Recruitment, Selection and Placement of Teachers and Administrators

From the discussion of the system of recruitment, selection and placement of teachers and administrators, it can be noted that the system of public personnel administration is often characterized by little relationship

[48]Abbas Ali Adiby, Teacher Education and Its Role in National Development in Bahrain, 1966/67, p. 26.

between the tasks carried out by employees and their position titles and between the duties and authorities assigned to them. Thus, there is a great need for an efficient position classification system. The task of finding the right person for the right job has been a troublesome area in UAE public personnel practice. This is due to the fact that applicants may not differ in their skills and educational achievements, but they actually differ in their abilities to carry out responsibility, and most of all, they differ in their capacity for growth.

The system of personnel administration should be geared to the selection of the best possible candidate, and toward that end, there are some steps that should be taken to prevent unnecessary patronage practices:

1) A high degree of validity should be included, i.e., the extent to which an examination is measured. This validity may be determined by comparing the examination results with measurements of proficiency in the position.

2) A high degree of reliability in reference to the relative scores among ayplicants, which can be obtained when the examination is repeated. Factors which promote a high degree of reliability include an adequate length of time for taking the examination and objectivity in scoring. Objectivity in scoring can be assured by having the applicant's scores evaluated by an individual or group other than those who administer the examination.

3) The examination or interview should be brief, and concise because a long examination requires an excessive amount of time on behalf of both the applicant and the examining agency and also reduces the applicant's efficiency.

4) The initial selection of foreign teachers and their assignment, together with the routine problems of

salary payment and internal transfer should be the object of an integrated, computer-based system.

5) The present system involves the manual processing of large amounts of paper and is a serious waste of staff time.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Conditions and Educational System in UAE at Present

Educational System

The current educational system consists of six years of primary education, three years of intermediate and three years of secondary education. The latter is divided into four different fields. Diagram 1 shows the educational ladder in UAE. Education is compulsory as well as free at all levels in UAE. The legal age for entry is 6 years. From the first modern public primary school in 1953 and the first public school for girls in 1954, both in Sharjah, primary education has grown very rapidly, especially in recent years. The curricula have been adapted from systems of other countries, notably Egypt, and greatly influenced by religion. A major problem of the system is the lack of training facilities for local teachers with the result that most of the teachers come from Egypt, Syria, Palestine and Lebanon.

The intermediate level of education has recently been extended from 2 years to 3 years. The new system started operating in 1970/71. With a curriculum combining arts and science, the basic function of this level is

preparation for secondary education through emphasis on academic aspects of subjects.

There are four kinds of secondary education: general, industrial, agricultural and commercial. The general field is divided in the second year into two sections, literary and scientific. The main aim of secondary general education is to prepare students for higher education. The aim of technical education at the present time is to provide appropriate secondary education for those entering technical fields, thus providing the economy with young manpower whose education enables them to be quickly trained to take up specific jobs in industry. The number of commercial students graduating increases each year, but the supply in this area still does not meet the demand.

Religious education is a special type which is provided at the primary, intermediate and secondary levels in one school, called the Religious Institute in Al-Ain. The curriculum of this institute follows that in the Egyptian Al-Azhar. This type of education is only provided for males. Higher education such as the teacher training college established in the UAE in 1978 is for both males and females, with many students also studying abroad through scholarships or private sponsorship. Adult education in the 1974/75 census numbered adult literacy centers at 98 with an enrollment of 11,017, including males and females. The 1979/81 figures reveal 112 centers and 14,089 students (Table 21-22). Adult education aims to improve the educational standards of low-income UAE workers.

The educational system, like any other system, cannot successfully operate in a vacuum, isolated from its environment. The educational system must be responsive to society's needs and desires for it is the producer of the society's greatly needed technicians and technocrats, and it is the channel through which future leaders are selected.[1]

Some Problems Facing Education in UAE

1. Probably the time factor and the social demand for education, which is rapidly increasing, are the most serious problems facing the system's qualitative and quantitative development.
2. The lack of detailed and precise statistics on the population is also a problem. While much statistical information is available, it is often conflicting or misleading, such as figures from the first cultural and educational stage which show an increase in number of school buildings, while more than half of the buildings do not meet modern educational requirements.
3. Although there has been an increase in the number of students at all levels, one-third of those aged 6 to 11 are still outside the school system. In addition, the drop-out rate for 1974/75 was 5 percent for elementary, 7 percent for preparatory and 8 percent for secondary. Finally, if one considers

[1] Sada al-Usbu, 6 February 1973, al-Mujtama al Jadid.

the students who are above the mean, the number of students who actually attend school may be less than one-third of the total number.

4. Forty percent of all those working in educational establishments have a high school degree or less, according to 1973/74 figures. Also, the percentage of educationally qualified personnel is not more than 13 percent. Local teachers number less than 10 percent with the rest being recruited from other Arab countries.
5. The experts' reports of 1973/74 and 1979/80 indicate the extent of the need for qualified personnel in educational administration and other areas of the educational system.
6. The adult education reports of 1973/74 and 1979/80 reveal that out of the 11,000 students registered for the various programs in the various centers, about 40 percent dropped out; therefore, it is necessary to put more effort into quickly curbing the problems facing adult education.
7. Though some efforts have been made to introduce new uniform school books, these books do not meet the needs of a modern, changing and developing society. Thus, there is a need to reform the curricula and books to meet the needs of the society.
8. The decrease in the number of students attending vocational education schools is a dangerous

phenomenon and constitutes a gap in the building of the nation which seeks new programs in national economic growth and variation in the national income.

9. The organization and coordination of efforts requires technical systems and the modernization of the educational system with expertise in planning and research to handle all the values of the educational process and make it serve national development and growth so that it can face the challenge of the future.

Towards a Better Future

The Federal Ministry of Education should put more special emphasis on school buildings, school curricula and the introduction of special equipment for teaching and training. For the near future, the educational policy is designed to accomplish the following:

1) quick establishment of public education;

2) expansion in adult education;

3) increase in percentage of local personnel to administer programs;

4) preparation of short, medium and long-term development plans;

5) improvement of the efficiency of ETS;

6) more emphasis on programs for studying abroad and the possibility of more local college education;

7) establishment of a local center for teaching aids and localization of its production; and,

8) emphasis on provincial cooperation and coordination with other Arabian Gulf countries in the field.

Two basic problems face the field of education in the future: first, the rate of construction and social change which requires parallel expansion in the educational services; and second, the population's aspiration for more rapid change toward a better life which emphasizes the need for quality education. To achieve these two at parallel rates is a tough and challenging job.

Summary of Current State and Planning of Education

In the previous chapters an attempt has been made to provide and explain as explicitly as possible the actual function of personnel administration of education in the UAE. Further observations and recommendations will be given in this concluding chapter. The UAE approach is somewhat different in scope and method from that of developing nations. For example, the task of social and economic development in the developed countries is shared between public and private sectors, while the task in developing countries is carried out by the public sector alone. This is because governments of developing countries are forced into business to maintain revenues which cannot be provided by taxpayers and because in the absence of well-established private enterprise, governments of developing nations tend to take charge of exploring and exploiting natural resources.

These factors combine with others to provide governments of developing countries with effective means to control the forces of change which, if they are well managed and directed, could eliminate unexpected social disturbances during the course of change. Developing nations differ widely but all experience new needs arising from new technologies which in turn give rise to new and more specialized institutions.

The UAE has made various changes in the socio-economic and political structure during the last few years. The society has been transformed from a traditional tribal society into a modern, advanced one. The individual's outlook on life has been changed from loyalty to the tribe or clan to loyalty to the federal government and its institutions. The emergence of the federal government has removed the shackles of political, social and cultural isolation from the rest of the Arab world in particular and from the international scene in general. The wealth brought by the surge in petroleum production led to projects and programs developed with the aid of Arab and foreign expertise. In such a situation, the awareness of the citizens towards education was enhanced and enriched. Newly awakened citizens wanted the advantages of education for their sons and daughters.

Independence and the new oil wealth have brought considerable social displacement to the Emirates, forcing a confrontation between centuries of tribal habits and the

demands of modern life. The new concept of the state offering protection to all citizens is superimposed on the traditional patron/client relationship, previously described. The isolation of the region, reinforced by the colonizers, has suddenly been swept away, leaving many people in a kind of flux between the past security of the tribe (however inadequate) and the uncertainty of the present. The sudden wealth and the need to develop in the UAE has required the use of foreign expertise and imported labor, Arab and non-Arab. This in turn has meant necessary accommodations in the Emirates to numerous alien cultures as well as the rapid increase in population. New urban centers have been established and many people have begun to immigrate to the new cities from rural areas in search of jobs. The growth of cities has brought greater commercial competition and the sociological and economic consequences of such competition.

The adjustment required by these changes has been a source of both stimulation and frustration in the UAE. The involvement of women, for instance, in education and in the work force has brought a conscious struggle among women for recognition and rights in a traditionally male-dominated society. Women's groups have developed in the Emirates and these societies are playing a central role in preparing women to be active participants in society by encourating them to get involved in various activities and to get an education. The exposure to other cultures

through mass media also acts as a stimulus to women, encouraging them to give up outmoded traditions which have denied them the right of participation in society in a modern sense.

The stress of rapid social and economic change has made the need for a consistent and efficient educational policy obvious in the UAE. Therefore, an attempt has been made to design an appropriate educational system providing education to citizens of all ages, classes and regions from city-dwellers to the Bedouins in more remote areas of the country. However, accessibility is only one of the problems facing educational policy. In a developing country like UAE, developmental problems tend to exceed developmental solutions. Thus, considerable time and commitment is required to ease people through a transitional stage of social dislocation and adjustment.

Social changes have created many problems. Change necessitates the authorities bringing about new types of educational provisions to offer what they think is compatible with current change. Social attitudes, however, sometimes remain unchanged and consequently:

> It has happened more than once that educational leaders have laid out a new path to be followed, but the students and parents have chosen to head off in quite another direction.[2]

In UAE, there is still a strong family bias in favor of white-collar jobs because there has been a

---

[2]Coombs, What is Educational Planning?, p. 100.

traditional association in the society between manual labor and low social status. This could render manpower planning ineffective. However, this attitude is now changing slowly as a result of market forces rather than conscious reorientation.

The educational planning and development service must be fully dedicated to the development of a medium term plan for education and training. (The present service in the Ministry of Education is inadequately staffed and diverted to ad hoc, short term tasks.) The educational planning unit should also be staffed to carry out project analysis and evaluation and to program and cost specific projects, regardless of area. Since they are in scarce supply, trained specialists in project analysis should be employed in the planning service. A strengthened educational planning service would be responsible for:

- providing the unit costs required for annual budgeting;
- carrying out school location planning and developing a new school construction plan;
- generating school maintenance and renovation schedule;
- designing and implementing a program budgeting system (given the present organization of the budget, it is not possible to insure that adequate funds are allocated to the different programs of instruction).[3]

---

[3]World Bank, UAE Educational Training Sector Survey, Abu Dhabi, April 11, 1979.

Recommendation

The forthcoming development plan will require establishment of manpower development priorities in light of overall macro-economic parameters. The Ministry of Planning (MOP) should take advantage of this requirement to introduce the procedures necessary for systematic human resources development planning and to identify and train national and expatriate staff from the ministries and agencies concerned (Planning, Education and University) in appropriate planning techniques, involving them in practical planning exercises with direct bearing on the development plan strategy and formulation. In this regard, it is important to note that two relevant tools (the labor force/population projection and educational enrollment targeting models) are now available at the Central Department of Statistics and computer training sessions for local staff are foreseen. In terms of appropriate sectoral knowledge, it is hoped that this study, together with the Critical Skills Survey, will represent an appropriate base for action. In addition, the Bank's compound manpower forecasting model has also been used to project aggregate sectoral manpower requirements through 1985. The further review of these projections and an introduction to the methodology employed could provide a useful starting point for formulation of manpower targets for the plan. This latter model, however, is not currently available in the UAE, given the lack of appropriate computer

hardware, but the situation may change after the MOP acquires its own computer. Two positive factors in this level of development are that no systems and procedures for manpower planning exist so it is possible to develop an approach tailored to the country's institutions and also a good spirit of cooperation exists between Planning and Education and the University is responsive to the Ministry of Education.[4]

Summary of Human Resources Problem in UAE

Previously, UAE has shown a demand for manpower in the labor market in all professions, and most UAE workers are unskilled while the government imported foreign skilled workers. This means UAE suffers from a shortage of workers; thus, the plan's solution is to meet the manpower requirements for different sectors of the economy during the period of the plan through a rapid expansion in education and training.

To meet this expansion in education, the plan proposes increasing the number of elementary schools, secondary schools, training colleges and technical institutions. In addition, the human element is very much stressed by UAE government and planners. It is recognized that the industrial progress characterized by the construction boom in some sectors of the economy must be accompanied by the education and training of the country's human resources.

[4]The World Bank, UAE Survey of the Educational and Training Sector and Preliminary Project Design, November, 1979.

The UAE is concerned about the need for a coherent manpower framework for the development of the educational training system. Specifically, federal guidelines are needed on panpower priorities to provide general orientation for the education/training system. Additionally, the lack of guidelines results in problems: the university development plan does not yet reference such manpower requirements and, hence, risks addressing sectors of apparent low priority/high risk (such as agriculture). Nor is there yet any insistence on mechanisms for allocating the scarce supply of high school graduates to priority studies (via coherent recruitment procedures and incentive policies).

Conclusion and Recommendation

The general education system (primary, intermediate and secondary education) is less intimately concerned with such priorities since it can safely be assumed that its role is to generate as many secondary graduates as possible. However, if manpower development is to be implemented in UAE, it is crucial that educational planners take into account sector/occupational priorities. At present, even the most general guidelines are absent. The University, preoccupied with the problem of attracting and retaining nationals, plans more on the basis of social demand than on economic development needs. Similarly, study abroad has been operated as a self-service type of social benefit with individuals free to study what they wished rather than specified areas crucial to national development. This is

not to say there are no expressed priorities. The rules have, in fact, made a distinct effort to generate national cadres for the armed forces and the police with appropriately structured incentives.

However, no attention has been focused thus far on the question of which other sectors strategically require the training and employment of nationals, taking into account the limitation of the small available numbers. In terms of high school graduates in the science stream, the output of the system will reach only 1,150 boys and 750 girls by 1989/90. Table 23 clearly indicates the need for carefully planned allocation of graduates to post-secondary programs. It is worth noting that about 10,000 females are expected to graduate in the intervening period from secondary school and several thousand from University. Serious consideration has to be given to opening up higher level posts to women in all sectors but with preference to government, given current difficulties of recruitment in the public sector (a finding of the critical skills study).

The World Bank's mission recommendations are:

1) the development of a manpower planning capability in the Ministry of Planning and the strenghthening of the educational planning capability at the University and in the Ministry of Education;

2) the training of selected personnel in the use of planning tools, which will create a common understanding of the manpower supply-demand relationship and engender active collaboration between the three groups to assure that flows

in secondary school, university admissions and university programs reflect manpower targets.[5]

Summary and Conclusion

Every country has its own rules for programming progress which reflect the customs and traditions of its people. These rules will bring about development while confirming traditional values. By understanding the nature of development programs in other societies, a particular society can choose those patterns which will work in its particular situation and to delimit those which will not fit into its traditional framework.[6]

Most developing nations suffer from difficulties and similar problems; however, the UAE enjoys relatively favorable conditions with respect to financial resources and political stability which facilitates administrative capacity. Since UAE has been established as a state, there has been a continuing pattern of change in personnel laws in the administrative structures of the nation. There have been several experts and many consulting organizations engaged to study difficult problems related to development of administrative systems and development planning. Each of these tried to improve the personnel system and make it more efficient. These plans have been extremely

---

[5]World Bank, UAE Educational Training Sector Survey/ Abu Dhabi, April 11, 1979.

