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Investigating the Historical Milestones and the Future

of the Saudi Female Education Development

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Thesis Submitted for the Degree of Doctor of Philosophy

MAR 2022

Abstract

Education is a mirror reflection of the community, and it is an open social system that mutually affects the common framework of the current culture. This paper discusses the major events in the history of female education development in an Islamic and conservative community. Female education in Saudi Arabia, along with the accompanied historical events, represents a unique experience that deserves further investigations and deeper analysis. Saudi female education started by a constitutional order, a century ago, in a country where the government supports female education, while the majority of community was against this education. Saudi female education started locally in home schooling known as (Katateeb), and kept developing until reaching higher education. This education started with modest capabilities and tools, and used old traditional styles. Later, it evolved into modern education that utilizes latest technologies, and employs updated teaching strategies.

Added, as this research is concerned with tracking the development history of Saudi female's education, it is also interested in learning the level of progress this education has reached, and what is distinguishing about this level. In this regard, The King Abdullah Project for public Education Development "Tatweer Project" (TP), which announced in February 2007, is considered as significant quality movement in the history of education development in Saudi Arabia, particularly with addressed budget of USD 2.4 billion. This project aims to scientifically and technically upgrade public education, and to build a knowledge community through a group of programs that will be implemented according to a long-term time plan. In which it represents a potential chance to reform the characteristics of education in Saudi Arabia within few years. Hence, studying TP will elaborate more about the level of progress that Saudi female education reached. Added, one of distinguished characteristics of TP is its goals of setting educational environment that fit with the educational requirements in the 21st century through optimal investment and expanding in using suitable technology in schools, and through increasing the efficiency of technology to enhance performance levels. Thus, investigating the application of Information and Communication Technology (ICTs) in TP will reflect the achieved level of progress that development of Saudi female education reached.

Accordingly, the first objective of this study is to identify the significant milestones in the development of Saudi female education by investigating official historical documents and to explore the vision the future of this education based on the experience and viewpoints of a

group of people who witnessed and practiced its development. Additionally, the second objective is to learn about the level of progress that Saudi female education achieved by investigating the application of ICTs within TP in particular.

Hence, the qualitative methodology was used for this study. Particularly its aim is to add verification of previous literature. The data were collected on two stages as follows. The first stage used semi-structured interviews. A total number of 6 interviews, conducted to women educators who had a deep experience in the field of Saudi female education over a long time. In the second stage of data collection, the methods including observation, focus-group, and interviews were used with a group of participants in a number of TP Schools. The sampling technique of convenience and snowball was used to reach all these people.

Regarding the first objective of this research, the majority of interviewees agreed that Royal Decree order, in 1959, to establish female education is considered being the most important event in the history of Saudi female education development. This is because it was a major change point to swift improvement and rapid growth for the favour of female education. Another point is that, the events of Adult Education, Higher Education, and Scholarship Saudi female abroad made positive impacts to develop the education of Saudi female. On the contrary, the introduction of pre-university exams, and the preparation-year in the university had negative impact. To expand this point, the increasing in the count of female students in the higher education, and the rate of joining human science and theoretical majors resulted in unwanted graduates who fit neither with markets' needs nor with the growth plans.

Moreover, the (The amalgamation of the educational authorities) decision in 2002 sounded to be an accurate one. Well, the outcome of the decision of (merging the Ministry of Upbringing and Education with the Ministry of Higher Education into one ministry that named "The Ministry of Education") is still not that clear yet. Finally, the interviewees pointed out there will be promising chance to improve female education through "Tatweer" Schools model of king Abdullah's project, and through the returned Scholarship female graduates.

In regards to the second objective of this research about the application of ICTs in TP, the participants' responses can be categorized within three main themes, namely technical supplement in TSMs, the usage of technology, and the challenges. Generally, the analysis presented a positive extent of using ICT in TP schools, along with the two application of modern educational, namely organizational learning, and the professional learning communities. This

positive analysis outcome reflects optimistic indicators that fit with the goals orientation of TP In terms, it tells how the development of education in Saudi Arabia is keeping up with modern teaching styles, and employing latest technology in its progress for better and advanced education.

Keywords

Acknowledgment

First and above all, I praise God, the merciful and the passionate, for providing me with the opportunity to step into the excellent world of research and granting me the capability to proceed successfully in my PhD. Thanks so much for giving me more than I could ask for.

Working on this PhD has been both a painful and an enjoyable experience. It has been a dream to climb such a high peak and stay sufficiently focused to reach the target. I am so grateful to many people who have supported me in helping me reach the top and enjoy the beautiful scenery.

I am grateful to my supervisors, Professor Masanori Kakimoto and Professor Mizuho Iinuma, for their valuable guidance, useful suggestions, and insightful comments. I feel honored, privileged and fortunate to have produced this work in conjunction with such a great supervision team.

I would like to thank my beloved mother, Fatma Kokandi, for giving me so much inspiration, love, support and encouragement. I cannot thank her enough for everything she has done for me throughout my life. Whatever I do I will not to be able to give back. I hope that I can always be a daughter to be proud of.

My sincere gratitude to the loving memory of my beloved and kind father, Mohammed Ameen Kasem, who raised me to hope, believe and achieve, but did not live to see this great accomplishment.

My deepest gratitude to my beloved sons: Essam, Wael, Mohammed, and Husam who has helped me to continue believing in myself. Their kind-hearted personality has always encouraged me to pursue my PhD. They have always motivated me during the most painful periods of my studying, and encouraged me to stand and never bend to difficulty. Words cannot express my gratitude for everything they have done. I cannot thank them enough. Thank God for giving me such a lovely family that forms the backbone of my success and happiness.

I would like to convey my thanks to all of the staff, teachers, and colleagues at Tokyo University of Technology - Department of Media Science, who have helped and supported me in the PhD program.

Finally, many thanks go to everyone who has helped me in various ways in terms of support and assistance along my journey.

Mutabar Alturkosatny
MAR 2022.

Table of Publications and Participated Conferences

The following conference papers and publications are outputs based on research conducted throughout this PhD:

Conferences:

- Alturkostany, M & Iinuma, M (2018), *The application of technology in the Saudi national program "Tatweer" to improve public education*.

  Paper presented at: ICIET '18 Proceedings of the 6th International Conference on Information and Education Technology. January 6-8, Osaka, Japan.

Publications:

- Alturkostany, M & Iinuma, M (2018), *The application of technology in the Saudi national program "Tatweer" to improve public education*. ICIET '18: Proceedings of the 6th International Conference on Information and Education Technology. January 2018. Association for Computing Machinery New York (NY), United States. pp 177–184. ISBN**:**978-1-4503-5359-5. [online] available from: <https://dl.acm.org/doi/10.1145/3178158.3178166> [19 JAN 2019]

- Alturkostany, M & Iinuma, M (2021), *Exploring the Education History of Saudi Woman*. International Journal for Innovation Education and Research. Dhaka, Bangladesh, 9(8), pp. 93–112. ISSN**:**2411-2933. [online] available from: < https://doi.org/10.31686/ijier.vol9.iss8.3266> [10 AUG 2021]

Table of Contents

Table of Tables

Chapter 1: Introduction

1.1 Introduction

This is an introductory chapter, which offers a general idea of the research that presented throughout the thesis's context. It begins by providing a background of the research taken. After that, it highlights the gap in the literature and address research problem. Then, it states research's objectives and aims. Next, the chapter shows an overview of thesis structure.

1.2 Research Background

Female education in Saudi Arabia is considered as a unique and unequalled experience among well-known education systems around the world in terms of its establishment, development rate, and its own characteristics. Female education started and grew in a short period by considering the faced challenges. Actually, it is late by 30 years comparing with systemized male education in Saudi Arabia (Ameen, 1986).

Saudi woman has a unique privacy among the women around the world. A number of scholars wrote about it in variety of viewpoints and diverse of perspectives. However, these previous studies seem that they do not cover sufficient fact, moreover, generally they suffer the lack of subjectivity and inaccuracy. In this respect, Tsujigami (2008), Japanese associate professor, mentioned:

> "Probably like other scholars, my intellectual interest was triggered by the unique gender norms of Saudi Arabia: veiling practices that sometimes require covering faces, the ban on women's driving, sex segregation in the public spheres and so forth. In spite of the strong economic and energy relationship between Saudi Arabia and Japan, both of us severely lack understanding on social and cultural matters… We rather face real obstacles to obtain information from the region. Saudi Arabia was, and still is, a destination difficult to reach" (pp 62-63).

Moreover, according to Hamdan (2005), researchers, who argue female education situation in the countries of Middle East, probably unaware of the link between education and Islamic principles. Unfortunately, a number of these researchers inaccurately assume Islamic

religion is the reason that resists female education. In addition, they oversight the Islamic call, which outlined by the Quranic verses, to educate both males and females, and to seek understanding. Worth to mention, when it comes to discuss Saudi female position, it seems rather shallow to impute it to the previously assumed and inherited characteristics of the Islamic religion (Hamdan, 2005, p. 53).

Another point, according to the call of "Dialogue Among Civilizations" by Arnove (2015, p. 174) who is an expert in the fields of comparative and international education, it seems critical to undertake a study of educational system by joining lenses from philosophy, history, and social science. This is because these bodies of knowledge interact and develop with cultural currents, international politics, economy, and "dialogic space" as time passes. In such a study, scholars from diverse backgrounds similarly contribute to the production of comparative education theory.

One more point, Montagu (2008) pointed out that there is no need for foreigners to write about Saudi female, particularly, it seems discomfiting to describe how determined and brave these females as they already do, hence, researchers who investigated the embedded-norms of their culture put them aside on purpose. Well, it looks like these foreigners are in a place of telling narrative about Saudi female succession, or presenting, to those who do not believe, the strength and the higher educational level of Saudi female which is supported by the reform of the leading government.

Based on the aforementioned, the author will discuss the remarkable experience of female education development in Saudi Arabia in terms of how pioneering of its establishment was, how unique its style is, and how important its achievements are. Additionally, the author will instigate to identify the significant milestone through the development history of Saudi female education.

In addition, as this study is concerned with tracing the development history of Saudi female education, it also interested in knowing the level of progress that this education has reached, and what are its characteristics that distinguish it from previous educational development projects. In this regard, the King Abdullah Project for public Education Development "Tatweer Project" (TP), which announced in February 2007, is considered as significant quality movement in the history of education development in Saudi Arabia (Al-Romi, 2008). It is a distinguished project in comparison with the previous efforts of the Ministry

of Education. Added project acts for the favour of servicing public education and its development, in Saudi Arabia, to completely prepare humane resources. The budget of this project was approximately SAR 9 billion which is equivalent to USD 2.4 billion (SPA, 2007). According to Tatweer official website, TP aims to scientifically and technically upgrading public education, and to build a knowledge community through a group of programs that will implement according to a long-term time plan.

Therefore, it is possible to say TP represents a significant milestone in the development history of Saudi female education. In addition, it has a potential chance to reform the characteristics of education in Saudi Arabia within few years. This means, learning more about TP will elaborate more about the level of progress that Saudi female education reached.