[6]H. P. Arnold, Aid for Developing Countries, trans. (to Arabic) by Hussain Omar (Cairo: Printing House, 1962), pp. 1-3.

slow to be adapted due to the element of formalism involved in the process.

The public official finds himself under heavy pressure to comply with societal expectations that he demonstrate loyalty to family, clan and tribe. When the pressure of family runs counter to the law, there is a strong tendency for some government officials to operate within a formalistic framework. Lip service is given to the law while in reality traditional norms are adhered to. The rapid implementing of change in developing nations must always deal with the force of human nature and tradition.

Many of the basic requirements of the system such as improved budgeting and financial practices and statistical resources go back to the basic need for intellectuals responsible for the discovery of new ideas and their translation into economic and administrative advancement inspired by local needs. While the employment of a teacher may seem routine, quality teachers are the key to a quality educational system. UAE is now moving out of the era beginning in the 1950's where the demand for teachers was so great that quality and selection were not problems.

Recommendations

At the present time, the author cannot predict what the impact of the new Civil Service regulation will be on the overall public personnel administration development, but even considering the element of uncertainty, certain

recommendations of the World Bank mission of 1979 are suggested:

a) a systematic program of incentives and training to fill key managerial and technical posts with qualified nationals (staff development program);

b) strengthening of in-service training program in the Ministry and utilizing the resources of the University to assure reasonable standards of instruction;

c) parallel exploration of technological solutions which could insure high uniform quality of instruction in key subjects in critical programs of the system (given UAE's excellent telecommunications capability, educational television and computer-based instruction are viable).[7]

In addition, it is suggested that the Ministry of Education should undertake recruitment.

The previously discussed discrepancies in public service between job title and actual functions leads to the recommendation that a position classification system be adopted. Since it is an accepted fact that selection procedures, while measuring academic qualifications and experience, cannot determine who will possess the initiative needed to effect change, for this reason it is suggested that the best way to test an applicant's fitness is to assign him actual duties and observe his performance carefully over a period of time.

In the direction of placing the right person in the right position, it is hoped that the authorities will take

---

[7]Initially, such solutions would necessarily require a different (high level and high cost) foreign labor component which would not, however, be in direct contact with the school.

the following steps to assure its objective of recruitment:

(1) The interviewing committee for recruitment should consist of an inspector, principal of school and director of education who should have the complete applicant file to review in conjunction with the interview.

(2) Recruitment standards must define qualifications required of candidates, minimum standards of employment being Bachelor's Degree. Beyond this consideration, standards concerning employment and assignment in certificate majors and minors is an important consideration at the secondary level and in some specialized areas.

(3) The interviewing committee should prevent themselves from the past tendency to use regulations simply to legalize personalized selection.

The recruitment process should be an ongoing activity directed towards locating the best available applicants as a successful recruitment program is the foundation of staff selection. Thus, it is suggested that all administrative staff become involved in this process. The writer also suggests the following for improvement in the selection and placement picture, facilitating better trained and qualified candidates:

(1) personnel office should have a complete file for each applicant at the time of final consideration including such items as teaching certificate, transcripts and

application. These file items would then be supplemented by a formal recommendation from the committee;

(2) multiple interviews with different administrative staff are suggested in order to get different opinions. The interview, of course, must be used in conjunction with the printed information required;

(3) the examination should be brief and concise for reasons previously discussed;

(4) a high degree of validity should be included in any examinations used. Validity may be determined by comparing the examination results with measurements of proficiency in the position;

(5) a high degree of reliability in reference to the relative scores among applicants, which can be obtained when the examination is repeated. Factors which promote a high degree of reliability include an adequate length of time for taking the examination and objectivity in scoring.

The selection process should be well defined and programmed to provide the most in-depth review of each applicant considered. Therefore, the development of a selection procedure is one of the most important activities in which the personnel officer can become involved.

One area that needs coordination is the educational qualifications necessary for a teacher and the courses used at the teacher training institutes. Also, for better performance and efficiency in the UAE personnel administration, all officials should be required to take training courses,

regardless of their positions or status, including college graduates who join the service. Training opportunity should be given to all employees, especially those with less educational achievement. High performance and achievement in trainint courses should be acknowledged by the government through rewards and promotions, which will create a better competitive environment among employees and a high degree of motivation.

In addition, all departments of the Ministry of Education would be staffed by local experts and consultants from abroad who would act in an advisory capacity to administration. Methods to be used should be comparable with those available in the United States and England with important use being made of the most modern programs for personnel administration. Importance would also be attached to the Islamic and Arabic traditions and the role they have to play in the educational system. Although it is accepted that the UAE will not be self-sufficient in indigenous teachers and administrators for some time to come, immediate planning will go a long way towards improving the standards of education in the UAE in particular and the Arab Gulf in general.

Personal Gain from Research

While the author was well aware of the need for an up-to-date personnel administration program in the UAE, it was not imagined that the need was so desperate. This research has demonstrated that despite the considerable

benefits and advances achieved in the last few years, the unglamorous area of personnel administration has been almost totally ignored.

It is the personal conviction of the author that the current research and recommendations included above would serve the needs of the UAE very well, and the author would be proud to have played such an important part in the development of the educational system in the UAE.

Benefits to the UAE of Proposed Recommendation

Under the proposed recommendation, the federal government would eventually be able to do away with the program of personnel administration utilizing foreign teachers and replace them with indigenous teachers with a consequent saving in foreign exchange. Further exploration of the methods of personnel administration should be undertaken to determine the full dimensions of the field.

Finally, and perhaps most importantly, the next generation of school children will be taught by their peers who both know their traditions and culture and understand their way of life. This use of national teachers combined with the high standard set in the institutions and universities should insure a steady flow of well educated, highly skilled individuals who are well able to take their rightful place in the expanding and prosperous society of the UAE.

TABLE 1

UNITED ARAB EMIRATES, AREA & POPULATION (1968)

Emirates	Area in Sq. Kms.	Population		
		Males	Females	Total
Abu Dhabi	80,000	34,863	11,512	46,375
Dubai	3,900	35,620	23,351	58,971
Sharjah	2,600	17,660	14,008	31,663
Ras Al-Khaima	1,700	13,249	11,138	24,387
Ajman	300	2,212	2,034	4,246
Amm Al Quaiwain	800	1.982	1,762	3,744
Fujairah	1,300	5,220	4,515	9,735
Trucial Oman States		1,100		1,100
Total		111,906	68,320	180,226

Source: Middle East Year Book, 1979.

TABLE 2

ECONOMICALLY ACTIVE POPULATION (1968 CENSUS) IN THE EMIRATES AND PERCENTAGE

Industry	Abu Dhabi	Dubai	Sharjah	Ras Al-Khaima	Ajman	Amm Al. Quaiwain	Fujairah
Agriculture and Fishing	7.8	6.6	23.5	49.3	35.8	49.3	77.7
Manufacturing	3.0	6.4	2.7	2.0	0.2	1.9	0.4
Construction	40.0	16.8	23.8	12.4	15.0	12.0	10.4
Oil Industry	8.3	1.7	1.5	0.5	1.3	0.3	0.1
Trade	6.1	18.5	9.5	6.2	12.3	9.7	2.2
Banking	0.5	2.1	0.7	0.2	0.2	-	-
Transport & Communication	7.1	17.3	12.8	9.3	8.0	6.9	2.1
Government	15.5	15.2	17.1	14.6	17.8	11.9	4.6
Services	11.6	15.3	7.5	5.5	7.6	7.6	2.5
Total	100	100	100	100	100	100	100

Note: By 1973 the economically active population had increase considerably; the per centage distribution between industries had not greatly changed.

Source: Middle East Year Book 1979.

TABLE 3

POPULATION, 1968 CENSUS AND ESTIMATED TOTAL FOR 1973

Emirates	Male	Female	Total
Abu Dhabi	34,863	11,512	46,375
Dubai	35,620	23,351	58,971
Sharjah	17,660	14,008	31,663
Ras Al. Kaimah	13,249	11,139	24,387
Fujairah	5,220	4,515	9,735
Ajman	2,212	2,034	4,246
Amm Al. Quaiwain	1,982	1,762	3,744
Trucial Oman Scout	1,100	--	1,100
Total	200,000	120,000	320,000

Source: Middle East Year Book 1979.

TABLE 4

DEVELOPMENT OF PUBLIC EDUCATION 1953-54/76-77

Details Stage	Pupils M	Pupils F	Pupils T	Schools M	Schools F	Schools T	M	F	K.G.	Co-Ed	T
1953-54	230	-	230	6	-	6	1	-			1
1954-55	270	0	270	7	-	7	1	-			1
1955-56	440	30	470	111	1	12	2	1			3
1956-57	580	66	646	17	1	18	2	1			3
1957-58	639	119	756	23	2	25	5	1			6
1958-59	1954	381	2335	47	15	62	5	3			6
1959-60	2491	620	3111	84	18	102	8	6			14
1960-61	3194	722	3916	107	31	138	16	4			20
1961-62	3861	1142	5003	126	39	165	19	8			27
1962-63	4201	1293	5494	207	63	270	19	10			29
1963-64	4442	1770	6212	208	76	284	20	12			32
1964-65	5244	2196	7442	245	85	330	23	13			36
1965-66	6014	2823	8837	268	114	382	25	14			39
1966-67	6641	4305	10946	290	136	426	24	14			36
1967-68	8253	4519	12772	317	172	489	26	18			44
1968-69	11321	6544	17865	499	330	829	32	24	2		58
1969-70	13761	8564	22325	628	430	1058	35	26	2		63
1970-71	16850	10895	27745	742	505	1254	37	27	2		66
1971-72	21770	11092	32862	955	630	1585	42	31	-	1	74
1972-73	24508	15685	40193	1361	1005	2366	66	39	11	13	129
1973-74	26154	18116	44272	1678	1279	2957	77	49	7	15	146

TABLE 4--Continued

Details	Pupils			Schools							
Stage	M	F	T	M	F	T	M	F	K.G.	Co-Ed	T
1974-75	30264	22057	52321	2084	1744	3826	73	57	10	27	167
1975-76	34762	27021	61803	2542	2314	4856	82	67	11	25	185
1976-77	39300	32014	71314	3058	2906	5966	93	76	14	23	206
1977-78	43085	35896	78981	3170	3177	6347	104	86	13	23	226

Source: Statistical Data on Education 1977/1978. Ministry of Education and Youth.

TABLE 5

ECONOMICALLY ACTIVE POPULATION (10 YEARS AND OVER)

BY MAIN OCCUPATION AND SEX, 1975

Occupation	Total	Females	Males
Professional, Technical and Related Workers	22,026	4,323	17,703
Administrative and Managerial Workers	5,840	40	5,800
Clerical and Related Workers	31,373	1,975	29,398
Sales Workers	18,080	138	17,942
Service Workers	46,688	2,900	43,788
Agricultural, Animal Husbandry, Forestry Workers, Fishermen and Hunters	13,732	38	13,694
Production and Related Workers, Transport, Equipment Operators and Laborers	154,213	115	154,098
Occupations not Adequately Defined	136	1	135
Not Stated	438	9	429
Unemployed, never worked before un U.A.E.	3,900	422	3,568
Total	296,516	9,961	286,555

TABLE 6

ECONOMICALLY ACTIVE POPULATION (10 YEARS AND OVER)

BY INDUSTRY (1) AND SEX, 1975

Industry (1 digit)	Males	Females	Total
Agriculture, Forestry, Hunting and Fishing	13,528	41	13,569
Mining, Quarrying and Petroleum Extraction	6,679	189	6,868
Manufacturing	17,163	102	17,265
Electricity, Gas, and Water	6,242	22	6,264
Building and Construction	93,635	235	93,870
Wholesale and Retail Trade, Restaurant, and Hotels	37,280	436	37,716
Transport, Storage and Communication	23,283	318	23,601
Financing, Insurance, Real Estate and Business Services	5,459	538	5,997
Community, Social and Personal Services	79,142	7,646	86,788
Activities not Adequately Defined	48	1	49
Not Stated	528	11	539
Unemployed, Never Worked before in U.A.E.	3,568	422	3,990
Total	286,555	9,961	296,516

TABLE 7

ECONOMICALLY ACTIVE POPULATION (10 YEARS AND OVER)

BY INDUSTRY (1 DIGIT) in 1975-1977

Industry (1 digit)	Labor Force 1968	1975	1977**
Agriculture, Forestry, Hunting and Fishing	13,541	13,229	14,580
Mining, Quarrying and Petroleum Extraction	3,062	6,791	10,200
Manufacturing		17,205*	36,200
Electricity, Gas and Water	3,029	6,237	11,500
Construction	19,874	93,411	157,150
Wholesale and Retail Trade and Restaurant and Hotels	8,028	37,524	74,690
Transport, Storage and Communication	8,534	23,383	52,350
Financing, Insurance, Real Estate and Business Services	730	5,960	13,300
Government Services	12,678	63,272	72,130
Personal & Social Services	8,595	23,318*	34,500
Total Employed	78,071	290,330	476,600
Unemployed	...	6,186	8,550
Total Labor Force	78,071	296,516	485,150

*Including not stated.
**Estimated

Source: The World Bank, November, 1979.

TABLE 8

DEVELOPMENT OF THE PUPILS OF THE PRIMARY STAGE 1972-1973/1979-1980

Grade	1st Primary		2nd Primary		3rd Primary		4th Primary		5th Primary		6th Primary		Grand Total	
Scholastic Year	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1972-73	4409	3461	3639	2519	3252	2181	3179	1973	2149	1469	1397	867	10025	12470
1973-74	4604	4042	4050	3256	3582	2454	3233	2199	2702	1810	1685	1114	19850	14875
1974-75	5153	4430	4597	3741	4032	3236	3792	2523	2995	2225	2032	1479	22601	17627
1975-76	5170	4975	5288	4598	4671	3766	4273	3255	3605	2679	2467	1772	25474	21039
1976-77	5596	5356	5454	5276	5352	4534	4867	3958	4016	3089	2962	2311	28247	24524
1977-78	5669	5460	5662	5434	5897	5380	5309	4572	4626	3652	5377	2743	30740	27241
1978-79	5651	5348	5745	5706	6022	5646	5819	5181	4972	4245	4066	3280	32275	29405
1979-80	6632	6266	5828	5518	6207	5900	6136	5343	5589	4984	4504	3836	34896	31937

Source: Statistical reports from the statistical division of the Ministry of Education and Youth.

TABLE 9

DEVELOPMENT OF THE PUPILS OF THE PREPARATORY AND THE SECONDARY STAGES

1972-73/1979-80

Grade	1st Preparatory		2nd Preparatory		3rd Preparatory		1st Preparatory		2nd Secondary (arts)		2nd Secondary (science)		3rd Secondary (arts)		3rd Secondary (science)		Grand Total	
Scholastic Year	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1972-73	933	580	763	421	503	253	363	168	111	51	153	41	99	41	155	39	3080	1580
1973-74	1209	795	783	477	628	343	429	215	155	102	174	64	120	61	109	48	3681	2105
1974-75	1545	1050	1120	690	626	454	578	339	185	125	205	91	176	97	197	73	4632	2919
1975-76	1776	1458	1407	1017	988	651	654	481	217	176	289	117	178	120	210	103	5719	4123
1976-77	2364	1815	1677	1343	1420	964	618	657	251	281	339	160	227	185	301	134	7398	5539
1977-78	2857	2194	2038	1647	1585	1233	1112	886	357	381	432	251	255	291	338	173	8974	7050
1978-79	3441	2673	2318	1790	2009	1623	1166	1005	436	491	501	303	339	347	411	234	10621	8468
1979-80	4040	3229	2898	2500	2095	1674	1532	1407	457	530	582	397	425	403	475	310	12512	10530

Source: Statistical reports from the statistical division of the Ministry of Education and Youth.

TABLE 10

POPULATION ESTIMATES IN U.A.E. BY AGE-GROUPS & SEX, 1978-1985

Age Groups & Sex		1st Alternative				2nd Alternative			
		1978	1980	1982	1985	1978	1980	1982	1985
0- 4	M	52150	56530	59860	66790	55740	65420	70130	79170
	F	49950	53930	58130	65070	53280	61830	68160	77740
	T	102100	110460	117990	131860	109020	127250	138290	156910
5- 9	M	39360	42480	45190	50180	41900	48870	52580	59130
	F	36710	39620	43060	48600	38930	44980	50020	57670
	T	76070	82100	88250	98780	80830	93850	102600	116800
10-14	M	32490	35580	37890	41380	34580	40720	43930	48790
	F	26450	30230	33420	38070	27850	33730	38330	44810
	T	58940	65810	71310	79450	62430	74450	82260	93600
15-19	M	38710	37820	37690	37540	41830	44560	44530	44440
	F	22360	23410	25080	27730	23730	26420	28620	31800
	T	61070	61230	62770	65270	65560	70980	73150	67240
20-24	M	92930	83220	78370	71140	102290	102380	97660	89760
	F	24980	24880	25730	27120	26890	28940	20440	32390
	T	117910	108100	104100	98260	129180	131320	128100	122150
25-29	M	115980	108140	103210	95810	127960	134290	130210	123090
	F	26330	25940	26360	27030	28540	30640	31840	33210
	T	142310	134080	129570	122840	156500	164930	162050	156300
30-34	M	81250	81540	81670	81870	89640	101140	103000	105370
	F	18400	19040	19830	20960	19810	22270	23760	25670
	T	99650	100580	101500	102830	109450	123410	126760	131040

TABLE 10--Continued

Age Groups & Sex		1st Alternative				2nd Alternative			
		1978	1980	1982	1985	1978	1980	1982	1985
35-39	M	62630	67610	70610	75160	69030	83780	89080	96970
	F	13850	15010	16110	17700	14800	17370	19160	21620
	T	76480	82620	86720	92860	83830	101150	108240	118590
40-44	M	40640	45610	49440	55330	44650	56110	62010	71140
	F	9910	11030	11820	12910	10490	12500	13740	15430
	T	50550	56640	61260	68240	55140	68610	75750	85670
45-49	M	25930	30610	34630	40800	28380	37340	43100	52080
	F	7200	7950	8670	9710	7560	8860	9870	11280
	T	33130	38560	43300	50510	35940	46200	52970	63360
50-54	M	16440	19860	22370	26250	17820	23960	27520	33100
	F	6230	6740	7310	8140	6530	7540	8340	9470
	T	22670	26600	29680	34390	24350	31500	35860	42570
55-59	M	8660	11460	13860	17510	9270	13580	16800	21830
	F	4430	4920	5250	5720	4590	5340	5830	6500
	T	13090	16380	19110	23230	13860	18920	22630	28330
60-64	M	5610	6130	6790	7800	5940	7060	7940	9310
	F	3650	4120	4520	5150	3800	4530	5050	5860
	T	9260	10250	11310	12950	9740	11590	12990	15170
65-69	M	3500	3920	4170	4600	3620	4320	4700	5350
	F	2480	2600	2870	3340	2560	2810	3130	3700
	T	5980	6520	7040	7940	6180	7130	7830	9050
70-74	M	2490	2660	2770	2970	2590	2870	3030	3300
	F	1890	2090	2100	2210	1950	2250	2300	2450
	T	4380	4750	4870	5180	4540	5120	5330	5750

TABLE 10--Continued

Age Groups & Sex		1st Alternative				2nd Alternative			
		1978	1980	1982	1985	1978	1980	1982	1985
75-79	M	1290	1430	1500	1630	1320	1500	1590	1750
	F	1000	1070	1210	1470	1020	1110	1290	1610
	T	2290	2500	2710	3100	2340	2610	2880	3360
80-84	M	580	620	700	830	600	680	780	930
	F	460	530	560	630	470	560	620	690
	T	1040	1150	1260	1460	1070	1240	1400	1620
85 +	M	230	270	320	390	240	310	380	470
	F	210	230	280	320	220	260	310	380
	T	440	500	600	710	460	570	690	850
T	M	620870	635490	651040	677980	677400	768890	798970	845980
	F	256490	273340	292310	321880	273020	311940	340810	382280
	T	877360	980830	943350	999860	950420	1080830	1139780	1228260

Source: The World Bank, November, 1979, pp. 26-30.

TABLE 11

POPULATION (10 YEARS AND OVER) BY EDUCATIONAL STATUS AND SEX, 1975

Educational Status	Males	Females	Total
Illiterate	128,740	62,413	191,153
Literate	96,556	22,198	118,754
Primary	26,605	8,050	34,655
Preparatory	22,825	5,857	28,682
Secondary and Equivalent	31,201	8,910	40,111
Below University	2,860	1,953	4,813
First University Degree and Equivalent	14,551	3,005	17,556
Post Graduate Degree	1,039	188	1,227
Not Stated	471	286	757
Total	324,848	112,860	437,708

Source: The World Bank, November, 1979.

TABLE 12

NUMBERS AND RATE OF GROWTH OF STUDENTS IN

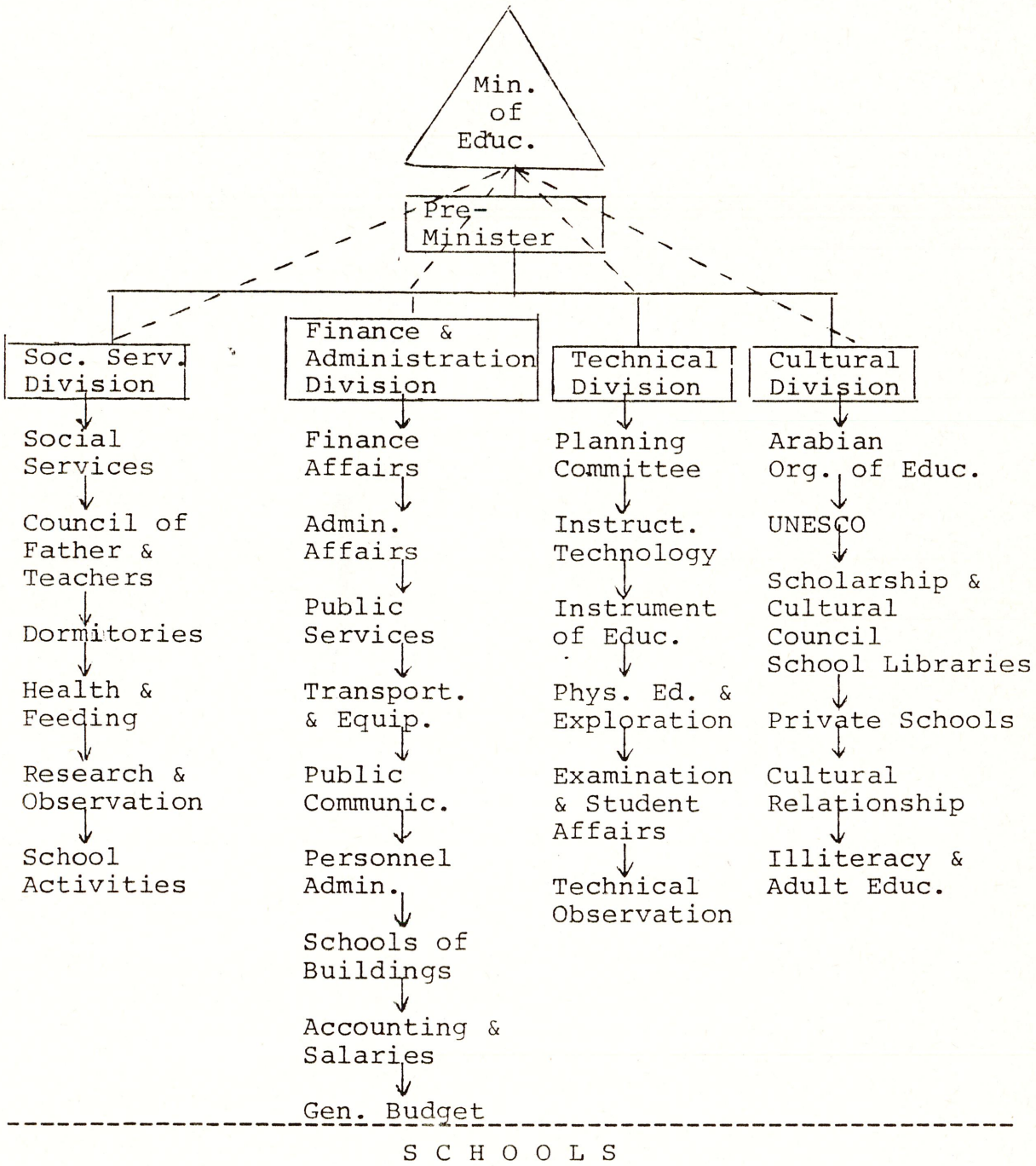
THE YEARS 1972-73/1978-79

Stages		Kindergarten			Primary			Preparatory & Secondary		
Scholastic Year		Number of Students	% of annual growth	% of growth than base year	Number of Students	% of annual growth	% of growth than base year	Number of Students	% of annual growth	% of growth than base year
72-73	M	1707			18025			3080		
	F	1569			12470			1588		
	T	3276			30495			4668		
73-74	M	1116	35	35	19856	10	10	3681	20	20
	F	1019	35	35	14875	19	19	2105	33	33
	T	2135	35	35	34731	14	14	5786	24	24
74-75	M	1492	18	13	22601	14	25	4632	26	50
	F	1389	36	11	17628	19	41	2919	39	84
	T	2881	21	12	40229	16	32	7551	31	62
75-76	M	1926	29	13	25474	13	41	5719	23	88
	F	1767	27	13	21039	19	69	4123	41	160
	T	3693	28	13	46513	16	53	9842	30	102
76-77	M	1995	3	17	28247	11	56	7398	29	140
	F	1878	6	20	24524	16	96	5539	34	249
	T	3873	4	18	52771	13	73	12937	31	177
77-78	M	1696	15	1	30740	9	70	8974	21	191
	F	1573	17		27241	11	118	7056	27	344
	T	3269	16		57981	10	90	16030	24	243
78-79	M	1821	7	7	32275	5	79	10375	16	237
	F	1640	4	4	29406	8	135	8263	17	420
	T	3461	6	6	61681	6	102	18638	16	299

Source: Statistical reports from the statistical division of the Ministry of Education and Youth.

TABLE 13

SKELETON ORGANIZATION OF THE MINISTRY OF EDUCATION



Source: UAE, Ministry of Education, Planning Department, 1978-79.

TABLE 14

MOE BUDGETS (CURRENT, DEVELOPMENT AND TOTAL) AS PERCENT OF RESPECTIVE UAE STATE BUDGET

1972-73/1977-78

	1972 -73	1973 -74	1974 -75	1975 -76	1976 -77	1977 -78
MOE Current Budget as % of State Current Budget	9.6	10.8	11.2	8.0	9.5	12.3
MOE Development Budget as % of State Development Budget	11.3	14.3	8.7	7.5	6.5	13.4
MOE Total Budget as % of State Development Budget	10.4	12.6	9.8	7.7	8.3	12.4

TABLE 15

SIMPLE GROWTH RATES OF MOE BUDGETS AND UAE STATE BUDGET (BY CURRENT, DEVELOPMENT, AND TOTAL EXPENDITURES) 1973 TO 1974 THROUGH 1977 TO 1978

	1973 -74	1974 -75	1975 -76	1976 -77	1977 -78
Current Budget	+52.3%	+85.7%	+48.1%	+82.1%	-2.1%
MOE State	+35.6	+78.8	+108.-	+52.8	-22.7
Development Budget	+98.1	+43.1	+43.1	-11.1	-13.7
MOE State	+56.5	+134.5	+66.9	+1.5	-58.0
Total Budget	+85.4	+61.4	+45.6	+35.7	-5.9
MOE State	+34.0	+106.7	+84.9	+26.5	37.3

Source: The World Bank, November, 1979.

TABLE 16

EXPECTED GRADUATE STUDENTS (NATIONALS ONLY)

IN 1979/80 BY SPECIALIZATION & COUNTRY OF STUDY

Specialization / Country of Study		Law/Islamic Law	Law	Arts	Medicine	Dentistry	Commerce	Pol. & Econ.	Business Admin.	Mech. Eng.	Architect. Eng.	Elect. Eng.	Technol. Eng.	Electron. Eng.	Petrol. Eng.	Engineering	Civil Eng.
Egypt	Male	5	7	11	13	1	17	4				1	1				
	Female			3	6		1	1									
Kuwait	Male	2					1										
	Female			6			1										1
Syria	Male		1	1													
	Female																
Lebanon	Male			1			1										
	Female																
Saudi Arabia	Male														1		
	Female																
Catar	Male																
	Female																
U.S.A.	Male			1				11	18	2	1	3	1		2	8	7
	Female							1				1					1
Britain	Male								3			1			1		2
	Female							1									
Pakistan	Male				4											1	
	Female																
Yugoslavia	Male															1	
	Female																
Poland	Male				1							1					
	Female																
Total	Male	7	8	14	18	1	19	15	21	2	1	6	2		4	10	9
Total	Female			9	6		2	3			1						2
Grand Total		7	8	23	24	1	21	10	21	2	2	6	2		4	10	11

TABLE 16--Continued

Specialization / Country of Study		Chem. Eng.	Education	Science	Pub. Relations	Social Serv.	Fine Arts	Info. & Journ.	Statistics	Org. & Pers.	Navy/Army/Police	Food Indust.	Marketing	Educ. Planning	Advanced Diploma	Music	GRAND TOTAL
Egypt	Male				1	2	2	3			1	1					70
	Female				1		1	1									14
Kuwait	Male																3
	Female			3		1			1	1			1				15
Syria	Male																2
	Female																
Lebanon	Male																2
	Female																
Saudi Arabia	Male			1													2
	Female																
Catar	Male		1														1
	Female																
U.S.A.	Male	3															57
	Female		2											1			6
Britain	Male																7
	Female														1		2
Pakistan	Male																5
	Female																
W. Germany	Male																
	Female															1	1
Yugoslavia	Male																1
	Female																
Poland	Male																2
	Female																
Total	Male	3	1	1	1	2	2	3			1	1					152
Total	Female			5	1	1	1	1	1	1			1	1	1	1	38
Grand	Total	3	1	6	2	3	3	4	1	1	1	1	1	1	1	1	190

Source: UAE Ministry of Education, Statistical Data on Education, Dept. of Technical Affairs, Statistics Section, 1979.