In this regard, there is a number of studies investigated TP, and its schools that named Tatweer School Model (TSM), from many aspects. For example, the study of Bukhari (2012) investigated the impact of teachers' practice, what challenges, benefits, problems, and implementation on blended learning in girls' secondary school in TP, the study of Alghamdi and Higgins (2015) that highlighted a number of quantitative outcomes that related to training the teachers in one of TP primary schools, and the study of Alenezi (2015) that investigated the factors of technology, policy, culture, and implementation in which how they may support changing from Information and Communication technology (ICT) adoption to ICT implementation to figure out the ways to balance technology with Islamic values.

Through the context of interests of this research, one way to distinguish and set the focus on what is unique about TP in comparison with other projects of education improvement, is to review the established national strategy of TP. More in this regard, as stated by The Ministry of Education about The King Abdullah Project for public Education Development (2008), this strategy accounted ten goals, where each goal has a certain group of policies to be achieved. Among these goals, the one that concerned with technology is the goal number (5) that stated setting educational environment that fit with the educational requirements in the 21st century. Added this will be achieved by optimal investment and expanding in using suitable technology in schools, and continuously maintaining it. Also, the goal number (9) stated increasing the efficiency of technology to enhance performance levels.

In this regard, a number of studies discussed the majority of educational reform efforts by focusing on investing in the products of ICT. This is to create transformation in the

17

educational model, in which it represents a positive orientation (Al-Saleh, 2003). Based on this, the author suggests technology seems to be the only significant matter that changes, while the educational thought remains traditional in TP.

Accordingly, this research aims to investigate more about TP in general, and about the application of ICT in particular, in order to learn about the level of progress that Saudi female education achieved.

1.3 Research Aim and Objective

This research mainly intends to address the following questions:

Question 1: *What are the significant milestones that affected the development of education in Saudi Arabia in general, and affected the development of Saudi female education in particular?*

Question 2: *What is the current status of employing technology in TSM for girls within the national program to improve the public education TP in Saudi Arabia?*

Accordingly, this research looks to achieve the following:

- Identifying the critical events in the history of Saudi female education.
- Identifying the impacts of these events on the development of female education in Saudi Arabia.
- Discussing the surrounding circumstances of these events, and the community reaction by interviewing a number of people who lived and experienced these events.
- Identifying the major efforts and achievements to promote the quality of female education in Saudi Arabia.
- Presenting shining samples of Saudi females who fought and struggled for the sake of pursuing with their education.
- Visioning the future characteristics of female education in Saudi Arabia based on the current fact of education situation in Saudi Arabia.
- Learning the characteristics of the latest level that Saudi female education reached by investigating TP project in terms of employing ICT to support the development of the education.

In terms of contribution, this research hopes to achieve the following:

- Providing a theoretical contribution in the field of comparative education that responded to a number of calls by related studies and conferences in the same field.
- Discussing and analysing the experience of Saudi female education, which represents an interesting setting in terms of the unique social, cultural, and political characteristics of a distinguished country like Saudi Arabia.
- Providing a contribution to research methodology by employing an alternative and new perspective to undertake the empirical study. To expand this point, instead of exclusively depending on the commonly used traditional way of quoting and referencing from previous studies, this research will seek the information from deeply related and concerned people who personally experienced the events, and witnessed the critical milestones in the development of Saudi female education.

1.4 Research Methodology

Due to the fact, this research has an exploratory nature in terms of aiming to learn more about the history of female education in Saudi Arabia, this research employed the qualitative methodology as it highly fits with the addressed nature and needs of the research itself. Hence, a number of qualitative methods are used to collect and analyse the data. For instance, historical analysis is employed to learn more about the past of female education in Saudi Arabia, and the methods of semi-structured interview and focus group are used to collect the data related to TP.

1.5 Research Sample

The data was collected in two stages. In the first stage, a number of semi-structured interviews is conducted with some of Saudi females who intensely concerned, and have deep experience with the development of Saudi female education. This is to learn their personal stories to pursue their education, and to learn their feedback about the concluded milestones according the author's believes.

In the second stage, the author visited a number of Tatwer School Models TSM, and used the techniques of observation, focus group, and semi-structured interviews with of a group of people there who had a deep relation with TSM. This is to gain enhanced investigation about TP and the application of ICT in particular there.

Noteworthy, research ethics were considered, and taken into account in line with ethics bodies that regulate social fieldwork.

1.6 Research Structure

Chapter 1 provides research introduction. It begins with the brief background of Female education in Saudi Arabia related literature. Next, it is followed by a short discussion about research problem, aims, questions, objectives, and methodology. Later, it creates a research process. Finally, the structure of the research is provided.

Chapter 2 provides a review of the literature of Saudi Female Education and narrowed its historical facts. This will be followed by a critical discussion to highlight research problem and literature gap. After that, the chapter focuses on the major events (i.e. milestones) in the history of Female education in Saudi Arabia. Later, it examines the related literature to the status of employing technology in TSM for girls within TP in Saudi Arabia.

Chapter 3 discusses research design and methodology. It begins by focusing on the conceptual framework of the research. After that, it discusses the proper paradigm for this research. Then, it clarifies research methods in terms of the proposed data collection plans. Finally, it highlights the suggested analysis strategy.

Chapter 4 focuses of the empirical research stage. It highlights the data analysis and resulting outcomes with respect to the viewpoint of participants in the first stage of data collection regarding the significant milestones and events in the history of Saudi Female Education. The analysis in this chapter addresses the first question of this research.

Chapter 5 presents the analysis of the second stage of data collection. It concerns with the feedback of other group of participants who are related to TP regarding the employing technology in TSM. The analysis in this chapter addresses the second question of this research.

Chapter 6 discusses the analysis outcomes, and links them to the literature review in terms of agree, disagree, or complement. Added, it reflects the author viewpoint, and answers research questions.

Chapter 7 reports the theoretical and practical contribution. Then it highlights the contribution to methodology. Later, it discusses research limitation and future recommendation.

Chapter 2: Literature Review

2.1 Introduction

The last chapter offered an introduction to the research, and outlined of its aims and research structure. This chapter reviews a wide range of literature that draws upon frequent related bodies of knowledge.

This chapter starts by reading through the social and cultural characteristics of Saudi nation before the announcement of the official female education system. Then, it reviews a number of significant events in the history of female education development in Saudi Arabia. Later, it examines the related literature to the status of employing technology in TSM for girls within TP in Saudi Arabia.

2.2 The social and cultural characteristics of Saudi nation before the announcement of the official female education system

2.2.1 Background

The Education of a nation reflects this nation's facts, history, culture, the extent of development, and ambitions. Hence, the diversity of educational systems among different nations depends on the conditions of culture, society, politics, and economy. These factors continuously affects the development of educational systems, and form their philosophy, goals, and styles. Accordingly, each educational system gains its privacy based on these previous factors. Early in the 20th century, the educational scientists paid attention to the impact of these factors, and tried to investigate and analyses them to reach a number of conclusions about the nation (AlSonbul et al, 2008).Whereas the practice of female education and her participation in the social growth are inspired by the culture and privacy of the nation itself, thus it is highly recommended, before investigating the Saudi female education, to focus on the characteristics of the Saudi nation that the female is one of its parts.

According to Hamdan (2005), it is critical to learn about the structure of Saudi community and to recognize the parts of the religion and habits in order comprehend the social

changes. Particularly the matters that are related to (Hamdan, 2005). It is known Saudi Arabia has an Islamic ideology the form a critical base of its system. Islamic religion is considered as the main source of Saudi constitution since the establishment of the country by the founders "Al-Soud" family.

As Muslims have the faith that Islamic constitution "Sharia" comes from God, hence it is a satisfactory assurance for its validity and accuracy over other legislations (Maud, 2008). Hence, Islamic directions (i.e. Sharia) influence the Saudi people's attitudes in all life fields, this includes for example political system, social life, organization management, and individual work. This means, Saudi women live in cultural system that inspired by Islamic directions that considered as the light in this life and hereafter. So, both source of Islamic religion, namely "Quran" and "Sunnah", have promoted the Muslim people to seek education. Added, Islamic religion raised the level of Muslim scholars who keep looking for knowledge. Added, Islamic religion raised the level of Muslim scholars who keep looking for knowledge and called them "Ulama". This phrase is a plural, and it is derived from Arabic word "Elm" which means knowledge. Added, "Ulama" refer to a group of people who are scholars in religious knowledge.

The following are translated quotes from "Quran" and "Sunnah":

Allah (God) says in the holy "Quran": "God will rise up, to suitable ranks and degrees, those of you who believe and who have been granted mystic Knowledge".

Prophet Mohammad in "Sunnah" says:" every Muslims males and female, is requested to seek for knowledge".

According to this, both source of Islamic religion, namely "Quran" and "Sunnah", have promoted the Muslim people to seek education. Added, Islamic religion raised the level of Muslim scholars who keep looking for knowledge. Also, education should to be given to all Muslims, and this includes both males and females. Hence, Islam granted female right to get educated.

Moreover, in the lives of all Muslim people, the prophet (Mohammad) represents the role model in practice. For example, the prophet asked on of female companions (AlShefa Aladweyah) to tech his wife (Hafsa) how to read and write. Another example, the prophet's wife (Aysha) learnt a lot for her husband, and then narrated thousands of his says, and became

a significant reference to many "Ulama" in religious matters. Such examples, they confirm the necessity to educate girls and women in Islam (Hamdan, 2005). Worth to mention, seeking knowledge was not exclusive to prophet's wives. Actually, a numerous of Muslim females were keen to learn, and compete with men in education. In this respect, seeking education is recommended and even directed by Islam (Bin Fahad, 1990).

The positive affect of education made impact thorough generations of Muslim females. A huge number of them reached a high level in various religious fields, like "Akeeda", "Fikuh", "Hadeeth", and "Quran". Moreover, those women did well in terms of being "Ulama" for many men scholars. Thus, this can be a proof for the excellency of when comes to taking care of knowledge and Intellectual genius. (Morsey, 1997).

Later, in the central of the Arabian Peninsula zones in particular, an era of backwardness came after the flourishing Islamic period. Actually, the female and education received most of the negative impacts. Among a number of reasons behind this challenging situation were poverty and hardship of life, so female could not join educational activities. Moreover, as time passed over years, some older and non-Islamic habits refloated and hold a presence. Accordingly, the old cultural habits of denying women equality were considered as Islamic rules and affected the Muslim nation (Hamdan, 2005).

More in this respect, according to Al-Sggaf (2004), the periods, that was before the establishment of Saudi country, witnessed a critical discontinuity that led to disrupt the organization of values, living style, way of thinking, and attitude. This led to a general backwardness that continued until the discovering the oil and its investments. This reach source of income was employed by the Saudi government for the sake of country renaissance, and to deal with poverty, disease, underdevelopment and uneducated situation.