TABLE 17

PROJECTED TOTAL EXPATRIATE ENROLLMENTS

(IN THOUSANDS) 1977-1980

Aug. Estimated GDP Growth Rate (p.a.)			Total Expatriate Enrollment in Schools				Aug. Rate Increase 1977-90 (p.a.)
			1977[1]	1980[2]	1985[2]	1990[2]	
1.	Low	(5.1) (a)	38.8	44.9	55.7	70.2	4.7
		(b)	38.8	45.7	61.3	81.7	5.9
2.	Medium	(7.6) (a)	38.8	46.1	64.3	100.3	7.6
		(b)	38.8	47.0	71.1	116.8	8.8
3.	High	(9.) (a)	38.8	47.4	71.0	120.2	9.1
		(b)	38.8	48.3	74.7	140.0	10.4

[1]Actual

[2]Estimated

Source: The World Bank, November 1979.

TABLE 18

DISTRIBUTION OF EDUCATIONAL ATTAINMENT LEVEL AMONG EMPLOYED AND UNEMPLOYED NATIONALS AND EXPATRIATES

Level of Educational Attainment	Nationals		Expatriates	
	Employed %	Unemployed[1] %	Employed %	Unemployed %
Illiterate	56.6	75.4	38.4	28.9
Literate[2]	27.1	17.1	27.2	24.1
Primary	6.4	3.8	6.8	6.7
Preparatory	4.4	1.4	7.1	8.8
Secondary	3.6	1.6	12.3	18.7
Below University	0.7	0.2	1.6	2.0
First Univ. Deg.	1.1	0.5	6.2	9.2
Post Grad. Degree	0.1	-	0.4	0.6
Total: All Levels	100.0	100.0	100.0	100.0
	Rounded	Rounded	Rounded	Rounded

[1]The numbers of unemployed are minimal, mainly due to "frictional" unemployment. Unemployed nationals often "float" between contracts are more numerous. Note the recommendations of the Critical Skills Survey in this regard.

[2]Those who reported to the Census that they could not read and write.

Source: The World Bank, November 1979.

TABLE 19

DISTRIBUTION OF EDUCATIONAL ATTAINMENT LEVEL OF THE NATIONALS IN THE UAE LABOR FORCE BY SECTORS OF ECONOMIC ACTIVITY

Sector of economic activity	Less than primary**	Primary graduates & less than secondary***	Secondary & post secondary graduates	Total
	Percents			
Agriculture, forestry, hunting & fishing	99.00	0.76	0.24	100
Mining, quarrying & petroleum extraction	81.57	10.34	8.09	100
Manufacturing	89.00	7.59	3.41	100
Electricity, gas and water	91.81	6.58	1.34	100
Construction	91.59	5.40	3.01	100
Wholesale & retail trade & hotels & restaurants	84.06	9.80	6.14	100
Transport, storage & communications	89.19	8.22	2.59	100
Finance, ins., real estate & Bus. servs.	67.58	15.82	16.60	100
Community, social & personal services	77.44	15.07	7.49	100
All sectors	83.52	10.95	5.53	100

*Derived from the 1975 UAE Census Data.

**Includes: Illiterates, read only, read and write only, and dropouts from primary education.

***Includes: Graduates of primary level, intermediate level, and dropouts of intermediate level and secondary level of education.

Source: The World Bank, November 1979.

TABLE 20

DISTRIBUTION OF EDUCATIONAL ATTAINMENT LEVEL OF THE NATIONALS IN THE UAE LABOR FORCE BY OCCUPATIONS (1 DIGIT LEVEL)*

Occupations (1 digit level)	Less than primary**	Primary graduates & less than secondary***	Secondary & post secondary graduates	Total
	Percents			
Professional and technical	43.23	14.96	41.81	100
Administrative and management	42.67	26.20	31.13	100
Clerical and related	59.30	32.40	8.30	100
Sales workers	84.26	8.81	6.93	100
Service workers	90.84	7.39	1.77	100
Agricultural workers	99.02	0.73	0.25	100
Production and related workers	94.86	4.60	0.54	100
All occupations	83.51	10.94	5.55	100

*Derived from the 1975 UAE Census Data.

**Includes: Illiterates, read only, read and write only, and dropouts from primary education.

***Graduates of primary level, intermediate level, and dropouts of intermediate level and secondary level of education.

Source: The World Bank, November 1979.

TABLE 21

ADULT EDUCATION PROGRAMS BY SEX AND LEVEL

1972-1973/1975-1976

Years	1972-1973			1973-1974			1974-1975			1975-1976		
Level	M	F	T	M	F	T	M	F	T	M	F	T
1st year Adult Ed.	1747	1022	2769	2936	869	3805	3459	1300	4759	3139	778	3917
2nd year Adult Ed.	889	270	1159	1692	970	1662	1931	865	2796	2070	805	2875
Primary Level	570	169	739	1215	450	1665	1655	890	2555	2188	723	2911
Intermediate Level	146	5	151	288	76	364	586	204	790	835	332	1167
Secondary Level	94	-	94	77	-	77	110	7	117	259	38	297
Total No. of Students	3446	1466	4912	6208	2365	8573	7751	3266	11017	8491	2676	11167
Average Center Density	96	81	91	91	103	94	109	121	121	115	92	108
No. of Centers	36	18	54	68	23	91	71	27	98	74	29	103

Source: Statistical report from the statistical division of the Ministry of Education and Youth.

TABLE 22

LITERACY AND ADULT EDUCATION ENROLLMENT

1974-1975/1979-1980

Sex	Stage	1st Literacy	2nd Literacy	Primary	Preparatory	Secondary	Total	Total of Centers
1974 -75	Male	3459	1931	1665	586	110	7751	70
	Female	1300	865	890	204	7	3266	27
	Total	4759	2796	2555	790	117	11017	89
1975 -76	Male	3139	2070	2118	835	259	8421	74
	Female	778	805	793	332	38	2746	29
	Total	3917	2875	2911	1167	297	11167	103
1976 -77	Male	1735	1372	1856	857	304	6124	69
	Female	522	387	426	337	132	1804	27
	Total	2257	1759	2282	1194	436	7928	96
1977 -78	Male	1697	1317	1883	1334	472	6703	77
	Female	585	360	439	457	233	2074	25
	Total	2282	2677	2322	1791	705	8777	102
1978 -79	Male	1608	1424	2160	1862	583	6737	63
	Female	684	458	548	571	331	2592	26
	Total	2292	1882	2708	2433	914	10229	89
1979 -80	Male	2142	1729	2788	2522	928	10104	77
	Female	1188	776	830	701	490	3985	35
	Total	3330	2505	3618	3223	1413	14089	112

Source: United Arab Emirates, Ministry of Education and Youth, Statistical Data on Education, Department of Planning, Section of Statistics, 1979-1980.

TABLE 23

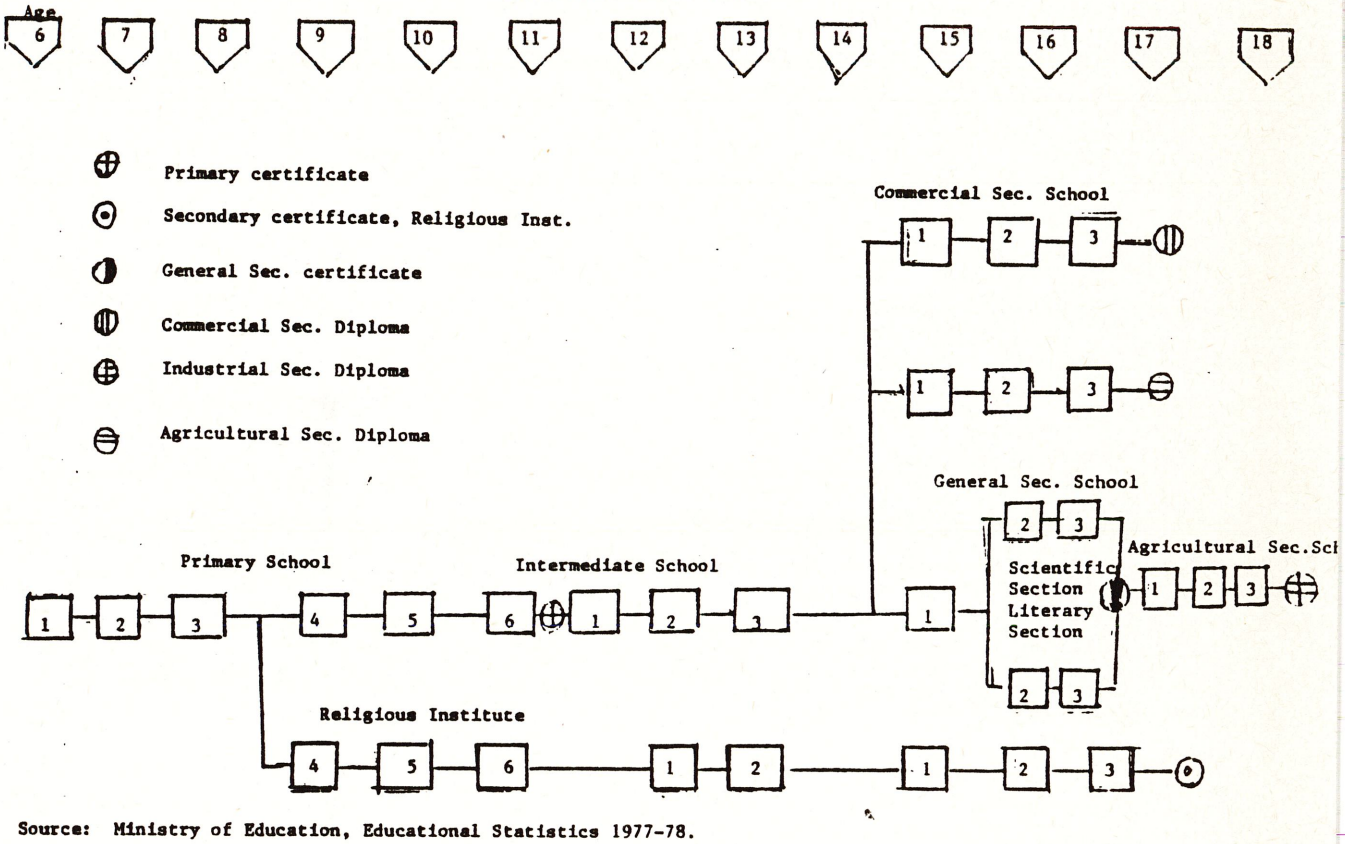
EXPECTED GRADUATE STUDENTS (NATIONAL ONLY)

1976-77/1989-90

		Percent p.a.			
		1976-77	1989-90	Increase	Cumulated Graduates
Primary	B	1,760	3,570	5.6	39,866
	G	1,336	3,243	7.1	33,612
Inter-mediate	B	562	2,947	13.6	21,666
	G	488	2,533	13.5	18,425
Secon-dary Arts	B	165	620	10.7	5,061
	G	102	926	18.5	6,741
Sciences	B	113	1,153	19.6	5,627
	G	70	750	20.0	3,173

Source: The World Bank, November 1979.

DIAGRAM 1
EDUCATIONAL LADDER IN UAE



Source: Ministry of Education, Educational Statistics 1977-78.

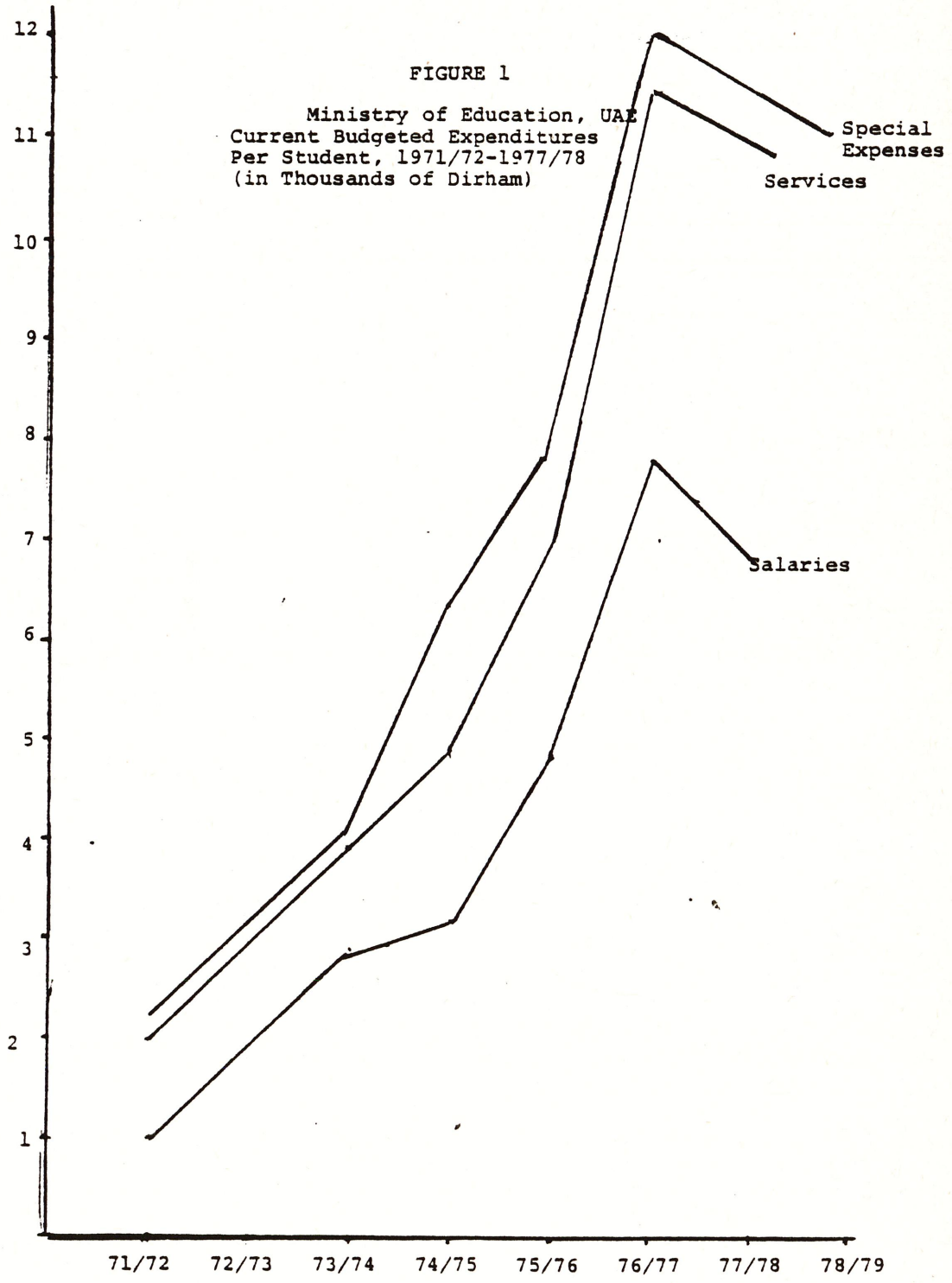


FIGURE 1

Ministry of Education, UAE
Current Budgeted Expenditures
Per Student, 1971/72-1977/78
(in Thousands of Dirham)