Actually, convincing the people, at that challenging time, of the criticality of education needed great wisdom by the early Saudi state. The founder of Saudi Arabia (i.e. King AbdulAziz AL-Saud), realized the importance of education as a tool to achieve modernization. However, it was not that easy to establish an official educational system in terms of the lack of finical resources, demographic situation of population, the common traditions. When considering female education, it was in place of argument and diversity of individuals' viewpoints. As result, this education had a critical obstacle (Abo Husain, 1987, p 190-199).

Moreover, in the early and beginning stages of Saudi country, there were a group of people who did not believe in female education due to old and obsolete inherited beliefs. Those people inaccurately thought the education is a cause of female corruption and leads to insurgency (Albaghdady, 1985, p 426). Added, those people preferred raising a girl to be a housewife rather than being an educated person (Samar, 2021, p 15). Therefore, the stage of creating awareness, with respect to the importance of female education, was quite challenging in history of Saudi female education development (Lal and Aljondi, 2004, p 101-103). Nonetheless, However, there was another group of people who were aware of the importance to educate their female member of their families. So, those aware people registered their daughters in private schools, or sent them to study abroad. More in this respect, according to Altorkustani (1998, p 85-87) there were two available types of non-formal local education prior to the official one as follows:

(1) Learning in home "Katateeb"

"Katateeb" is a non-professional teaching efforts, where some ladies used to dedicate their homes and transform them into small class rooms "Katateeb", to teach "Quran" and the basic of reading. Those ladies were supported by donation (i.e. monthly payments) of students' families. Added, some of those ladies were doing that for free (i.e. Charity). This style of education was popular in the most zones of Saudi Arabia, particularly in the zones of "Najd", "Al-Hijaz", and the eastern areas.

(2) Private Schools

As there were some families who could support their daughters and sent them to study outside Saudi Arabia, like Egypt and Lebanon in particular, other families managed to improve (Learning in home "Katateeb") places and transform some of them into semi-organized private schools, and the rest to organized private schools. However those schools did not have a unified system, and they did not use the same curriculum as some of them used the books of Saudi organized male education, and some of them borrowed the dedicated books from female education from other Arabic countries. Actually, a number of these schools significantly presented and had a major role in female education at that time. For example: "Dar Al-Hanan" in Jeddah which was established by princess "Effat" the wife of king "Fisal", the private girls school in Makkah, "Al-Karimat" institute in Riyadh which was established by the royal family to educate its daughters during King "Saud" era.

Scholars of educational history recognized the important and early impact of "Katateeb" and private schools to participate in offering educational chances for females, and to support them with suitable skills the women needed to fill their role in the nation. These limited educational chances, for both males and females, got serious social acceptance, and then led to open more schools in villages and cities (Bubshait, 2008, p 20-21).

In order to deal with the social challenges, and to persuade Saudi people to accept female education, the Saudi government utilized a "step by step policy" method. It influenced the media channels, like the press, to set the focus on this obstacle to "convince public opinion leaders" to discuss and handle it with the public. The legality of female education was questioned from Islamic viewpoint, in addition to this education's "social and economic benefits", "what sciences women should learn", and "what stage females should be allowed to continue their education". A number of "Ulema" and notable leaders were interviewed by newspapers to talk about this challenge, and to reply public queries. Regardless the viewpoints diversity about "difference in opinions about how profitable education was for women, there was nearly a consensus that education for women is an Islamic duty as well as a government responsibility that should be fulfilled, especially when material support and social justification for it were readily available" (Bubshait, 2008, p 21-22) and (Lal and Aljondi, 2004, p 102-106).

Notwithstanding many writers, journalist, took part in discussing and influencing the public about significant matter, "Ulema" had the major role to direct and persuade the public to accept female education based on logical reasons and Islamic legitimacy. This helped to clarify religious stand, and to increase people awareness, hence the conditions back then was ready for the implementation (GPGE, 1999, p 207).

Based on the above, it can be concluded that establishing official female educational system faced a number of challenges by tribal conflICT, dark thoughts, traditions worn, and the denial of women's right to educate. Added, the succession of changing community believes that resists female education reflects the wisdom of Saudi Kings in terms of selecting the right strategy and timing. Finally, the role of "Ulema" to make the change of convincing people about the impotence of female education shows the strong binding of Saudi people with Islamic directions, and the trust they have in "Ulema".

2.3 The significant events in the history of female education development in Saudi Arabia

2.3.1 First event: The announcement of the official female education system

In (22 October 1959) the official governmental newspaper "Um Al-Quara" highlighted in the first page the official announcement of (official female education system) upon the orders of King "Saud". Worth mentioning, this Royal Decree reflected the wish of "Ulema", and assured this education aims to achieve fruitful religious and social goals, like teaching "Quarn", preparing the girl to be a successful housewife, kind mother, and good wife). At the same time, this grantee this education has no negative influence on religious upbringing, morals, and social conservative habits. Moreover, this Royal Decree mentioned seeking the support of religious committee under the presidency of Saudi grand mufti. This is to supervise female education affair, in addition to set the standards of selecting female teacher in terms of having good Islamic faith. Also, Royal Decree directed to gather all private schools under the management of this official female education system.

The following quotation is a translation for the Royal Decree:
"King Saud addressed the nation on the subject of girl's education in 1959: Thanks be to god, we have decided to bring into effect the desire of the Ulama in Saudi Arabia, and to open schools to teach our girls the science of our religion from the Quran, and belief and fuqaha, and other sciences which are in harmony with our religious beliefs, such as home economics and child rearing, and anything of which the effect on their belief will not make us fear for the present or for the future. The schools will not have any negative effect on our belief or behavior or customs. To this end, we order that a committee be set up, its members being drawn from the important Ulama, who we trust very much to organize this school, to decide on a program, and to see that it is carried out" (MOE Official website, 2016)

In 1960, the Saudi government established a presidency that named "General Presidency of Female Education" (GPGE), and started to open governmental female schools. As the religious committee was managing the female education, the presidency followed a religious methodology which is based on Islamic directions, segregated males and females classes in all educational levels, respected conservative traditions in the Saudi Arabia, and supports moral values with respect to local female conditions (Albaker, 1988, pp 31-32).

26

Following the announcement of official female education, a number of committees sent and travelled around the Arabic countries, this in order to find credible female teachers, who had good Islamic faith, to sign contracts with them to work in Saudi female schools (Alotaibi, 2014). Later, many contracts were signed with teachers from Egypt, Iraq, Syria, and Sudan, in addition to some teachers from India to teach English language. Moreover, there were some contracts with Saudi female teachers who graduated from private schools.

It is possible to mention the process of sending committees to look for and to sign contracts with female teachers from outside Saudi Arabia seems to be a "Borrowing" process that Arnove (2013) pointed out in his book (The Dimensions Of Comparative Education in Scientific Aspect). However, instead of sending the Saudi girls abroad, the foreign teachers were brought to Saudi Arabia. This is in contrary to what the Japan did by sending a mission to China (in 607 AD)to study the empires education system, or to what the USA did by sending the American students to peruse their post-graduate education in Europe (in the 19th Century).

AlMunajjed (1997) mentioned that making education, in a record time, became possible in Saudi society because of hiring teachers from Arabic countries. At the time of GPGE establishment, there were about 70 private schools, about 400 "Katateeb". Later in July 1960, the GPGE opened 15 primary schools. In the same year, the (Intermediate Teachers Institute) was opened, and it received the graduate of private schooling. According to the records of private and governmental schools in that year, there were 142 administrators, and 333 teacher who educate 11753 students (Alriyadh Newspaper, 2021).

Throughout ten years since the establishment of GPGE, female education was developed and started to make a complete system that takes the girl in clear sequence of Primary Schools, Teachers Preparation Institute, Intermediate School, Secondary School, and Higher Education (Alamri, 2007). Hence, it is to say, the development of Saudi female education was steadily progressing in a mastered growth plan. In which, it had a positive reflect in terms of the increasing demand for education, in the growing numbers of female students, schools, end educational levels.

In consequence to this historical decision for the sake of Saudi female education right, the Saudi government had to avail schools and to publish knowledge in a way it suites with the Islamic directions. In this respect, Almorshed (1998), the previous present of female education, mentioned after a while the majority realized female education is operating according to

academic plan under rigorous management that maintained female dignity on the light of the traditional conservative habits. Thus, female student were able to educate in a gender-segregation conditions (Almorshed, 1998, p 203).

As result, this contributed to correct a number of inaccurate beliefs about female education, and the majority of Saudi people accepted the concept of female's right to learn. So, a numerous of female schools were opened around Saudi Arabia, and the Saudi girls had a chance to start and to peruse their learning to higher education levels (Al-Hakeel, 1996).

According to Alsadhan (2010), the establishment of official female education was a major social changing event in terms it reformed the perception of home and family thinking. Actually, this change was on the entire nation level. Though it only concerned with educational or cultural sides, it turned to be a social phenomenon (Alsadhan, 2010, p 11).

Alsalumi (2012), mentioned the establishment of a separated organization of "GPGE" was the expected natural result of nation's ideology and its conservative nature, in addition to the resistance that accompanied female education. Furthermore, Alsalumi (2012), clarified the "Ulema" confirmed Islamic judgement (i.e. "Fatwa") of allowing female education, and took the responsibility to be on the top of its managerial hierarchy. By doing so, a number of worried nation's groups changed their minds, accepted, and had confident in this education. Particularly when "GPGE" followed the Islamic religious roles that respect nation's values in terms of having separated management for female affairs, separated curriculum, students and teachers dress code, and separated public transportation for female students (Alsalumi, 2012).

On the one hand, Bubshait (2008) agrees with Alsalumi (2012), where she emphasizes the establishment of GPGE at the early beginnings of female education in Saudi c as the start point to improve this education. (Bubshait. 2008. P. 23). On the other hand, Hamdan (2005) has a counter opinion. She sees the role of female education serves for the beneficial of conservation forces, instead of contributing for social change as a tool. .(Hamdan, 2005, p.60)

2.3.2 Second event: Dealing with adult illiteracy

Illiteracy is considered as one of significant obstacles in any community that impede the operational growth of economy, society, and education. Therefore, the majority of countries, both developed and developing ones, were keen to deal with all forms of adult illiteracy. In this

respect, Saudi Arabia came as one of the pioneers who believed in the importance of education, took care about this illiteracy challenge and dealt with it among all the citizens, males and females, in order to prepare them for the sake of making better nation (Almosa, 2013, p 176). Educating the adult and dealing with their illiteracy started voluntarily by individuals. Then, the Saudi government adopted these efforts gradually over the time. Later, the government announced royal decree to establish official system of adult education and illiteracy eradication in 20 JUL 1972. This announcement included a completed plan to deal with citizens' illiteracy within 20 years (Alsonbul et al, 2008, p 441).

Worth to mention, as agreed by the Saudi (Council of Ministry) and in reference to Saudi Education Policies (Chapter 7 / 128):

> "It is the government's duty to educate adults and to eradicate illiteracy. Added, the government will provide the support for this education in terms of the needed administration, finance, and management. This is in order to educationally level up the nation, and to distribute the knowledge among the individuals".

Such a commitment by the government, it was a significant factor to follow a planning strategy for adult education and illiteracy eradication. Al-Hamidi (1979) believes the plan of (twenty years) to eradicate illiteracy is considered as a major events in the Saudi history of adult education and illiteracy eradication.

According to Almosa (2013), announcing the system of adult education and illiteracy eradication is considered as an overwhelming development with this type of education. Hence, dealing with illiteracy became a national responsibility, as result, adult education and illiteracy eradication took a clear roadmap through national strategic plans. In this respect, the concerned roles and guidelines were constituted, this was in order to the achieve the twenty-years of overwhelming plans that were keened to enhancing education standards, meeting growth requirements, and keeping up with the international and advanced standards in this field (Almosa, 2013, p 176) and (Alsonbul et al, 2008, pp 438-443).

The term "Illiteracy" is meant to address those, males or females, who failed to meet accepted age to enrol into primary schools, never been in one before, and lack the necessary basics of reading and writing. Added, the term "Senior" refers to those who have certain skills' level of reading and writing, however these skills level lack the needed qualification to have a

job. Moreover, illiteracy eradication aims to enhance the educational levels of targeted people, and to enable them to benefit themselves, and their community by gaining the essential skills of reading, writing, and calculation. The term "Senior Education" refers to educational programs that designed according to the needs of governmental and private organizations, and meets the needs and wishes of senior people regardless their social, economic, or cultural levels (Aldakheel, 2004, pp 14-16) and (Alkhankawi, 1995, pp 18-19).

According to the essential statistics, that were used by the dedicated committee to study the twentieth plan to eradicate illiteracy in 1972, there were a high rate of illiteracy at that reached to %60 for males and to %90 for females (MOE Senior Education Department, 2016).

This obviously reflects the higher expansion rate of illiteracy between females in comparison with males. The government realized this situation, and accordingly set more focus to deal with illiteracy in general, and for females in particular. (MOE Senior Education Department, 2016)

In this respect, in 1983 the GPGE established five centers for illiteracy eradication, two centers in Riyadh, one in Jeddah, one in Makkah, and one in Dammam. In these canters, there were 47 classrooms, and they were attended by 1400 students. Added, this establishment is followed by opening more centers for senior education by using the premises of governmental schools, where male used to attend in the morning, and then females used to attend in the afternoon (Lal and Aljondi, 2004, p 186).

At the beginnings of these centres, the program duration was 4 year, where each two years represents a single level. The first level is "Eradication", and its ends by gaining "Illiteracy Eradication" qualification. Then, the second level is "Following up", and it ends by gaining a qualification that equivalent to primary schooling. The employed curriculum in these centres included Religion, Arabic language, Healthcare, Mathematics, and science. Later, this system was updated In 22 MAR 1988, in terms of shortening the program duration to three years, and to introduce a new curriculum for senior education (Alsonbul et al, 2008).

With respect to Intermediate and Secondary educational levels, the centers of "Illiteracy Eradication" used the same curriculum of general education program. However, it considers the special needs and abilities of senior students (Almosa, 2014, p 182).

Therefore, the centres of "Illiteracy Eradication" kept expanding along with female schools in general education. By the end of 2014, there were 2039 centers (MOE Senior Education Department Female, 2016).

Worth to mention, there are a numerous of projects and programs that aim senior education, where a number of ministries and governmental organization participate to provide this service along with the ministry of education. Many and various programs took place to meets the needs of senior females, and contribute to community growth. As result, the rate of illiteracy decreased to %8.27 in 2015. The following were among these programs:

Systemic Centers: After completing three years in these centers, the student graduate with qualification that equivalent to primary schooling. The curriculum cover a number of subjects including English language, Computer, and life skills. In 2014, the count of female attendees reached 33730 students. Since the establishment of these centers, the count of graduate females reached 491540 who gained the qualification of primary schooling. Worth to mention, a huge number of these graduates perused their intermediate and secondary schooling.

The program of (community without illiteracy): This is a flexible program in terms of reaching the illiterate females to their local locations, and employ uniqueness education. This program focuses on Alphabetic illiteracy eradication with the help of other awareness and supporting programs. There is 269845 students made use of this program since its introduction in 2008.

The program of (Educated neighbourhood): This program targets the modern illiteracy eradication, and expand its concept for life range. It takes place all around the country, particularly the neighbourhoods of low educational and economic levels. This program aims to enhance women's efficiency and abilities to allow them to start small projects, hence this in order to improve their families' living standards. This program teaches a number of skills in the fields of profession, technician, life, languages, computers, marketing, and project management. In academic year 2014 / 2015, the total number of this program's female beneficiaries reached 111766 trainees who, in total, attended 1300 workshops, and 290 reading-support programs, and 6149 awareness lectures.

Awareness campaigns and Illiteracy Eradication: These programs target women in countryside (i.e. villages, rural communities) where there is a high rate of illiteracy. In such

places, people usually keep moving and never settle in a single resident. A number of organizations participates in these campaigns to increase the awareness and to provide support, like Ministry of health, Ministry of Agriculture, and Social Affairs. After the six years of running these programs, female beneficiaries reached 16299 trainees in total (MOE Official website, 2016).

According to Noora Alfaiez, the former vice minister of education, Saudi Arabia seriously spends efforts, through illiteracy eradication and senior education, to achieve continuous growth for those women who did not had earlier education. Moreover, Alfaiez (2012) calrified these programs will keep running until eradicating illiteracy among women. Then, she confirmed these efforts exceeded alphabet's illiteracy eradication to deal with cultural illiteracy, and reached life time education. In addition, Alfaiez (2012) mentioned these programs program purpose to enhance women's efficiency and abilities to open for then chances to start small projects, which will lead to improve their families' living standards.

According to Nasser ALHkabani (2013), the general manager of senior education in the ministry of education, Saudi Arabia were honoured by five international prizes: the prize of "Noma" from UNESCO in 1998, the prize of Cultural Illiteracy Eradication "ALECSO" in 1998, the prize of Cultural Illiteracy Eradication in 1997, the prize of UNESCO for Ministry of defence, and the prize of UNESCO for national grads.

2.3.3 Third event: Higher Education for Saudi female

The higher education is considered as one of the critical social aspect that any community is aiming in order to improve this community's life style. Higher education represents a specialized stage of education that responsible to prepare the qualified forearm in order to arise the national growth (Khalifa, 2021).

The term higher education covers all the organizations that takes care of all types and levels of scientific specialty after the completion general education (i.e. secondary school). Added, higher education aims to provide specialized information, improve student's skills, and prepare them to mind the gap of needed human resources (Algoblan, 2020, p 36) and (Alsaloom, 1986, pp 501-510)

The beginnings of higher education started when the King AbdulAziz, the founder of Saudi Arabia, directed to send 14 students, who graduated from schools of scholarship preparations and from secondary intuits in 1937, to study abroad in Egypt and in some European countries for specialized education (Alhamed et al, 2007, p 119)

Well, the actual start of higher education was by the establishment of "Sharea" college in Makkah in 1949. Later, it followed by opening a number of colleges, like the college of Teachers in 1952 in Makkah, and "Sharea" college in Riyadh in 1953. (Alsaloom, 1986, pp 417). In 1957, royal decree number (17) announced the establishment of King Saud University in Riyadh.

Moreover, as higher education is considered a critical factor that influences country's growth progression, royal decree number (1/236) announced the establishment of the Ministry of Higher Education in February 1975 (MOHE Official website, 2016).

In this respect, the duties of the Ministry of Higher Education were identified as follow: Planning, Coordinating, Following up with the needs of the country in the field of Higher Education. Also, availing the national forearm in the fields of management and science to serve the national growth goals. Added, the ministry will supervise the scholarships programs and universities international relationships (Alghamdi and Abdoljawad, 2010, p 252). Worth to mention, supervising "Tarbeia" colleges remained at the custody of GPGE.

Higher Education received generous support from Saudi government, in terms of establishing more universities, opening scientific and empirical colleges, and setting huge financial sustenance. So far, there are 24 governmental universities and 8 private universities in Saudi Arabia. In which, they cover varies majors and specialties (MOHE Official website, 2016).

In regards to female higher education in Saudi Arabia, in 1961 King Saud University in "Riyadh" offered opportunities to study as a part-time for Saudi females in the colleges of Literal Education and Commerce. Then, that university accepted the Saudi female as a full time students in 1974. In 1968, the education collage in "Mecca" offered opportunities for females to study as a full time at the evening. In the same year, with the establishment of King AbdulAziz University in "Jeddah", females studied as part-time at the evening in the beginning, then it changed into a full-time in the morning later. This mean, King AbdulAziz University

was officially the first when it comes to accept Saudi females in higher education (Halawani, 1988, p 49,50,53).

On contrary to full time students, the part-time students do not require attending universities premises. Actually, part-time students need to attend for limited time, and then depend on themselves to get scientific resources, or to contact the lecturer. Recently, this model had developed to fit with modern life updates (Almosa, 2014, p 74).

As result of government's keen to avail higher education to females, as it did to males, universities proceeded to dedicate separated buildings and equip them with the needed devices and tools. Also, a number of deanships and administrations were introduced to coordinate between the colleges and divisions for both males and females. Hence, opportunities created for Saudi females to study in several fields and majors that fit with the nature of Saudi women, and serve the community as seen by the authorities. Currently, females have educational chances in the most of Saudi universities, both governmental and privates, all around different regions. These chances cover bachelor, Master, and PhD levels. In 16 May 2006, according to royal decree number (MB/3139), there became a dedicated university exclusively for females named "Princess Noora Bint AbdulRahman AlSaud" university. This university has the first female director: princess "AlJawhara Bint Fahad AlSaud".

Noteworthy, up to the time of conducting this research, Female students cannot attend "King Fahad University for Petrol and Minerals" in Dhahran, and The Islamic University in Madinah.

Another point, as the number of female graduates from high schools keeps increasing, along with the needs for more teachers and supervisors in various fields by GPGE, and in order to reach Self-sufficiency, the idea to open female colleges came to surface (Bin Dehish, 1998, p 183).

In 2 November 1968, royal decree number (842) announced to form a high-level committee to study the project of female higher education in 1970, and that is after ten years of opening the first governmental school for females in Riyadh. Previously, the former GPGE opened the first female college (i.e. "Tarbia" college) in Riyadh, which were attended by 82 students. Then, more "Tarbia" colleges, to prepare female teachers, opened in sequence in the

rest of the cities in Saudi Arabia. In total, there were 62 colleges in 2006, some of these colleges served literature fields, and some served scientific fields (Alsonbul et al, 2008, p 261).

In addition, more higher education programs were introduced in some colleges for Master and PhD qualifications in some majors. Also, in 1979, a number of intermediate colleges were opened where their programs' period was two years. These colleges aimed to train qualified graduates to teach in primary schools. Later in 1990, these intermediate colleges transformed into advanced colleges, where their programs' period became four years. These transformed colleges intended to prepare the teachers for primary and intermediate levels. The graduates of these colleges rewarded with the qualification of bachelor.