FIGURE 2

Pupils in MOE Schools
1971/72-1978/79
(in Thousands)

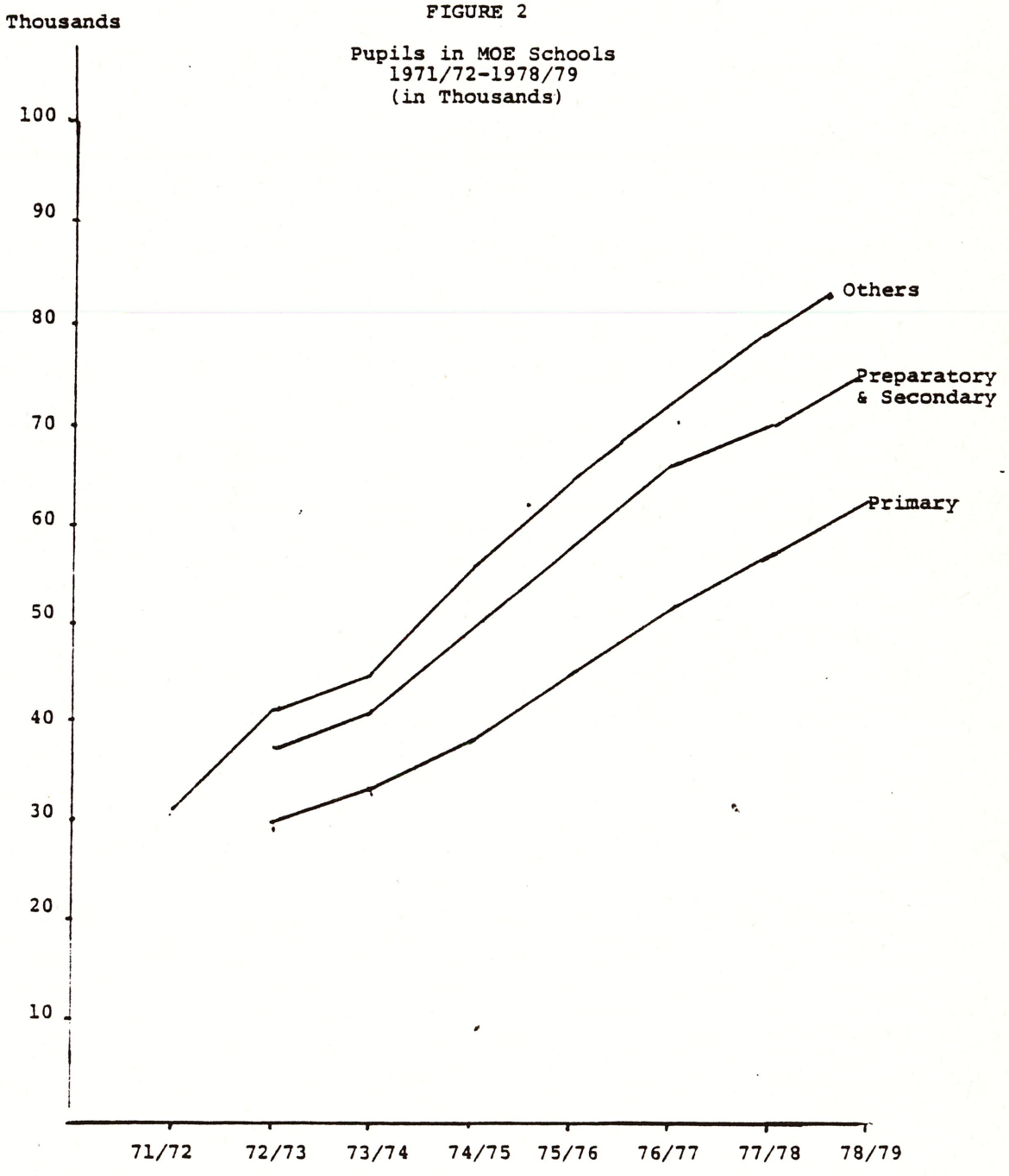


FIGURE 3

MOE Current Budget
1971/72-1977/78
(Millions of Dirhams)

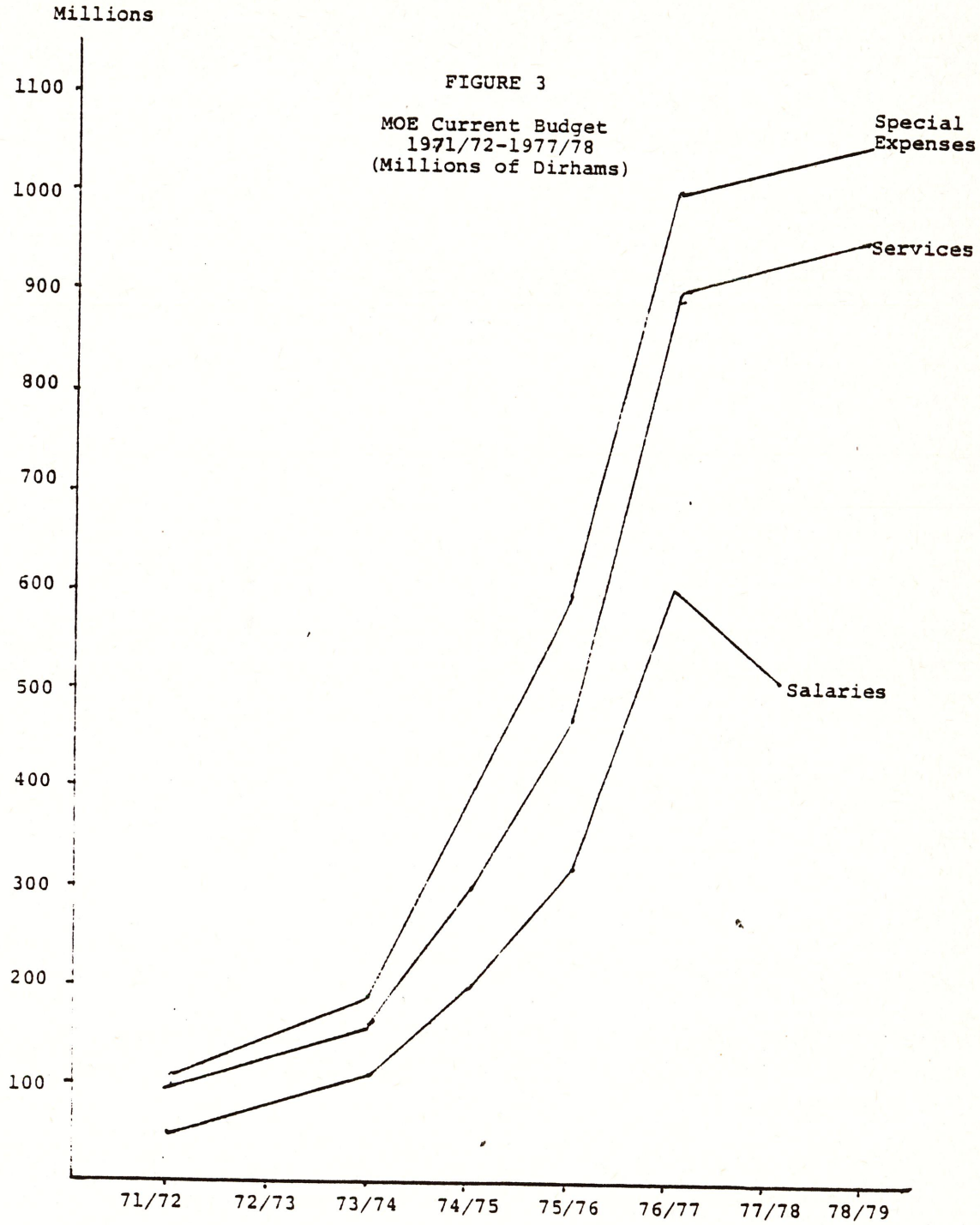
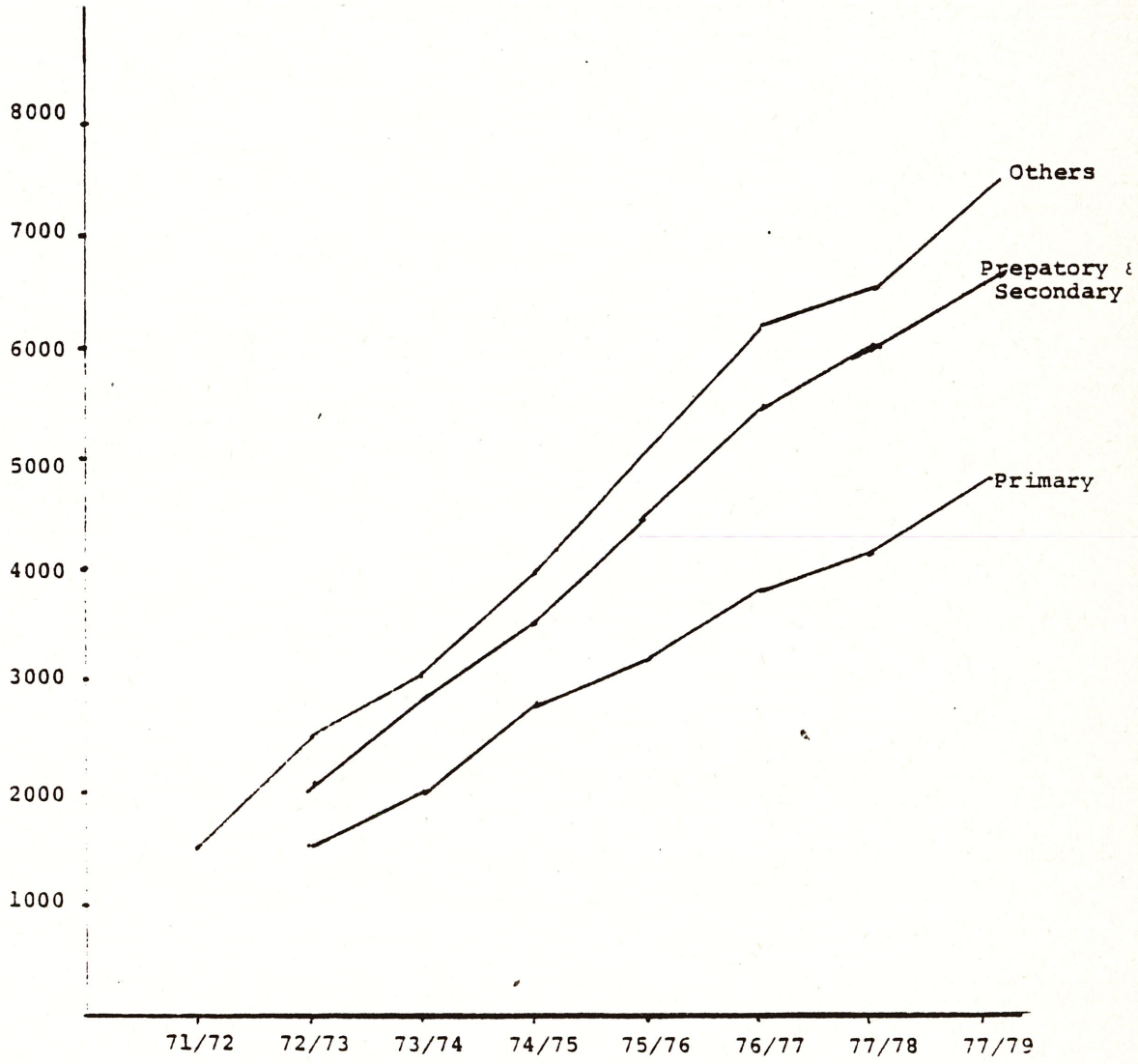


FIGURE 4

Teachers and Administrative Staff
MOE Public Schools
1971/72-1978/79



Statistical Annex 1
Page 1 of 3

Actual Educational Expenditures, Abu Dhabi Emirate, 1974-75

Account Code		"Approved Estimates" (Actual Expenditures) 1974-75 (in Dirhams) Total Amount	Per Pupil
	PERSONNEL EMOLUMENTS		
1-152-010	Monthly Paid Staff Salaries	48,144,900	2,913
1-152-020	Monthly Paid Staff Allowances	29,852,000	1,806
1-152-030	Daily Paid Employees Wages & Allow.	145,800	9
	Total	78,142,700	4,729
	OTHER EXPENDITURE (COMMON)		
2-152-010	Stationery & Office Expenses	1,900,000	115
2-152-020	Traveling on Duty & Leave	2,273,565	138
2-152-030	Maintenance & Fuel for Vehicles	1,500,000	91
2-152-050	Staff Uniforms	90,000	5
2-152-060	Books, Periodicals & Newspapers	75,000	3
2-152-070	Government Publications & Reports	35,000	2
2-152-090	Maintenance of Bldgs. & Houses	400,000	24
2-152-100	Maintenance of Furniture, Fittings & Equip.	45,000	3
2-152-110	Maintenance & Fuel for Plant & Equip.	21,000	1
2-152-140	Miscellaneous	50,000	3
2-152-160	Vehicles & Equip Hire Charges	4,009,500	243
	OTHER EXPENDITURE (NON-COMMON)		
2-152-510	School Uniforms	2,632,618	159
2-152-520	School Meals	6,557,382	397
2-152-530	Training of Students Abroad	9,409,989	569
2-152-540	Evening Classes-Adult Education	3,079,967	186
2-152-550	Needlework & Home Economics	50,000	3
2-152-560	Sports Scouts & Music Activities	2,350,336	142

Statistical Annex 1
Page 2 of 3

Account Code	Detailed Items	"Approved Estimates" (Actual Expenditures) 1974-75 (in Dirhams) Total Amount	Per Pupil
2-152-570	School Grants	100,000	6
2-152-580	Boarding House Expenses	3,027,350	183
2-152-590	Material for Laboratories & Technical Subjects	300,000	18
2-152-600	Miscellaneous School Expenses	273,600	16
2-152-610	Summer Club Expenses	20,000	1
2-152-620	Hotel Charges	287,500	17
2-152-630	Allowances for International Specialists	408,000	25
2-152-640	Training of Abu Dhabi Students during Summer Vacation	60,000	4
2-152-650	Supply & Printing of School Books	2,484,000	172
2-152-660	Allowances for Authors of Student Books	74,000	5
2-152-670	Allowances for Staff Working on Final Exam	201,450	12
2-152-680	Payment to Referees of Tournamental Matches	242,155	15
2-152-690	Replacement of Utensils	25,000	2
2-152-700	Consumable Tools & Equipment for Industrial Activities	58,000	4
2-152-710	Consumable Tools & Materials for Kindergartens	-	-
Total Other Expenditures		42,040,412	2,544

Account Code		"Approved Estimates" (Actual Expenditures) 1974-75 (in Dirhams) Total Amount	Per Pupil
	SPECIAL EXPENDITURE (COMMON)		
3-152-011	Office Furniture & Equipment	120,100	7
3-152-021	Motor Vehicles	4,200,000	254
	SPECIAL EXPENDITURE (NON-COMMON)		
3-152-510	House Economics Equipment	65,000	4
3-152-520	Technical & Drawing Equipment	127,000	8
3-152-530	Science Apparatus & Equipment	1,300,000	79
3-152-540	Commerce Teaching Equipment	72,500	4
3-152-550	Sports Equipment & Requisites	504,559	31
3-152-560	Musical Instruments	201,470	12
3-152-570	Agricultural Equipment	10,000	1
3-152-580	School Libraries	40,000	2
3-152-590	Kindergarten Equipment	20,000	1
3-152-600	Teaching Aids	938,000	57
3-152-610	Furniture & Laboratories Equipment	3,714,100	224
3-152-620	Generators	20,000	1
3-152-630	Students Allowances (Ruler's Grant)	51,830,280	3,136
3-152-640	Prefabricated Classrooms	1,500,000	91
	Total Special Expenditure	64,663,009	3,913
	Total Estimated Expenditure for Ministry of Education	184,846,121	11,186

TABLE 1

EDUCATION ENROLLMENT FORECASTING MODEL: PROJECT ENROLLMENTS (BOYS' PRIMARY 1975-76/1989-90)

Years	Intake	Education Enrollment Projection							Total Enrollments
		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Graduates	
1975-76		3925	4038	3561	3214	2665	1900	1973	19303
1976-77	3382	3735	3867	4165	3440	2939	2222	1760	20368
1977-78	3510	3809	3704	4187	3975	3255	2545	1929	21475
1978-79	3305	3882	3705	3920	4071	3517	2658	2060	21753
1979-80	3578	3939	3789	3904	3861	3712	2914	2311	22119
1980-81	3607	3946	3865	4005	3795	3650	3144	2547	22405
2981-82	3664	3980	3899	4119	3851	3657	3182	2616	22688
1982-83	3705	4003	3933	4158	3968	3717	3222	2691	23001
1983-84	3805	4085	3958	4181	4028	3832	3307	2804	23391
1984-85	3870	4136	4036	4193	4065	3909	3442	2960	23781
1985-86	4007	4255	4088	4256	4094	3965	3550	3110	24208
1986-87	4222	4460	4203	4312	4136	3997	3627	3235	24735
1987-88	4428	4660	4402	4426	4173	4039	3681	3343	25381
1988-89	4628	4852	4601	4519	4366	4077	3741	3457	26156
1989-90	4840	5063	4792	4678	4487	4253	3798	3570	27071
TOTALS	54761	62730	60880	62584	59524	55184	46933	39866	347835

TABLE 2

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECT ENROLLMENTS (GIRLS' PRIMARY)

Years	Intake	Education Enrollment Projection Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Graduates	Total Enrollments
1975-76		3837	3580	2905	2508	2038	1282	999	16150
1976-77	3258	3634	3772	3519	2751	2196	1666	1336	17538
1977-78	3413	3769	3639	3793	3366	2436	1830	1385	18833
1978-79	3417	3783	3697	3679	3518	2874	2007	1562	19558
1979-80	3483	3842	3735	3716	3505	3067	2369	1893	20234
1980-81	3510	3863	3811	3766	3589	3107	2565	2103	20701
1981-82	3543	3891	3858	3843	3702	3208	2629	2182	21131
1982-83	3597	3928	3880	3902	3792	3341	2732	2294	21575
1983-84	3677	3991	3904	3940	3868	3458	2864	2435	22025
1984-85	3749	4048	3952	3978	3923	3562	2987	2569	22450
1985-86	3882	4165	4001	4034	3971	3652	3100	2691	22923
1986-87	4088	4355	4113	4076	4019	3720	3239	2837	23522
1987-88	4284	4537	4297	4176	4054	3785	3363	2973	24212
1988-89	4475	4711	4479	4348	4140	3839	3487	3110	25004
1989-90	4684	4901	4653	4524	4297	3937	3603	3243	25915
TOTALS	53060	61255	59371	58199	55003	48220	39723	33612	321771

Statistical Annex 2
Page 3 of 20

TABLE 3

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED ENROLLMENTS (BOYS INTERMEDIATE) 1975-76/1989-90

Years	Intake	Education Enrollment Projection Grade 1	Grade 2	Grade 3	Graduates	Total Enrollments
1975-76		1239	998	678	402	2915
1976-77	1355	1603	978	857	562	3438
1977-78	1654	1994	1255	852	453	4101
1978-79	1833	2208	1474	1116	638	4798
1979-80	1957	2359	1660	1325	813	5344
1980-81	2195	2610	1805	1494	986	5909
1981-82	2445	2889	2018	1623	1116	6530
1982-83	2538	2989	2300	1808	1296	7097
1982-84	2637	3064	2474	2060	1541	7598
1984-85	2776	3177	2622	2240	1748	8039
1985-86	2960	3341	2804	2393	1922	8538
1986-87	3110	3457	2983	2608	2154	9048
1987-88	3235	3550	3131	2840	2414	9521
1988-89	3343	3623	3270	3057	2674	9950
1989-90	3457	3707	3400	3274	3947	10381
TOTALS	35495	41810	33172	28225	21666	103207

TABLE 4

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED ENROLLMENTS (GIRLS INTERMEDIATE) 1975-76/1989-90

Years	Intake	Education Enrollment Projection Grade 1	Grade 2	Grade 3	Graduates	Total Enrollments
1975-76		1060	731	405	298	2196
1976-77	909	1054	801	601	488	2456
1977-78	1212	1326	849	647	427	2822
1978-79	1274	1493	942	744	525	3179
1979-80	1453	1666	1104	825	621	3595
1980-81	1779	1981	1288	956	764	4225
1981-82	1998	2196	1589	1107	900	4892
1982-83	2095	2304	1806	1380	1140	5490
1983-84	2225	2432	1937	1602	1344	5971
1984-85	2386	2593	2081	1753	1490	6427
1985-86	2569	2776	2251	1910	1661	6937
1986-87	2691	2908	2456	2082	1853	7446
1987-88	2837	3058	2625	2290	2084	7973
1988-89	2973	3199	2812	2469	2297	8480
1989-90	2110	3340	2997	2666	2533	9003
TOTALS	29511	33386	26269	21437	18425	81092

TABLE 5

EDUCATION ENROLLMENT PROJECTION

TOTAL ENROLLMENT-BOYS SECONDARY ARTS

Years	Intake*	Grade 11	Grade 12	Graduate	Total Enrollment
1975-76	-	193	161	148	354
1976-77	213	216	181	165	397
1977-78	169	270	204	189	374
1978-79	232	237	159	148	396
1979-80	198	204	220	204	424
1980-81	280	234	192	178	476
1981-82	348	354	266	248	620
1982-83	412	419	333	313	752
1983-84	443	451	398	376	849
1984-85	488	497	433	412	930
1985-86	540	550	481	459	1031
1986-87	570	581	534	512	1115
1987-88	561	573	567	546	1140
1988-89	639	650	562	543	1212
1989-90	730	743	640	620	1383
Totals	5823	6122	5331	5-61	11455

*From G.10

TABLE 6

EDUCATION ENROLLMENT PROJECTION

TOTAL BOYS SECONDARY SCIENCE STREAM

Years	Intake*	Grade 11	Grade 12	Graduate	Total Enrollment
1975-76		136	121	114	257
1976-77	136	138	121	113	259
1977-78	103	104	125	120	229
1978-79	137	140	92	88	232
1979-80	111	115	125	119	240
1980-81	151	154	105	99	259
1981-82	214	219	141	134	360
1982-83	270	281	202	193	483
1983-84	362	369	264	253	633
1984-85	488	496	351	337	847
1985-86	659	669	478	460	1147
1986-87	857	870	648	624	1518
1987-88	1041	1058	847	818	1905
1988-89	1188	1209	1035	1002	2244
1989-90	1355	1379	1189	1153	2568
Totals	7077	7337	5844	5627	13161

*From G.10

Statistical Annex 2
Page 7 of 20

TABLE 7

EDUCATION ENROLLMENT PROJECTION

GIRLS SECONDARY ARTS

Years	Intake*	Grade 11	Grade 12	Graduate	Total Enrollment
1975-76		129	51	45	180
1976-77	179	182	119	102	301
1977-78	194	195	180	166	375
1978-79	280	289	175	162	464
1979-80	268	279	261	242	540
1980-81	330	339	259	241	598
1981-82	398	408	320	299	728
1982-83	488	500	388	365	888
1983-84	568	583	479	453	1062
1984-85	706	723	564	535	1287
1985-86	832	854	704	670	1558
1986-87	877	903	834	795	1737
1987-88	920	947	886	847	1833
1988-89	949	977	932	893	1909
1989-90	979	1008	964	936	1972
Totals	7968	8316	7116	6741	15432

*From G.10

TABLE 8

EDUCATION ENROLLMENT PROJECTION

GIRLS SECONDARY SCIENCE

Years	Intake*	Grade 11	Grade 12	Graduate	Total Enrollment
1975-76		85	32	30	117
1976-77	51	53	78	70	131
1977-78	49	49	54	52	103
1978-79	70	72	44	42	116
1979-80	67	70	65	61	135
1980-81	82	84	65	61	149
1981-82	99	102	80	75	182
1982-83	137	140	97	91	237
1983-84	189	193	134	127	327
1984-85	274	280	186	177	466
1985-86	357	365	271	258	636
1986-87	472	483	356	340	839
1987-88	613	627	471	451	1098
1988-89	777	796	614	588	1410
1989-90	979	1003	781	750	1784
Totals	4216	4402	3328	3173	7730

*From G.10

TABLE 9

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

PROMOTION RATES (BOYS PRIMARY)-1975-76/1989-90

Years	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1975-76	87.3	87.7	79.1	76.2	73.6	77.5
1976-77	88.8	89.0	79.1	78.8	74.7	79.2
1977-78	85.8	86.4	79.2	73.5	72.6	75.8
1978-79	87.2	87.6	79.8	75.7	73.7	77.5
1979-80	88.6	88.8	80.4	77.8	74.9	79.3
1980-81	90.0	90.0	81.0	80.0	76.0	81.0
1981-82	90.8	90.8	82.3	81.5	77.5	82.2
1982-83	91.5	91.5	83.5	83.0	79.0	83.5
1983-84	92.2	92.2	84.7	84.5	80.5	84.8
1984-85	93.0	93.0	86.0	86.0	82.0	86.0
1985-86	93.4	93.4	86.4	86.8	83.6	87.6
1986-87	93.8	93.8	86.8	87.6	85.2	89.2
1987-88	94.2	94.2	89.6	88.4	86.8	90.8
1988-89	94.6	94.6	90.8	88.4	88.4	92.4
1989-90	95.0	95.0	92.0	90.0	90.0	94.0

TABLE 10

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

REPETITION RATES (BOYS PRIMARY)-1975-76/1989-90

Years	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1975-76	9.0	10.9	17.5	19.4	18.4	13.7
1976-77	8.0	10.0	17.9	19.8	18.5	15.7
1977-78	9.9	11.8	17.2	19.0	18.3	11.6
1978-79	9.3	10.9	16.8	18.0	17.9	12.1
1979-80	8.6	9.9	16.4	17.0	17.4	12.5
1980-81	8.0	9.0	16.0	16.0	17.0	13.0
1981-82	7.5	8.2	15.0	15.0	15.8	12.2
1982-83	7.0	7.5	14.0	14.0	14.5	11.5
1983-84	6.5	6.8	13.0	13.0	13.2	10.8
1984-85	6.0	6.0	12.0	12.0	12.0	10.0
1985-86	5.6	5.6	11.6	11.2	11.2	8.8
1986-87	5.2	5.2	11.2	10.4	10.4	7.6
1987-88	4.8	4.8	8.4	9.6	9.6	6.4
1988-89	4.4	4.4	7.2	8.8	8.8	5.2
1989-90	4.0	4.0	6.0	8.0	8.0	4.0

TABLE 11

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

DROPOUT RATES (BOYS PRIMARY)-1975-76/1989-90

Years	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1975-76	3.7	1.4	3.4	4.4	8.0	8.8
1976-77	3.2	1.0	3.0	1.4	6.8	5.1
1977-78	4.3	1.8	3.6	7.5	9.1	12.6
1978-79	3.5	1.5	3.4	6.3	8.4	10.4
1979-80	2.8	1.3	3.2	5.2	7.7	8.2
1980-81	2.0	1.0	3.0	4.0	7.0	6.0
1981-82	1.7	1.0	2.7	3.5	6.7	5.6
1982-83	1.5	1.0	2.5	3.0	6.5	5.0
1983-84	1.3	1.0	2.3	2.5	6.3	4.4
1984-85	1.0	1.0	2.0	2.0	6.0	4.0
1985-86	1.0	1.0	2.0	2.0	5.2	3.6
1986-87	1.0	1.0	2.0	2.0	4.4	3.2
1987-88	1.0	1.0	2.0	2.0	3.6	2.8
1988-89	1.0	1.0	2.0	2.0	2.8	2.4
1989-90	1.0	1.0	2.0	2.0	2.0	2.0

TABLE 12

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

PROMOTION RATES (BOYS INTERMEDIATE)-1975-76/1980-90

Year	Grade 7	Grade 8	Grade 9
1975-76	66.7	70.7	59.3
1976-77	67.4	69.0	68.5
1977-78	66.1	72.6	53.2
1978-79	67.0	73.4	57.2
1979-80	68.0	74.2	61.4
1980-81	69.0	75.0	66.0
1981-82	71.4	76.5	68.8
1982-83	74.3	78.0	71.7
1983-84	77.1	79.5	74.8
1984-85	80.0	81.0	78.0
1985-86	82.3	83.6	80.3
1986-87	84.6	86.3	82.6
1987-88	87.0	89.1	85.0
1988-89	89.5	92.0	87.5
1989-90	92.0	95.0	90.0

TABLE 13

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED REPETITION RATES (BOYS INTERMEDIATE)-1975-76/1989-90

Year	Grade 7	Grade 8	Grade 9
1975-76	20.0	15.0	22.4
1976-77	21.2	17.9	20.7
1977-78	18.8	12.4	24.0
1978-79	18.2	12.3	21.8
1979-80	17.6	12.1	19.8
1980-81	17.0	12.0	18.0
1981-82	15.6	11.5	16.3
1982-83	14.3	11.0	14.7
1983-84	13.1	10.5	13.3
1984-85	12.0	10.0	12.0
1985-86	10.4	8.3	11.0
1986-87	9.1	6.9	10.2
1987-88	7.9	5.8	9.4
1988-89	6.9	4.8	8.7
1989-90	6.0	4.0	8.0

TABLE 14

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED DROPOUT RATES (BOYS INTERMEDIATE)-1975-76/1989-90

Year	Grade 7	Grade 8	Grade 9
1975-76	13.3	14.1	18.3
1976-77	11.4	13.1	13.8
1977-78	15.1	15.0	22.8
1978-79	14.8	14.3	21.0
1979-80	14.4	13.7	18.8
1980-81	14.0	13.0	16.0
1981-82	12.8	12.0	14.9
1982-83	11.4	11.0	13.6
1983-84	9.8	10.0	11.9
1984-85	8.0	9.0	10.0
1985-86	7.3	8.1	8.7
1986-87	6.3	6.8	7.2
1987-88	5.1	5.1	5.6
1988-89	3.6	3.2	3.8
1989-90	2.0	1.0	2.0