Therefore, the continuous efforts of Saudi government availed the chance of higher education for Saudi females. The statistics of female education reflected the serious wishes and intensive demand to learn, to pursue with higher educational levels, and to make use of the opportunities of higher education in some fields (Almobarak, 1986, pp 101-102).

2.3.4 Fourth event: Changing the methods of evaluating the students, and the standards to accept them in Universities

In order to graduate from high schools, student had to undergo unified exams, known as central final exams, for each subject that set by the Ministry of Education in Riyadh for all schools in Saudi Arabia. Then, in 4 April 2008, the Ministry of Education announced the orders to execute the decision of Saudi Council of Ministers to annul central final exams in high schools, and replace them with assessments exams instead, named "Qeas". This exam includes abilities and achievement tests. Accordingly, high schools would set the final exams based on scientific criteria's and specific standards to evaluate student achievements each semester.

In 19 August 2000, a royal decree number (8/471) announced the agreement for the decision of Saudi Council of Ministers number (6/18/1421) in 14 MAY 2000 that concluded the following: one of the standards to accept the students in the universities is to pass the evaluations of (Achievement tests) and (Abilities test) to measure the scientific achievements and personal skills respectively. Hence, the results of these two tests, along with the GPA of high school, will be the standards of Universities' acceptance. Added, these tests will be set and

supervised by the National Center for measurement and evaluation in Higher Education (Alhamed et al, 2007, pp 327-328).

More in this regard, (Abilities test) assesses the skills and talent of a student that reflect his abilities and readiness for higher education. (Achievement tests) measures the scientific comprehension of a student that requires answering a number of multiple choice questions, in which these question represents the scientific contents.

One of these tests' aims is to show scientific and subjective indicators to support the judgment of student level of gaining skills and knowledge in a specific subject, learning methods. Another aim is to learn the achievement level of student in specific subject based on his studies in secondary school.

Moreover, among the rationales of the National Centre for measurement and evaluation in Higher Education are the following:

1) Selecting the best of the requesters based on scientific and subjective factors.
2) Limiting the rate of failures in universities.
3) Enhancing internal efficiency of the universities.
4) Limiting the behaviour of changing between the different specialties, and between universities, in which this behaviour had a negative influence on the educational programs, and on the future plans (Almosa, 2014, p 216).

During academic years (2007 / 2008), Saudi universities started employing Preparatory-Year, except King Fahad University for Petroleum and Minerals as it already started earlier using its own style. To clarify more, Preparatory-Year is an integrated-goals academic program that aims to prepare a student to be able to merge in the University's environment of education. During this year, the essential and needed skills for higher education get improved that covers English language, Self-development, and Computer. Then, on the light of this year's outcome, the student's specialty will be determined.

According to the guide of preparatory-year of King Abdul Aziz University, the goal of this year is to prepare the student to the university life in terms of science, Skills, and psychology in which it will have a significant impact on student excellency during higher education. In addition, it reflects the student's abilities and skills levels, and support accurately selecting the right specialty. As result, this contributes to deal with challenge of student failure

in different specialties. Worth to mention, this challenge is critically annoying Saudi universities (KFUPM preparatory-year Guide, 2016).

There were many arguments between those who care about education with respect to the previous events, as each one of them has a specific viewpoint and personal reading to the reality (i.e. supporters and opponents). To begin with, in regards to the decision of central final exams annulment, the opponents highlighted a number of warnings. In this respect, according to a survey for 1064 participants by "OKAZ" (Saudi newspaper, 2007, issue 2282), about %89.5 suggest this annulment decision lack the fair general evaluation for all students, in terms of the differences in assessment methods between different teachers, and between different schools. While the old style of central exams had a unified methods by the Ministry of Education. Furthermore, about %85.4 of the participants pointed out this annulment may result to weaken the scientific value of Saudi qualification. Added, about %73.2 of the participants believed this annulment will have negative impact on the student scientific achievements. Furthermore, %8 of the participants mentioned this annulment might lead to negatively increase the favouritism, and disrespect the differences between the qualified students with those who are not. Worth to mention, though the high rate of the opponents, only %54.5 of the participants suggested going back to the old system of central final exams (OKAZ Newspaper, 2007).

In contrary, the supporters highlighted the positive impact of the of central final exams annulment decision. In this respect, (Almeshgih, 2011), Academic in King Saud University, suggest this decision sounds accurate on the light of rapid development that the field of education is witnessing nowadays. This is along with introduction of modern technical educational style the seriously served the educational procedure. Moreover, (Almeshgih, 2001) mentioned these annulled exams turned to be a goal to happen rather than a tool of assessment. Actually, these exams were a nightmare for students and their guardians every year, and the exams' time used to create uncomfortable atmosphere that filled with worries, which in result lead to miss its educational purpose of evaluation. This result contradict with the first item of the (modified regulation the student evaluation) that constitutes: "Evaluation is a continuous process aimed to judge the scientific achievement of a student"

Mansor (2011), the CEO of "Al-Marifah" private schools, mentioned that assigning the duty of setting the final exams to schools themselves was a right decision. This is because all governmental and private schools already internally conducts exams on monthly and semester

basis. Added, for the third level of secondary school, all exams used to be set internally, except the final exam that has %30 of total score. (Mansor, 2011) focused on the resulted risk because of these central final exams that students, guardians, and some governmental organization suffer in case of challenges, like leaking the exams before the due date.

Mokhtar (2011), the dean of educationin Um-Alqura Iniversity and a former member of Saudi Consultative Council, highlighted the annulment of central final exams led to save billions that used to spent on organization process, like forming committees, printing, photocopying, papers, allowances, and other type of expenses. Added, (Mokhtar, 2011) mentioned the introduction of (Abilities test) to get University's acceptance is reasonable enough learn the student's capability for higher education. This is in addition to other standards that required by scientific departments, like interviewing, and scientific tests. Such arrangement, it make universities ready to deal with the change in central final exams system, hence it is possible to count on secondary school GPA, along with the results of Abilities and Achievement tests by using these figure in specific formula, than then make the suitable judgment to accept or to reject the student.

Likewise, there is a verity of opinions with respect to assessments exams "Qeas" and preparatory-year. (Al-Rashid, 2015), manager of relationship, media, and communication in National Center for measurement and evaluation, confirmed that there is a need to assessments exams "Qeas" because of the absence of trusted tools and measures of students' abilities and skills. (Al-Rashid, 2015) justified that though the existence of some acceptance exams, these exams are not standardized, and did not prof its capability to vision student's performance later in university. (Al-Rashid, 2015) clarified, one of the goals of assessments exams "Qeas" is contributing to unify acceptance standards, increase subjectivity, guaranteeing the farness in exams, and using them as new standards.

Al-Jandan (2009), the manager of King Fisal University, mentioned the importance of Abilities and Achievement tests to evaluate student's abilities, skills, scientific achievements, and the extent of readiness for higher education. (Al-Jandan, 2009), clarified universities count on %30 for abilities, %30 on secondary school GPA, and %40 on achievement, in which they represent a reasonable values for student and university.

Al-Hasan (2015), educational consultancy, asserted it assumed the main function of assessments exams "Qeas" is to assess education outcomes, but not to depend on these exams

results to accept the students in the universities. Added, he believe in keeping the preparatory-year in a way that covers all the subjects and sciences.

Al-Akeel (2015), a lecturer in King Saud University, request to annul the preparatory-year, as he suggest this year consumed the student's time and efforts. (Al-Akeel, 2015) made this opinion because a number of students, who passed assessments exams "Qeas" and preparatory-year, are less qualified, because they did select their specialties based on their wishes, actually they were selected based on the scored figures of assessments exams "Qeas" and preparatory-year.

Al-Bassam (2013), the dean of literature in King Fisal University, complain that assessments exams "Qeas" do not suite all student, and do not count as an accurate assessment. Added, (Al-Bassam) said, there is a number of student who could not pass Abilities test, thus they could not meet the standard to gain acceptance in Saudi universities. However, those students join King Abdullah Scholarship program, and were accepted in international universities. In addition, those students achieved very well in their studies there, and scored advanced records among other international students. Hence, this present an issue the need to get solved, and the assessment "Qeas" center and other related parties should discover the talented student instead of sending him abroad to be discovered there.

Aal-Safran (2015), the former dean of education in King Khalid University, critiqued the way of running assessments exams "Qeas". In this respect, he mentioned these exams only measure the levels of language and passion skills, in which at the same time it ignores evaluating other personal sides .

Al-Shokrah (2016), Academic in the field of media and communication, argues the main aim to utilize the outcomes of assessments exams "Qeas" still not yet met. To expand this point, the curriculum, which students learnt, did not receive and improvement from assessments "Qeas" center, and the majority of the graduates are not the expected level. This means randomization and the absence of subjectivity in the assessments exams "Qeas" led to reject the qualified students, and allowed those who are in a lower level. (Al-Shokrah, 2016) said this outcome is expeted as these exams only focus on results based on written papers. Therefore, this led to neglect the critical factors of working in educational field in particular that mainly depends on personal sides.

Worth to mention, annulment of preparatory-year and merging its skills in the programs of general education was one of the recommendation of JSTN conference that concerned to find how to integrate between the programs of general and higher education after the merging decision (Justin, 2016).

2.3.5 Fifth event: The amalgamation of Saudi educational authorities

In 24 MAR 2002, a royal decree number (A/2) announced one of the most critical decisions in the history of Saudi female education development, which was the amalgamation of "General Presidency of Female Education" to the Ministry of Education (Education of males). This significant event of GPGE amalgamation, which was the exclusive authority of female education in the first three level of education before the university (i.e. Primary, Intermediate, and Secondary), comes after separately working for like 42 years.

Worth to mention, according to this decision males and female students would remain attending separated schools and study places. Added, the amalgamation meant to unify the senior management in planning and evaluation, speeding up the process to make decisions, saving more, and preventing the duplication in directions (Alghamdi and Abdoljawad, 2010, p 52).

(Alsaaddon, 2002), a lecturer in the university, mentioned regarding the amalgamation it is not possible to separate it from historical development of education. Added, female education had special case in the beginnings, as the nation was not accepting female education. As result, the government had to carefully handle the situation in way to gradually gain families agreements, and to increase their awareness with the importance of female education. (Alsaaddon, 2002) stressed the current conditions have change, hence it was critical to revise the situation of female education and to amalgamate GPGE with the Ministry of Education into one organization to avoid the duplication in education management. Further, he added this amalgamation seems to be convenient after the current development of society, culture, and education of Saudi Arabia.