TABLE 15

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

PROMOTION RATES (GIRLS PRIMARY)-1975-76/1989-90

Years	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1975-76	87.3	86.7	81.5	77.4	76.0	77.9
1976-77	88.4	87.3	82.5	77.6	76.2	80.2
1977-78	86.2	86.1	80.5	77.2	75.8	75.7
1978-79	87.1	86.7	81.7	77.8	76.5	77.8
1979-80	88.1	87.4	82.8	78.4	77.3	79.9
1980-81	89.0	88.0	84.0	79.0	78.0	82.0
1981-82	89.8	89.0	85.0	80.3	79.0	83.0
1982-83	90.5	90.0	86.0	81.5	80.0	84.0
1983-84	91.2	91.0	87.0	82.7	81.0	85.0
1984-85	92.0	92.0	88.0	84.0	82.0	86.0
1985-86	92.6	92.6	88.8	85.2	83.6	86.8
1986-87	93.2	93.2	89.6	86.4	85.2	87.6
1987-88	93.8	93.8	90.4	87.6	86.8	88.4
1988-89	94.4	94.4	91.2	88.8	88.4	89.2
1989-90	95.0	95.0	92.0	90.0	90.0	90.0

TABLE 16

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

REPETITION RATES (GIRLS PRIMARY)-1975-76/1989-90

Years	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1975-76	9.8	11.8	14.3	15.3	12.5	9.1
1976-77	9.8	11.3	14.2	16.8	13.7	9.4
1977-78	9.7	12.3	14.4	13.8	11.3	8.8
1978-79	9.5	11.9	13.9	14.2	11.5	8.5
1979-80	9.2	11.4	13.5	14.6	11.7	8.2
1980-81	9.0	11.0	13.0	15.0	12.0	8.0
1981-82	8.5	10.0	12.2	14.2	11.5	7.5
1982-83	8.0	9.0	11.5	13.5	11.0	7.0
1983-84	7.5	8.0	10.8	12.8	10.5	6.5
1984-85	7.0	7.0	10.0	12.0	10.0	6.0
1985-86	6.4	6.4	9.2	11.0	9.2	6.0
1986-87	5.8	5.8	8.4	10.0	8.4	6.0
1987-88	5.2	5.2	7.6	9.0	7.6	6.0
1988-89	4.6	4.6	6.8	8.0	6.8	6.0
1989-90	4.0	4.0	6.0	7.0	6.0	6.0

TABLE 17

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

DROPOUT RATES (GIRLS PRIMARY)-1975-76/1989-90

Years	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1975-76	2.9	1.5	4.2	7.3	11.5	13.0
1976-77	1.8	1.4	3.3	5.6	10.1	10.4
1977-78	4.1	1.6	5.1	9.0	12.9	15.5
1978-79	3.4	1.4	4.4	8.0	12.0	13.7
1979-80	2.7	1.2	3.7	7.0	11.0	11.9
1980-81	2.0	1.0	3.0	6.0	10.0	10.0
1981-82	1.7	1.0	2.8	5.5	9.5	9.5
1982-83	1.5	1.0	2.5	5.0	910	9.0
1983-84	1.3	1.0	2.2	4.5	8.5	8.5
1984-85	1.0	1.0	2.0	4.0	8.0	8.0
1985-86	1.0	1.0	2.0	3.8	7.2	7.2
1986-87	1.0	1.0	2.0	3.6	6.4	6.4
1987-88	1.0	1.0	2.0	3.4	5.6	5.6
1988-89	1.0	1.0	2.0	3.2	4.8	4.8
1989-90	1.0	1.0	2.0	3.0	4.0	4.0

TABLE 18

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

PROMOTION RATES (BOYS SECONDARY)-1975-76/1989-90

Year	Grade 10	Grade 11 Arts	Grade 12 Arts	Grade 11 Science	Grade 12 Science
1975-76	88.9	91.6	92.0	87.2	94.3
1976-77	89.4	92.3	91.3	88.2	93.0
1977-78	88.5	90.9	92.8	86.3	95.6
1978-79	89.0	91.3	92.9	87.5	95.4
1979-80	89.5	91.7	92.9	88.7	95.2
1980-81	90.0	92.0	93.0	90.0	95.0
1981-82	90.5	92.7	93.5	91.2	95.3
1982-83	91.0	93.4	94.0	92.5	95.5
1983-84	91.5	94.2	94.5	93.8	95.8
1984-85	92.0	95.0	95.0	95.0	96.0
1985-86	92.8	95.4	95.4	95.4	96.0
1986-87	93.6	95.8	95.8	95.8	96.4
1987-88	94.4	96.2	96.2	96.2	96.6
1988-89	95.1	96.6	96.6	96.6	96.8
1989-90	96.0	97.0	97.0	97.0	97.0

TABLE 19

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

REPETITION RATES (BOYS SECONDARY)-1975-76/1989-90

Year	Grade 10	Grade 11 Arts	Grade 12 Arts	Grade 11 Science	Grade 12 Science
1975-76	2.7	1.7	2.4	1.8	2.3
1976-77	2.4	0.6	2.5	0.6	2.5
1977-78	2.9	2.8	2.2	3.0	2.1
1978-79	2.9	2.5	2.1	3.0	2.1
1979-80	3.0	2.2	2.1	3.0	2.0
1980-81	3.0	2.0	2.0	2.7	2.0
1981-82	3.2	2.0	2.0	2.4	2.0
1982-83	3.4	2.0	2.0	2.4	2.0
1983-84	3.7	2.0	2.0	2.2	2.0
1984-85	4.0	2.0	2.0	2.0	2.0
1985-86	3.8	2.0	2.0	2.0	2.0
1986-87	3.6	2.0	2.0	2.0	2.0
1987-88	3.4	2.0	2.0	2.0	2.0
1988-89	3.2	2.0	2.0	2.0	2.0
1989-90	3.0	2.0	2.0	2.0	2.0

TABLE 20

EDUCATIONAL ENROLLMENT FORECASTING MODEL: PROJECTED

DROPOUT RATES (BOYS SECONDARY)-1975-76/1989-90

Year	Grade 10	Grade 11 Arts	Grade 12 Arts	Grade 11 Science	Grade 12 Science
1975-76	8.4	6.7	5.6	11.0	3.4
1976-77	8.2	7.1	6.2	11.2	4.5
1977-78	8.6	6.3	5.0	10.7	2.3
1978-79	8.1	6.2	5.0	9.5	2.5
1979-80	7.5	6.1	5.0	8.3	2.8
1980-81	7.0	6.0	5.0	7.0	3.0
1981-82	6.3	5.3	4.5	6.1	2.7
1982-83	5.6	4.6	4.0	5.1	2.5
1983-84	4.8	3.8	3.5	4.0	2.2
1984-85	4.0	3.0	3.0	3.0	2.0
1985-86	3.4	2.6	2.6	2.6	1.8
1986-87	2.8	2.2	2.2	2.2	1.6
1987-88	2.2	1.8	1.8	1.8	1.4
1988-89	1.6	1.4	1.4	1.4	1.2
1989-90	1.0	1.0	1.0	1.0	1.0

Appendix 1

LIST OF SCHOOLS VISITED

A. Northern Emirates

Emirate	Classification Code	School Name	Location
R-Al-K	M08		
P	F02	Hind	Idn
Int.	M09	R-Al-K	R-Al-K
Sec.	M13	R-Al-K	R-Al-K
M	M01	Al Madrid	Marid
Int.	M07	Al Rams	Rams
P	F03	Al Najar	IDHN
Fujeira			
P	M03	Massafi	Massafi
Sec.	M14	Qukba Ibnnafi	
Int.	M09		Dibba
P	M04	Minia	Fujeira
P	M04	Saif Al Douva	Fujeira
P	M01	Saquamquam	Squamquam
Int.		Um Al M'Nim	Fujeira
Sec.	F14	Um Al M'Nim	Fujeira
Sharjah			
P	M03	Um Al M'Nim	Daydh
Int.	M07		Daydh
P	M02	Al Annal	Daydh
P	F02	Mariam	Daydh
Int.	M05	Khaled Ben Mohamed	Daydh
Sec.	M14	Al Ouraba	Daydh
Ajman			
P	M02	Ibn El Hattran	Ajman
P	F02	Khadija	Ajman
Int.	F09	Thanawiya	Ajman
Sec.	F13	Thanawiya	Ajman
Sec.	M13	Al Rashdiya	Ajman
P	F03	Samiy'eh	Masfut
Int.	M08	Amar Ben Yasser	Masfut
O-Ai-Q			
P	M02	Saifah	O-Ai-Q
Int.	M09	Al Amir Thanawiya	O-Ai-Q
Sec.	M13	Al Amir Thanawiya	O-Ai-Q
Sec.	M14	Al Amir Thanawiya	O-Ai-Q
P	M03	Fatajain	Fatajal M
P	F03	Fatajain	Fatajal M
Int.	M08	Fatajain	Fatajal M

P = Primary
Int. = Intermediate
Sec. = Secondary

Appendix 1, continued

B. Dubai

Emirate	Classification Code	School Name	Location
	F02	El Khansa Girls Primery	Dubai City
	M02	Sha'b Boys Primary	Dubai City
	M04	Gamel Abdel Nasser	Dubai City
	F13	Houssa (K-12)	Dubai City
	M13	El Ma'ary	Dubai City
	M09	El Oumeir	Dubai City
	F03	Oourtouba	Dubai City

C. Abu Dhabi

	K6	Khalidiya	Abu Dhabi
	K6	Haldiya	Abu Dhabi
		Zaid Al Thani	Abu Dhabi
		Al Khadisiya	Abu Dhabi
		Oum Amar	Abu Dhabi
		Thanawiya A-D	Abu Dhabi
		Musafa (Boys)	Musafa
		Musafa (Girls)	Musafa

D. El Ain

	M06	New intermediate	El Ain
	F13	Thanawyatalain	El Ain
	M11	Zaid Al Awal	El Ain

Appendix 1, continued

Classification Codes

Primary (detached[1])

Complete	01
Incomplete	02

Parimary (attached[2])

Complete	03
Incomplete	04

Intermediate (detached)

Complete	05
Incomplete	06

Intermediate (attached primary)

Complete	07
Incomplete	08

Intermediate (attached secondary)

Complete	09
Incomplete	10

Secondary (detached)

Complete	11
Incomplete	12

Secondary (attached intermediate)

Complete	13
Incomplete	14

M = Male
F = Female

[1]self-contained school

[2]campus school

Appendix 2

NOTE ON A SPECIAL TRAINING AUTHORITY

Rationale

1.1 Great advances have been made in the UAE in the provision of general education. Technical education, on the other hand, has stagnated for the past years. As a consequence, the country is still experiencing difficulties in finding fully qualified nationals to fill technical positions at the technician and engineer level. Knowledgeable observers have advanced a number of explanations for the phenomenon which together form a complex network of factors discouraging nationals from pursuing technical careers at the level in question. The main reasons given are as follows:

- the poor reputation of technical schools owing to sometimes antiquated methods of instruction and lack of adaptation to modern technical needs;
- generally low participation rate in education[1] resulting in a disequilibrium between school graduates on the one hand, and job opportuniteis on the other;
- low ranking of "technical" careers in the society's value system (traditionally oriented towards trade, commerce, and livestock rearing).

1.2 There are two notable exceptions: the oil companies and the Armed Forces, both of which attract nationals for technical careers. The training arrangements made in the oil companies and in the Armed Forces on the one hand, and elsewhere differ widely. These differences are shown in the following schema:

---

[1] In comparison with other Arab countries having a similar system of education.

Appendix 2, continued

Standard arrangements for technical training in the UAE	Technical training arrangement in Armed Forces and Oil Companies
Training precedes career.	Training is part of career.
Training is open ended with regard to eventual position and eventual employer.	Training is open ended with regard to eventual position only.
Training confers only the status prestige of "student" or "trainee."	Training confers upon the trainee the prestige of the employing institution.
Training must be pursued to the highest level possible prior to commencing career (and without possibility to experience job realities).	Training is pursued at all levels, and for positions of increasing responsibility (with on the job experience*).
Once training completed, usually no further possibility for promotion through additional training.	Possibility to switch between training and job, hence continuous promotion and upgrading is possible*.
Failure to pass final examination implies that training received cannot be put to use.	Career structure as such implies the absence of "final" examination, and whatever training received is put to use.
Trainee receives a scholarship.	Trainee is salaried.

* Characteristics mainly to be found in Armed Forces Training.

1.3 It follows from this comparison that the training arrangements that are successful in recruiting candidates:

- avoid uncertainties with regard to future employer
- convey prestige and salary
- are relatively risk-free, ensuring that training is put to use profitably.

Moreover, the Armed Forces, given their hierarchical structure, provide an abundance of highly visible promotion opportunities.

Appendix 2, continued

Worker Training

1.4 Technical schools at the preparatory and secondary level cannot be relied upon in the UAE to produce skilled workers; the reward structure for those having reached these levels of education is such that they cannot be expected to take up work at this level. For those, on the other hand, who pursue engineering studies at the post secondary level, a technical education emphasizing manipulative skills is an inadequate preparation for such studies. Graduates from the technical secondary school, therefore, are neither "fish nor fowl" and are not easily employable anywhere.

1.5 Given this shortage of worker training for the economy as a whole, and not just for specific companies, it would seem that recourse must be made to training which does not require a major commitment in time on the part of the trainee. Such an approach to training exists in the form of "training in modules of employable skills" (developed by the International Labour Organization). The individual units of training (or modules) are of only a short duration which make it possible for employers to "second" employees to training.

1.6 Functional literacy programs may play an important role in such an approach since the most likely national target population is the illiterates. Clearly, the application of intensive programs of literacy and numeracy, adapted (in content and in the skill levels aimed at) to the entry requirements of modular training would be necessary. Drop-outs (and the immigrant population with less than a secondary education) are the other logical target groups.

Organization of the Training Authority

2.1 The legal status of the TA would have to be defined, as would have to be its ministerial affiliation. It would, however, serve as an agency through which trainees in long-duration technician training programmes would be accorded public sector employment status, at least for the duration of their training.

2.2 The TA would closely collaborate with the Ministry of Planning in questions of manpower, in particular future manpower demands likely to result from investment programmes. To translate these needs into training requirements, the

TA also needs close collaboration with the different sectors of the economy. This could best be achieved through a Consultative Board comprising representatives of interested Ministries (in particular Planning, Education, Labor, Industry) and of the main economic sectors.

SELECTED BIBLIOGRAPHY

Government Publications, Documents and Unpublished Sources

Abu Dhabi. The Cabinet Resolution Number (805/2), 1980, for Ministry of Education and Youth. Abu Dhabi, 1980 (Arabic).

Adiby, Abas Ali. Teacher Education and its Role in National Development in Bahrain. London: Lexington Books, D. C. Heathand Co., 1978.

K. B. "United Arab Emirates, xi, Education." The Financial Times. London: Pearson Longman Ltd., 1976.

Partners for Progress. A Report on the U.A.E., 1971-1976.

UNESCO. "Conference of Ministers of Education and Those Responsible for Economic Planning in the Arab States." Abu Dhabi, UAE, November, 1977.

United Arab Emirates. Paving the Way for a Better Future, 1979.