Hamdan (2005) justified the decision of amalgamation as a result to the incident of Makkah fire. More in this respect, in March 2002, 15 young female students died because of

fire incident in a primary school in (Makkah). Thus, GPEG and The Ministry of Education were amalgamated in response to the calls of both government and public. ."(Hamdan, 2005, p.44)

However, (Al-Fayez, 2002), a member of Consultative Council, denied the link between the decision of amalgamation and the incident of Makkah fire. He justified that by mentioning GPEG already had issues that affected teachers and students prior the incent of Makkah fire. Therefore, the Saudi government reached a conviction to the significance of amalgamating these two separated educational authorities into one organization. Moreover, this amalgamation reflect the serious care of the government about the education and its development.

According to (Altowajiri, 2002), a member of Consultative Council, suggested the amalgamation of GPGE to The Ministry of Education would save a lot of efforts and introduce better abilities. He added, this action was needed for a long time ago, because the segregation between males and females education occurred in response to special cases in the beginning of GPGE, in which these case are beyond the current situations, hence this segregation in no longer needed. Furthermore, (Altowajiri, 2002) hoped that this change to be combined with a significant change in the structure of this field, so the woman would have a bigger role to manage this organization rather having a marginal one. This because the won is best when it comes to know about the needs and how to respond in the education field.

As mentioned by Alhamed et al (2007), the separation of public education for both males and females raised the need to coordinate the efforts between these two styles of education in planning, uprising development, managerial organization, and better investment for the workers in both styles to utilize their expertise which was the reason behind the amalgamation (Alhamed et al, 2007, p 47).

Husain (2009) focused on the economic impact of the amalgamation, which was expected to reduce the cost of operating duplicated educational units in the different areas and zones. In addition to redirect these expenses to serve the students by building new governmental facilities and improving schools' equipment.

Well, these positive visions were not totally free of extremist objections as mentioned by (Hamdan, 2005). More in this respect, because of the amalgamation, extremist people revolted the religious scholars as they only accepted female education under the umbrella of "Ulama" (i.e. conservative religious scholars) (Hamdan, 2005, p.44).

The resistance built their argument under the pretext this amalgamation will lead to marginalize the role of religious scantest to lead female education politics in particular, and to displace them from leadership. Added, they see this amalgamation as a sign of the failure of the Saudi pioneering practice of female education dependency.

Al-Rasheed (2002), the former Saudi minister of education at that time, announced and confirmed to Saudi News agency (WAS) and to Saudi TV that male and female education in Saudi Arabia are under the control of one constitution that derived from Islamic religion that represented the believes, warship, moral, roles, constitution, and a complete system of life for the nation. Besides, it represented the critical base of country public politics. (Al-Rasheed) explained the decision of amalgamation GPGE to The Ministry of Education has a number of well studies goals, for example increasing the quality of managerial performance for male and female education together. Moreover, (Al-Rasheed, 2002) asserted the will no combination between men and women at all.

For the related of GPEG, like leaders, administrators, teachers, and the majority of female students' guardians they normal accepted this decision of amalgamation, and they did not affected by the resentences arguments. Possibly this happened because of their deep believes in the judgment of government that mentioned by the former minister of education (Al-Rasheed). In 30 APR 2003, a royal decree announce to change the name of the Ministry of Knowledge to the Ministry of Education, and to have two vice-minsters: one of them for male educations, and the other one for female education. Changing the name reflected the direction toward focusing on the uprising factor in terms of concerning about knowledge, moral, and skill sides of a student (Alghamdi and Abdoljawad, 2010, pp 57-58).

In 20 JUN 2004, Saudi Council of Ministers announced the order number (143) to accept the recommendations of ministerial committee of managerial development to transfer the supervising of male teachers colleges and female teachers colleges, which reached in total to 102 colleges, to the ministry of high education.

*The agency of female colleges was supervised by the former GPEG, then by the Ministry of Upbringing and Education, and then by the ministry of high education.

As Alsaleh (2007), the Secretary-General of High Education Council, expected that setting all teachers' colleges of females and males under the universities management (i.e.

Financial and academic), in addition to restructure each one of these colleges and identifying the needed seats and specialists by the their owner universities, would create the required balance between theatrical and practical specialists. As result, this would deal with the challenges of over graduated students in theatrical specialists. Moreover, it would rationalize the usage of humane and financial resources, and to employ these resources in way that serves the growth needs.

According to Al-AbdulMonem (2007), the dean of economic and administration college, this action would unify the authority instead of the previous dispersion because of multi-subordination in female colleges. Added, based on the direction of, the former, Ministry of High Education to apply quality standards and adopt scientific accreditation for all universities and colleges, it is highly expected to upraise the academic level, enhance the preparation for job field, and improve the outcomes qualities.

In 13 February 2009, Saudi Arabia witnessed a critical events in terms of allowing women to reach leader positions. In this regard, a royal decree announced the assignment of (Nora Al-Fayez) as a vice minister of education for female affairs. According to this, (Nora Al-Fayez) is considered to be the first female who occupied the chair of a vice minister In the history of Saudi Arabia. Added, this event represents one of interesting impacts of the amalgamation in the history of Saudi female education.

In 9 March 2011, an order announced assigning (Haya Al-Awwad) in the position of (Deputy Minister for education affairs) after the former (Deputy Minister) Mohammad Al-Emran. Furthermore, this the first time a woman occupied a leader position that exclusively dedicated for men. At the same time, this is second high rank position that a women occupied after the assigning (Nora Al-Fayez) as a vice minister of education for female affairs. (Haya Al-Awwad) announced involving the Saudi woman to share leader positions in the ministry of education reflect the government intention to accomplish the planned goals for the critical filed of education that was set by Saudi leaders.

According to (Al-Shagawi, 2009), general manager of institute of public administration, sees the event of assigning (Nora Al-Fayez) as a historical record that affirms the qualification of Saudi. Furthermore, (Al-Shagawi, 2009) consider this assignment as a rewarding to all Saudi women, as well as highlighting their qualification and the significance of their contribution in growth.

Al-Monea (2009), a member of Consultative Council and professor of Social planning in princess Noora University, suggested one of the critical decision that comes after the assignment of (Nora Al-Fayez), is the decision of Saudi Council of Ministers to speed up the femininity-process of related administrational sector in the Ministry of Education. This is because this decision confirms the direction to toward availing Saudi women to work along with planning and making decision. Such a direction, it sounds critical in the current time conditions.

In 29 January 2015, a royal decree number (A/67) announced the merger of the (Ministry of High Education) and the (Ministry Upbringing and Education) (i.e. Public education) into one university named the (Ministry of Education), and to assign (Azzam Al-Dakheel) as the Minister of Education. As result to this royal decree, this new Ministry became the biggest ministry in Saudi History in terms of its budge that exceeded the quarter value of Country's Public Budget (Sabq News, 2015).

There was a debate about this merger event. Some optimistic views suggested such an event, it will contribute to unify the education's strategies, plans, and polices. Therefore, the will be an exchange for the qualified expertise and staff. In addition to benefit from the scientific researches that will contribute to improve and develop educational methods in Saudi Arabia.

However, on the other hand, other views were conservative as they believed the impact of this event would not be that effective when it comes to practice rather than theory. Particularly the former Ministry of Upbringing and Education still suffering from the impacts of the amalgamation of female education authority.

Al-Mutlaq (2015), the dean of Library affairs in Hail University, mentioned that the event merger of High and Public Ministries of Education into one Minisrty of Education, and cancelling a number of related committees to High and Public Ministries of Education, comes under the concept of "Reengineering". This concept is one of modern administrational introductions to improve working process in organizations. According to (Al-Mutlaq, 2015), this merger contributes to accomplish goals and meet requirements in more effective and high efficient way.

Al-Shinbry (2015), lecturer of Upbringing administration and planning in Shakra University, argue there were not field studies, meetings, or conferences to investigate the

economical and administrational appropriation of this decision. Moreover, with the absence of subjective justification of merging High and Public Ministries of Education into one organization, it seems hard the judge the accuracy of this decision. Added, the to forecast its success or failure of this event, according to (Al-Shinbry, 2015), depends on the challenges that the concerned parties who will perform this merger on the field, and on their abilities to draw the merger policies based on scientific perspective rather than individual efforts. Then, (Al-Shinbry, 2015) added there are a number of challenges that may affect the success of this merger action. Well, to deal with them, there are some precaution steps should be considered. Among these challenges is the managerial structure, added, both ministries had hierarchy-central one. The following are some of the rest of these challenges: the majority of universities have bureaucracy managerial style, the autocracy leadership style has more publicity in universities and schools, the huge size of human resources in both ministries, the variety of education type between public and high education in terms of vision, mission, goals, policies, programs, requirements, and evaluation standards. Bedside, both ministries already had numerous of administrational, organizational, and education obstacles which they both suffers for years.

According to the viewpoint of (Al-Ferihy, 2015), the dean of college of design in Al-Qasim University, though the debate and diversity of reactions from a number of academics about the merger, this decision seems to be wise and brave one, and it would lead to effectively accomplish goals. In this respect, (Al-Ferihy, 2015) referred to the succession of previous merger experiments, like the amalgamation of GPGE to The Ministry of Education and restructuring them into one ministry. Likewise, the merger of female colleges, teacher preparation colleges, health colleges, and community colleges to follow the structure of universities, where the challenging phase has passed with all its significant issues.

Al-Umar (2015), a former dean and a university lecturer, clarified that a number of countries face the experiments of merging or breaking two mysteries. So, there are no common educational facts that justify the merging or breaking. The success of failure of a merger depends on the nature of Managerial, Political, and financial systems, in addition to the future vision of education of a country. Moreover, (Al-Umar, 2015) believes the experiments of these two ministries is neither totally positive nor totally negative. However, it is possible to reduce the negative impact by marginalizing the bureaucracy and centralization forces on both branches of education (i.e public and high).

According to the viewpoints of a number of academics and supervisors, the decision of merging the two ministries into one ministry would speed up the process to set the universities and independent units as academic and consultant establishment that are able to finance its programs along with help of governmental grants to finance their operations. This is the used system in some foreign countries and the United Sated of America (Sabq News, 2015)

2.3.6 Sixth event: The scholarship program for Saudi female

The Saudi female education, that started in 1960, was continuously progressing within a studied growth plan. The Saudi female used to have two options after completing the secondary school to pursue the education, either in female colleges in public universities, or private universities. Worth to mention, private universities began to open after the governmental approval (number 7/B/6024) in (11 APR 2003) that constituted to allow private or charity organizations to invest in this field of education (MOHE Official website, 2016).

As the Saudi government believes that education is the first step in the road of intellectual and cultural freedom, and in terms of admitting the significant role of Saudi female when it comes to the cultural development of Saudi community, female colleges and universities started post educational programs, like Master and PhD levels, in some majors. In addition, the governments offered opportunities for abroad scholarship to gain higher qualifications in a number of majors that not available in Saudi Arabia, or may be required by the growth plans. According to Islamic roles, a male of first degree relative "Mahram", (like father, brother, and husband), must escort the female when she travels abroad. In this respect, this role was a one of the regulations in scholarship program. Accordingly, a numerous of Saudi females managed to gain the qualification of PhD during this scholarship program with the escorting of their "Mahram".

At the same time, a number of Saudi females escorted their scholarship husbands as dependents, and managed to join the scholarship program. Later, these females gained qualifications for PhD and Master along with their husbands.

Added, for those females who could not join the scholarship program due to their special conditions, as an alternative, they could enrol in a program of (Joint Supervision) to study and to gain higher qualification inside Saudi Arabia.

Joint Supervision: this program is well known under other names internationally. Like: The external degree programs, Joint supervision, Co-tutorial program, twinning or split degree programs, and Joint Program overseas collaborative provision.

According to the (Joint Supervision) programs, a local organization is directly linked to an international organization, where this international organization set the standards, requirements, and exams according to levels of international universities. At the same time, the international universities provide a supervision to the local organizations through a committee or a responsibility group. Added, the local organization pays fees for the name and for the provided services of the international universities. According to this deal, the international university grant admissions for the local student to join the program. So, this international program would be conducted and complete within local academic organization.

Actually, the scholarships presented significant and honoured samples of Saudi females who became famous on the international level. For example,

- Dr. Khawla Al-Kariee, a senior scientist of Cancer research who achieved Harvard University prize for scientific excellence in 2007.
- Dr. Sameera Isalm, who achieved the prize of UNISCO in 2000 for science field of women and science, as she was selected among 32 best scientists out of 400 nominated scientists from the six continentals.
- Dr. Hayat Seliman Sendi, one of the most famous world scientist in the field of bio-techniology. Currently she works as a visitor professor in Harvard University in Nano technology. NASA accounted and used her invention (Mars Device) in NASA researches and space trips. She was selected by a number of international scientific organizations as one of the best scientists and change leaders in the world. She is nominated for Noble prize.
- Dr. Thoria Ahmd Eid, Thoraya Ahmed Obaid was the Executive Director of the United Nations Population Fund[1] and an Under-Secretary General of the United Nations from 2000 to 2010.

As the chances to join of post education level and universities became available in Saudi Arabia, the scholarships became exclusive for scientific, medical, and rare application majors that are required by the growth plans, or are needed in the fields that Saudi Arabia needs in terms of the specialized human resources, or to take over the foreign human resources. Well,

King Abdullah scholarship program created serious opportunities for education abroad in Bachelor, Master, and PhD levels for Saudi citizens (males and females). This reflects the Saudi leaders believes that human resource is the real fortune.

King Abdullah scholarship program fits with a strategic vision to improve the education, and to enhance all its sectors internally and externally, and enrich its policies and curriculums. In 25 MAY 2005, the first round of the program, that include 5 rounds, started according got the royal decree number (5387/M). Then, in 17 FEB 2010, the second round started according Kind Abdullah order number (1032/MB). Later, the third round of the program started in 2015. The first two rounds targeted filling the need for more seats vacancies and scientific majors in the universities. Ten years later after starting the program, the educational field witnessed significant development and qualitative jump in terms of increasing the number of universities, seats vacancies, and specialist diversities. Accordingly, it became necessary to develop the automation of scholarship program. This development is based on the requirements of current level of growth plan to serve sustainability and overwhelming. Particularly with the presence of a number of indicators that reflects the delays of some scholarship program graduates to find jobs fir with their ambitions. In addition to the presence of other indicators that highlighted the duplication between the availabilities of scientific majors within the local Saudi universities, and the scientific majors of the scholarship program. Consequently, the third round used the the slogan of (Your job, your scholarship) in 2015. This round had a new style of direct linking between the job and the scientific majors that the country needs. This means, instead for a graduate to search for a job depending on personal efforts as it was in the past, the third round concerned with securing the jobs first. Accordingly, these jobs will determine the number of students, the scientific majors, and academic levels for scholarship program. Then, comes the announcements and meeting the nominees. Moreover, the third round of scholarship program stands on contracts with the establishments and organizations of public sector according to their actual needs of human resources, scientific majors, and academic levels in order to open scholarship opportunities accordingly. So, the graduates can grant a job for the scientific majors of their scholarship. The scholarship program of "The custodian of the two holy mosques" King Salman bin AbdulAziz (Your job, your scholarship), in its new technique, is expected to contribute to escalate the usability of program outcomes to serve the economy and growth in Saudi Arabia. (MOE Official website, 2016)

The scholarship program opened chances for more than 150 thousands students (males and females) to gain the qualification of Bachelor, Master, and PhD in high ranked universities in more than 34 countries around the world. This is in addition of gaining knowledge and skills. This program contributed to achieve the cultural exchange between Saudi Arabia and other cultures in the time of globalization. This accompanied with the quantitive expansion in the number of scholarships student (i.e. male and females), the variety of aimed scientific majors for the scholarship, the number of the countries of scholarships, and increasing in the number of Saudi cultural offices abroad from 24 office in 2005 to 35 offices up to date. These offices are supported with qualified and skilled human resources to support scholarship students.

According to Al-Dosary (2016), a teacher in the ministry of education, Saudi Arabia is considered as a country that seriously work to keep up with international changes while maintaining its Islamic ideology. So, a number of experiments to Internationalize higher education presented. Through the scholarship program, the ministry of Higher education (Ministry of education currently), achieved significant progress when it comes to involve the internationalize, or multi-cultural, dimension in the goals, jobs, and the automation to provide the educational service in its unites. Thousands of students (males and females), are sent for scholarship to many countries, including USA, UK, Canada, Australia, New Zealand, China, Malaysia, Germany, Germany, France, Japan, and other. So, the these students can learn more, make use of the expertise and international experiments, and then they return home to contribute in the growth in scientific and cultural ways (Al-Dosari, 2016, pp 104-105).

Al-Mohandes (2012), a university lecturer, clarified the investment in Saudi people is the critical influence in increasing the spent on education field. This is directed by moving toward knowledge based economy, supporting scientific research, transferring and localizing the technology in Saudi Arabia. In addition to continuing spending on international scholarship program.

Al-Husain (2012), a lecturer in King Saud university, declared the benefits of scholarship program are not limited to gaining from knowledge source in high ranked international universities, actually it surpasses that to create opportunities for students to live in scientific educational culture in a leading countries. As result, it is hoped to positively reflect on the personal lives of these student, and on their society when they return.

Al-shagawi (2011), Academic teacher, pointed out the increase in the number of female scholarship students was significant like never before. According to him, this momentum would help the female to contribute more in the growth in many ways. Added, it may create a new special situation in the near future within the framework of enabling female economy, and offer her bigger roles than the current stand, in a way it fits with local conditions. In this respect, scientific studies highlighted the female development is an essential condition of growth in any country.

Al-hazzani (2010), Academic teacher, saw the value of scholarship program is not limited to opening opportunities to study abroad, actually it was able to change the viewpoint pf the community towards females, and increase her respect without affecting the privacy. In other words, the scholarship program created a new social custom without changing any internal system. (Al-hazzani, 2012) mentioned the importance of education for female scholarship students is not limited to find a job, actually it is the opening on the advanced scientific communities, and experiencing different cultures to increase the awareness and to gain the ability to affect and dealing with others. The increasing demand for Saudi females to study abroad reflects the awareness to criticality to be opened to world on the personal and country levels, and reflects understanding to requirements of a level that needs operating the community with all its power from both genders with the best possible qualifications.

Al-Otaibi (2014), writer and trainer, said the Saudi female education was born with a lot of conditions, and bonded to a lot of chains. Thou, Saudi female managed to handle all the challenges and achieved victory. (Al-Otaibi, 2014) added, abroad scholarship was and still a fruitful opening for Saudi female. With this scholarship program, she rediscovered herself and leashed her gift. In addition, the attitude of female students, as Saudis and Muslims, and their seriousness in education was highly noticed on all levels.

Al-Khalaf (2012), the former assistant of Saudi Cultural Attaché in Washington, clarified the statistics of abroad scholarship program shows 21% of students are females. (Al-Khalaf, 2012) affirmed the targeted scientific majors in scholarship program for females allowed rapid development for them.

Al-Khishiban (2012), Saudi writer, saw the scholarship as a growth, cultural, educational, intellectual, and advanced program that aims to create opportunities for Saudi students to study in high ranked international universities, and to learn about various cultures.

Therefore, the scholarship program is considered as an idea of future investment for both males and females. So, they can contribute to the growth process of the country. (Al-Khishiban, 2012) emphasized that this program should not has any other interpretation that may deviate it from its growth and scientific goals.

Askar (2012), a lecturer in Imam Mohammad Bin Saod Islamic University in Riyadh, considered the scholarship program as one of significant methods to respond to youth needs in education. Also, scholarship have critical role when it comes to communities development. Because, it support cultural opening, and social changing. Added, it represents a channel that reflects the true image of Islam and Saudi politics outside. Moreover, it considered a critical factor in the dialogue of civilizations.

Yet all the support and positive views for the majority of Saudi community towards scholarship program, some people showed their resistance to scholarship program under the pretext of being affected by others values and culture. Added, in particular for female is that she has to mix with male, or maybe she has to take off her "Hijab" as constituted by some countries.

2.3.7 Seventh event: The King Abdullah Project for public Education Development "Tatweer Project" TP

The education in Saudi Arabia accomplished significant achievements in the past level. These achievements focused on offering educational chances for all individuals in the community with the consideration of the huge area of Saudi Arabia, and the continuous population expansion. In addition, these achievements took care of keeping up with the worldwide scientific and technical development. Education in Saudi Arabia started to move to a new level that focuses on quality and types. This is in order to grant the well preparation of undergraduate students to positively deal with current local and international changes. This will be achieved by providing excellent education, where students can gain values, skills, knowledge, and trend that qualify them to live in the 21st century, at the same time, this education will maintain the values and principles of Saudi community.

On Monday 11 February 2007, Saudi Council of Ministers approved the King Abdullah Project for public Education Development "Tatweer Project" TP, that considered a significant

quality movement in the history of education development in Saudi Arabia. Noteworthy, "Tatweer" Arabic word, it means development. TP is a distinguished project in comparison with the previous projects of the ministry of education. Added project acts for the favour of servicing public education and its development, in Saudi Arabia, to completely prepare humane resources. The budget of this project was approximately SAR 9 billion which is equivalent to USD 2.4 billion (SPA, 2007), and its time plan was six years.

According to Tatweer official website, TP aims to scientifically and technically upgrading public education, and to build a knowledge community through a group of programs that includes:

1. Building completed system for upbringing, assessment, and accounting criteria.
2. Doing main programs to improve the education like the continuous professional development for all workers in the field of education, improving the curriculums, enhancing school environment, employing technology to improve education, and developing out of class activities.