United Arab Emirates. Essays, Facts and Figures.

United Arab Emirates. United Arab Emirates, First, Second and Third Year Reports, 1973.

United Arab Emirates. United Arab Emirates: The Achievements. Teacher Recruitment and Planning. Switzerland, 1977.

United Arab Emirates. United Arab Emirates, First, Second and Third Year Reports, 1974.

United Arab Emirates, Ministry of Planning. Development of Public Finance, 1972-1976. Federal Government, Abu Dhabi, August, 1977 (Arabic).

United Arab Emirates, Ministry of Planning. Main Services Available in UAE, 1978. March, 1979 (Arabic).

United Arab Emirates, Ministry of Planning. The Main Features of Economic and Social Development in UAE, 1972-1977. May, 1978 (Arabic).

United Arab Emirates. Ministry of Information and Culture, Department of Information, T.R.P. Ltd., Switzerland, 1978.

United Arab Emirates, Ministry of Education and Youth. A Report About the Existing Administrative Work in the Ministry of Education and Youth. Abu Dhabi, 1980 (Arabic).

United Arab Emirates. Ministry of Education and Youth. The System of Administrative Work and Its New Forms in the Ministry of Education. The Constatant Office, Abu Dhabi, 1979 (Arabic).

United Arab Emirates, Ministry of Education. Education in the U.A.E., 1975.

United Arab Emirates. United Arab Emirates, First, Second and Third Year Reports, 1975.

United Arab Emirates. Annual Report, U.A.E. Ministry of Education, Abu Dhabi, 1974-75.

United Arab Emirates. Ministry of Education and Youth. The Plan of Political Education. Consultant Office, 1980-1981 (Arabic).

United Arab Emirates, Ministry of Education. Recommendations on the Establishment of Two Teacher Training Institutes. UNESCO, May, 1977.

United Arab Emirates. Report on the International Mission in the U.A.E. Abu Dhabi, UNICEF, December, 1973.

United Arab Emirates. Annual Report, U.A.E. Ministry of Education. Abu Dhabi, 1976-77.

United Arab Emirates, Ministry of Education and Culture. Where Dreams Come True. 1976.

United Arab Emirates, Ministry of Education. Annual Report. Abu Dhabi, 1977-78.

World Bank. United Arab Emirates, Educational Training Sector Survey. April, 1979.

Data Resources

Emirate of Abu Dhabi. Statistical Abstract Volume 3, Yearbook. Department of Planning, Abu Dhabi, 1974.

Government of Abu Dhabi, Ministry of Cabinet Affairs. Statistical Abstract, Vol. 2, Planning and Coordination.

United Arab Emirates, Ministry of Education and Youth. Education in U.A.E. Statistical Department, 1977 (Arabic).

United Arab Emirates, Ministry of Planning, Central Statistical Department. Employment & Wages Survey (October, 1978), Abu Dhabi, 1979.

United Arab Emirates. The Population Situation in the ECWA Region. United Nations Economic Commission for Western Asia, Beirut, 1980.

United Arab Emirates, Ministry of Planning, Central Statistical Department. Annual Statistical Abstract, 1973-78, 1979.

United Arab Emirates, Ministry of Planning, Central Statistical Department. Annual Statistical Abstract, 1973-78, 1980.

United Arab Emirates, Ministry of Education. Statistical Abstract, 1975-76. Department of Technical Affairs, Section of Statistics.

United Arab Emirates, Ministry of Education. Statistical Abstract, 1977-1978. Department of Technical Affairs, Section of Statistics.

United Arab Emirates, Ministry of Education & Youth, Department of Education. Drop out Pupils in Figures 1976-77. Section of Statistics.

United Arab Emirates, Ministry of Planning, Central Statistical Department. Preliminary Data, Annual Industrial Production Statistics. September, 1978.

Periodicals

Akina, Arthur. "Personnel Administration and Budgeting." Journal of IPA (August, 1964), 53-54.

Braibanti, Ralph. "Reflection on Bureaucratic Corruption." Public Administration: Journal of Royal Institute of Public Administration, XL (Winter, 1962), 357-372.

Houser, Philip M. "Cultural and Personal Obstacles to Economic Development in Less Developed Areas." Human Organization, XVIII (Summer, 1959), 79-84.

Patai, Repheal. "The Middle East as a Culture Area." Middle East Journal, VI, No. 1 (1952), 1-21.

Middle East Economic Digest, 17, No. 26 (Jan. 29, 1973), 1-27. "The UAE: A Special Report."

The Middle East Journal, 10 (1956), 33-42. "Administration & Legal Development in Arabia.

The Trucial States Development Office. Orient, 11, Nos. 3-4 (1970), 75-81 (Hamburg).

The Trucial State. "Nations in Building." Oil Progress, 21, No. 4 (1971), 2-9.

The World Today, 27, No. 4 (April, 1971), "The Union of Arab Government and the Future of the Gulf."

Books

Abdel Wassi, Abd-elwahab. Education in Saudi Arabia. New York: Macmillan, 1970.

Al-Mazyed, Sulaiman M. "The Structure and Function of Public Personnel Administration in Saudi Arabia." Unpublished Ph.D. dissertation, Claremont Graduate School, Claremont, CA, 1972.

Al-Hashimi, Ibrahim, S. J. Planning Occupational (Technical) Education and Training in Bahrain: An Alternative Approach. London, 1980.

American Management Association. Advance in Personnel Administration. New York: American Management Association, 1945.

Battle, Jean Allen, and Shannon, Robert L. The New Idea in Education. New York: Harper & Row, Publishers, 1967.

Beeby, C. E. Planning and the Educational Administrator. UNESCO, International Institute for Educational Planning, 1967.

Brameld, Theodore. Patterns of Educational Philosophy. New York: Holt, Rinehart & Winston, Inc., 1971.

Brown, Leslie M. Aims of Education. New York: Teachers College Press, 1970.

Chandler, B. J., and Peyy, Paul V. Personnel Management in School Administration. New York: World Bank Company, 1955.

Calhoon, Richard P. Problems in Personnel Administration. New York: Harper & Brothers, Publishers, 1949.

Castetter, William B. The Personnel Function in Educational Administration. New York: The Macmillan Co., 1971.

Chesswas, J. D. Methodologies of Educational Planning for Developing Countries. UNESCO: International Institute for Educational Planning, 1969.

Chruden, Herbert J., and Sherman, Arthur W., Jr. Personnel Management. Cincinnati: South-Western Publishing Co., 1972.

Coombs, Philip. What is Educational Planning? UNESCO: International Institute for Educational Planning, 1970.

Corria, H. The Economics of Human Resources. Amsterdam: North-Holland Publishing Co., 1963.

Curle, Adam. Educational Planning: The Advisor's Role. UNESCO: International Institute for Educational Planning, 1968.

Daniels, J. Abu Dhabi, A Portrait. London: Longman Group Ltd., 1974.

Damachi, Ukandi G., and Diejomach, Victor P. Human Resources and African Development. New York: Praeger Publishers, 1978.

Deutsch, Steven E. International Education and Exchange. Cleveland: The Press of Case Western Reserve University, 1970.

Devin, Eugene J. Analysis of Manpower Shortages in Local Government. New York: Praeger Publishers, 1974.

Drake, Charles A. Personnel Selection. New York: McGraw-Hill Book Co., Inc., 1942.

Fawcett, Claude W. School Personnel Administration. New York: The Macmillan Co., 1964.

Fawcett, Claude W. School Personnel Systems. Toronto: Lexington Books Co., 1979.

Ginzberg, Eli. Manpower for Development. New York: Praeger Publishers, 1971.

Ginzberg, Eli. Human Resources: The Wealth of Nations. New York: Simon and Schuster, 1958.

Glneck, William F. Foundation of Personnel. Dallas: Business Publications, Inc., 1979.

Gordon, Robert Aaron. Toward a Manpower Policy. New York: John Wiley & Sons, Inc., 1967.

Graham, Lawrence S. Public Personnel Dilemmas in Developing Countries: The Latin American Experience. Austin, TX: University of Texas at Austin, 1967.

Hack, Walter G., Ramseyer, John A., Gephart, William J., and Geck, James B. Educational Administration: Selected Reading. Boston: Allyn and Bacon, Inc., 1965.

Hammer, W. Clay, and Schmeidt, Frank L. Contemporary Problems in Personnel: Reading for the Seventies. Chicago: St. Clair Press, 1974.

Harbison, Frederick, and Abdelkader, Ibrahim. Human Resources for Egyptian Enterprise. New York: McGraw-Hill Book Co., Inc., 1958.

Harbison, F. H. Educational Planning and Human Resources Development. UNESCO: International Institute for Educational Planning, 1967.

Harbison, F. H., and Myers, Charles A. Manpower and Education. New York: McGraw-Hill Book Co., 1965.

Harbison, F. H., and Myers, Charles A. Education, Manpower, and Economic Growth. New York: McGraw-Hill Book Co., 1964.

Harris, Ben M., McIntyre, Kenneth E., Littleton, Vance, Jr., and Long, Daniel F. Personnel Administration in Education. Boston: Allyn and Bacon, Inc., 1979.

Henry, Nelson B. Personnel Services in Education. Chicago: University of Chicago Press, 1959.

Heyel, Carl. Human Resources Development. New York: Van Nostrand Reinhold Co., 1980.

Hicks, Norman. Economic Growth and Human Resources. New York: The World Bank, 1980.

Hollins, T. H. B. Aims in Education. England: Manchester University Press, 1964.

Irani, M. The United Arab Emirates. UNESCO, March, 1974.

Jakubauslas, Edward B., and Baumel, C. Philip. Human Resources Development. Iowa: The Iowa State University Press, 1967.

John, E. C., Jr., Jenson, T. J., and Staub, W. Frederick. Educational Administration: The Secondary School. Boston: Allyn and Bacon, Inc., 1965.

Kazamias, Andreas M., and Massialas, Byron G. Tradition and Change in Education. London: Prentice-Hall International, Inc., 1965.

Kiker, B. F. Investment in Human Capital. South Carolina: University of South Carolina Press, 1971.

Knezevich, Stephen J. Administration of Public Education. 2nd Edition. New York: Harper & Row, Publishers, 1969.

Knight, Peter T. Implementing Programs of Human Development. The World Bank, 1980.

Knopf, Alfred A. Administration. New York: Alfred A. Knopf, Inc., 1952.

Kronnick, Benjamin D. Educational Placement. Belmont, CA: Feron Publishers, Inc., 1974.

Lecht, Leonard A. Manpower Needs for National Goals in the 1970's. New York: Frederick A. Praeger, 1969.

Levit, Martin. Curriculum. Urbana, IL: University of Illinois Press, 1971.

Levitan, Sar A., Mangum, Garth L., and Marchall, Ray. Human Resources and Labor Markets. New York: Harper & Row, Publishers, 1972.

Lewis, L. J., and Loveridge, A. J. The Management of Education. New York: Frederick A. Praeger, Publisher, 1965.

Loken, Robert D. Manpower Development in Africa. New York: Frederick A. Praeger, Publishers, 1969.

MacDonald, John. A Philosophy of Education. New York: Scott, Foresman and Co., 1965.

Mangam, Garth L. The Emergence of Manpower Policy. New York: Holt, Rinehart & Winston, Inc., 1969.

Megginson, Leon C. Human Resources: Cases and Concepts. New York: Harcourt, Brace & World, Inc., 1968.

Mehta, M. M. Human Resources Development Planning. India: Macmillan Co. of India Ltd., 1976.

Moore, Harold E. The Administration of Public School Personnel. New York: The Center for Applied Research in Education, Inc., 1966.

Moore, Harold E., and Walters, Newell B. Personnel Administration in Education. New York: Harper & Brothers, Publishers, 1955.

Nadler, Leonard. Developing Human Resources. Houston, TX: Gulf Publishing Co., 1970.

Naiz, M. A. Training Program for Various Categories of Civil Service. London, 1977.

Nakhleh, Emile A. Bahrain. London: Lexington Books, D. C. Heath and Co., 1971.

Nigro, Feliz A., and Nigro, Lloyd G. The New Public Personnel Administration. Itasca, IL: F. E. Peacock Publishers, Inc., 1976.

Odiorne, George S. Personnel Administration by Objectives. New York: Richard D. Irwin, Inc., 1971.

Patten, Thomas H., Jr. Manpower Planning and the Development of Human Resources. New York: John Wiley & Sons, Inc., 1971.

Pigors, Paul, Williams, John, and Myers, Charles A. Personnel Administration. New York: McGraw-Hill Book Co., 1977.

Qubain, Fahim I. Education and Science in the Arab World. Baltimore, MD: The Johns Hopkins Press, 1966.

Robert, E. Finley. The Personnel Man and His Job. New York: American Management Association, Inc., 1962.

Schultz, Theodore W. Investment in Human Capital. London: Collier-Macmillan Ltd., 1971.

Sinclair, S. A. General Education and Manpower Requirement in Gulf Area. Kuwait: Arabian Planning Institute, 1975.

Singer, Hans Wolfgang. Perspectives of Economic Development. Boston, 1970.

Sockuat, James A. An Inventory and Assessment of Employment-Oriented Human Resources Development Programs in the Gulf Area. The Ford Foundation, Feb., 1975.

Southeast Asia Development Advisory Group of the Asia Society. Human Resources Development and Foreign Aid. Seadag, NY: The Asia Society, 1974.

Stronss and Sayles. Personnel: The Human Problems of Management. London, 1976.

Sweeney, Stephen B., and Worth, James C. Achieving Excellence in Public Service. Philadelphia: 1963.

Tibawi, Abdul Latif. Islamic Education. London: Luzac and Co., Ltd., 1972.

Tomkinson, M. The United Arab Emirates. London: Michael Tomkinson Publishing, 1975.

Ulich, Robert. Philosophy of Education. New York: American Book Co., 1961.

UNESCO. Asia, Arab States, Africa Education and Progress. Paris: UNESCO, 1961.

UNESCO. Manpower Aspects of Educational Planning. UNESCO, International Institute for Education Planning, 1968.

UNESCO. An Asian Model of Educational Development: Perspectives for 1965-1980. UNESCO, 1966.

Walker, James L., Marchall, Ray, and Rittenour, R. Lynn. Human Resources Development in Rural Texas. Texas: Board of Regents, The University of Texas System, 1974.

Walters, J. E. Applied Personnel Administration. New York: John Wiley & Sons, Inc., 1931.

Ward, F. Champion. Education and Development Reconsidered. New York: Ford Foundation, 1974.

Weber, Clarence A. Personnel Problems of School Administrators. New York: McGraw-Hill Book Company, Inc., 1954.

Weiss, Thomas M., and Hoover, Kenneth H. Scientific Foundation of Education. Dubuque, IA: Wm. C. Brown Co., Publishers, 1964.

Whitehead, A. N. The Aims of Education & Other Essays. New York: The Macmillan Co., 1929.

Wilson, M. J., Issa, J., and Barisch, Hans. United Arab Emirates Survey of the Education and Training Section and Preliminary Project Designs. The World Bank, 1979.

Woodhall, Maureen. Cost-Benefit Analysis in Educational Planning. Washington: UNESCO, International Institute for Educational Planning, 1970.

Wydstra, Ronald A. Human Capital Formation and Manpower Development. New York: The Free Press, 1971.