According to the former minister of education, Abdullah Al-Obaid, when talking about TP:

"it would help the Kingdom keep pace with scientific and technological development and meet the requirements of the Education Document presented by the king to the GCC summit as well as the 8th Five-Year Development Plan … It will also meet the hopes and aspirations of Saudi citizens …We'll continue our efforts for the development of education, making use of the successful experiments of countries such as Malaysia, Singapore, South Korea, Japan, China, New Zealand, Finland, France, Ireland, Britain, Canada and the US,"

(Ghafour, Arab News, 2007)

According to (Al-Romi, 2008), the general manager of The King Abdullah Project for public Education Development at that time, the executive committee of the project conducted a number of visit to leading country in the field of education to learn about their skills to improve the education in Saudi Arabia. Also, this committee set the suitable automation and attracted national and qualified human resources from inside and outside the ministry of education to support the project. Added, the committee was keen to employ expertise and to make use of international experiments, studies, and development programs to upkeep the project concerned departments in the ministry of education.

Al-Romi (2008) explained the general politics to perform TP that depends on three strategies, which break the plan into three pieces: short term, intermediate term, and long term. The short term plan includes applying the concept of TP in 50 secondary schools in a number of Saudi cities, where there will be two TP schools per a city. These schools were selected based on scientific criteria s that grant the validity of selection process (SPA, 2008).

The King Abdullah Project for public Education Development TP adopted (School – Based Reform) model, as it is accounted as the best developmental track in terms of having impact on education quality and increasing students' gaining. In this model, the learner represents a center for educational programs, and various activities. Added, this model employs all potential of school (teacher, environment, equipment) in order to ensure having learning as the essential product of teaching.

In this regard, (Al-Yami, 2014) said that the derived philosophy from Project vision, of focusing on school development, guided the development of education in Saudi Arabia. This is because the school was a unit of school system, as the reform efforts happens there (Alyami, 2014, p.1515)

Among the critical requirements are the transformation from a traditional school into a modern learning school, from school management into Upbringing management, from teleprompting teacher into a facilitating and guiding teacher, from a negative receiving student into a positive participating student, and from into a repulsing environment into an appealing environment. This in addition to activate the modern technology in schools by connecting all these schools to the Internet, effectively employing technology as educational methods, and connecting between all the project schools by a high speed network (Alghnaim, 2009).

In 2008, as a first phase, TP initially sat up with 25 girls' secondary schools and 25 boys' secondary schools across 25 Saudi provinces. These schools named "Tatweer Smart schools" (TSSs), where modern technology was engaged by connecting them all to the internet through high-speed network. Added, all schools' staff received personal computers, and the schools were equipped with modern technical equipment as tools to activate effective learning (AlGonaim, 2009).

A number of educational leaders who participated in the first phase clarified that The King Abdullah Project for public Education Development is considered a promising stage in

the progress of education. This is because these 50 (TSSs) represent a model for future schools in all Saudi areas and zones.

Bahkali (2008), a leader of secondary school, announced (TSSs) are the first step of deep changes for educational system. Added, they acutely represents the future of Saudi education as these schools adopted the concept of (Learning) and considered it the base and title for all their practices. Also, supporting (Learners) to teach themselves, and giving them sufficient confidence. Therefore, it is highly expected the educational achievement will increase in (TSSs), and advanced levels in Abilities and Achievement tests will be scored. (Bahkali, 2008).

AlAmer (2008), the leader of Al-Quds secondary school in AL-Russ, complement the TP and considered it as a high-class patriotic initiative. (AlAmer, 2008) clarified TP is aiming to create a high quality technical environment. Added, (AlAmer, 2008) mentioned the students in his schools moved from using traditional boards to using Interactive Whiteboards (IWBs), besides, a number of students received computers. As the school now is technically equipped, there will electronic exchanges between the students and the teacher. Moreover, the students will benefit from the prepared programs that take care of a student and his abilities during the attendance time in the morning, or in the evening.

The female school leaders also had opinions about TP. (Tabbakh, 2008), the female leader of Al-thaniya secondary school in AL-Madinah, said they were honored and proud by selecting their school to be one of the 50 (TSSs). All the school staff including the leader, teachers, Activity advisors, and supervisors were prepared through specialized training courses (Tabbakh, 2008).

Al-Offy (2008), the female leader of Al-thaniya secondary school in Dhahran, mentioned her school is one of The King Abdullah Project for public Education Development TP. (Al-Offy, 2008) added she had previous visions and hopes, and she witnessed them all in this project.

Well, the model of (TSSs) turned out to be an expensive model when it comes to generalize it throughout all public schools around Saudi Arabia. Therefore, some modification were performed on the experimental scheme of TP, added, this led to produce a new model in second phase (Alyami, 2014, p.1515).

In 2011, the next stage of TP started second phase with the name of "Tatweer Schools Model" TSM. Added, the TSM represents in changing the school from the traditional and limited style of (teaching education) into an educational learning organization that sets an environment for learning, where it is spread with the culture of cooperation and professional support based on practical and educational experience. Also, the school development model encourages the qualitative educational initiatives between its staff, like leaders, teachers, or learners. By doing so, this (Development Unit) works to create positive changes inside and on the surrounding environment by activating its inner potential. Also, the school includes high qualified human resources in their field, and they have a number of skills and qualitative practices.

The aim of TSM is setting up a proper educational environment with all its components (humanistic, financial, and Moral). This is to build the different dimension of a student in terms of (academy, soul, mental, social, psychology, and health) to be a good citizen and positive participant in the growth process, and can consciously handle with the international changes and the facts of the times in favor of the benefit his own benefit, his country, and humanity (Tatweer website, 2016).

To clarify the characteristics of TSM, the followings are quoted from Tatweer Website (2014):

The he expected outcomes of TSM:

1) A student who gained Islamic values in their knowledge and practice, inside and outside the school.
2) A student who produce knowledge, and able to learn for all their life.
3) A student who has living skills, and reacts to life events with awareness.
4) A student who highly scores in their achievements and performance.

The characteristics of TSM

1) A school that internally develops the profession, and receive limited practical support from experts.
2) A school that professionally cooperates, and shares the experience through a network of schools.

3) A school that sees its succession through the level of increment in achievement, skills, and positive direction for each learner.

4) The school leader spends most of their time to develop the processes of education and learning.

5) The teachers are experts who professionally help each other.

6) Employing multiple resources in the educational process from schoolbooks, and from electronic websites, newspapers, and interviews.

7) Employing various teaching methods that encourages active learning.

8) The learner has a positive role to deal with their problems.

9) The school employs many methods and strategies to cooperate with the guardians.

10) The school is opened to the community, and senses its social responsibilities.

11) The school performs self-assessment according to various and modern methods.

The basis of TSM:

1) The excellence for all: the school focusses on a principle that each student deserves excellence, and reach maximum abilities. Also, each teacher deserve to be excellent, and to develop their career to efficiently achieve in their role.

2) Commitment from everyone: the school focusses on a principle that each member of staff is committed to school values, believed its mission, dedicated to achieve its goals, and followed its policies and regulations.

3) Accountability for all: the school focusses on a principle that each member of staff is responsible for themselves, and that the school employs based on reinforcement (positive and negative) according to the performance quality for school staff.

4) Professionalism from everyone: the school uses the base that school staff practices are driven from trusted educational reliable knowledge, and that practices and decisions are from scientific reference frames.

5) Transparency and clarity by everyone: the school uses the base of transparency and clarity in presenting the outcomes, and showing negatives and positives in the school's performance to stakeholders.

The components of TSM:

1) The followings represent the components of the learning school development model:

2) Curriculum: the curriculum is described as a flexible tool that allows students to employ and build knowledge, and described as a leader to all teaching and learning processes. Also, the curriculum is characterized by providing modern aspects and qualitative skills that leads the student to perform various types of thinking. As well, the curriculum works to root Islamic values, and reinforce citizenship, root the values of forgiveness and dialog that understand others values.

3) Teaching: the teaching style in (Tatweer Schools model) depends on the verity of tis strategies, and on its link to educational objectives. Also, teaching in (Tatweer Schools model) is not limited to the link with knowledge and and skill context, actually is exceeds to skills that a student learn, like communication, dialog, team work, and accepting criticism from others.

4) Evaluation: the evaluation in (Tatweer Schools model) represents significant professional point as it being the discoverer of current position for all elements in school environment whether they were human or material elements. In the center of evaluation processes The learner has multiple positions based on the diversity of using tools and methods. The evaluation is not an end by itself as it is an influencer for next decisions.

5) Learning resources: In (Tatweer Schools model), these resources provide support to both teacher and learner in their duties in an effective way that exceed the normal frameworks.

6) School guidance: It performs a main role in the educational and up raising processes in order to achieve the maximum level of education efficiency. School guidance focuses on building the integrated learner personality by providing a continuous and distinguished guidance based on the student personal and educational needs. This guidance is happening by identifying student's needs, creating educational plans, helping them to know their strength and weaknesses, and drawing their future options on the light of their readiness and ambitions.

7) Family and community: The (Tatweer Schools model) works to build a real cooperation with the family and community, as the integration between them lead to the integrated growth of the student. Added, the cooperation is necessary to accomplish the special educational goals, moreover, any change in the student attitude, that the school wants

to make, should be accompanied with the awareness of the family to support and reinforce this change. Also, the school collaboration with the community helps the student to apply what they learned in the community, and make them more positive and interactive with it.

The principles of TSM

1) High efficient leadership: The school will be leaded under qualified and efficient leaders who depend on accurate planning, and build on cooperation, coordination, and shared responsibility between schools staff.

2) High efficient teaching skills: The school will depend on educational and active staff that owns the knowledge and advanced educational skill. Added, this staff focuses on the results through active learning, linking the knowledge with the daily life of students, supports the various sides of thinking and problem solving.

3) Constitutions and rules that serve achieving the expected educational results: The school will perform its duties in integrated and overall framework of constitutions and rules that organize roles performance, and identifies the responsibilities between school staff in order to accomplish the aimed goals.

4) Organization for high skilled quality, motivation, evaluation, and accounting: The school will adopt standards that includes adjusting the quality. This in order to measure schools performance in order to track and evaluate the performance, to identify the strength and weak points, provide optimization plan, identify the execution priorities, and perform a role in motivation.

5) Increasing the chances of education inside and outside school, and providing rich resources in multiple templates: The school will adopt teaching and learning system that depends on encouraging the student for active learning by employing various resources. In addition, the knowledge resources are described as trustworthy and Intellectual Security. These resources invest all the technical capabilities and realistic scientific applications.

During 2014, the project (Tatweer) was supported with (80 Billion SAR that equivalent to 21.3 Billion USD) by King Abdullah. This is in order improve Saudi public schools over the next 5 years. According to the former Education Minister, Prince Khaled Al-Faisal, "the SR 80

billion was an additional allocation to the country's education budget". (Al-Faisal, 2014, Arab News)

According to Saaty (2014), an educationist and director of the College of Business in Rabigh, Saudi people cheered for the initiative of King Abdullah as it focused on the educational sector that he believed in for the development of nation. Added, he wished the project of King Abdullah project would rapid the progress of education in Saudi Arabia. Then, (Saaty) added, Saudi Arabia have to keep up with other advanced countries, and to enhance the educational system by enhancing the curriculum, teachers skills, and teachers performance.

The number of participating schools in (Tatweer Schools model) is increasing with each phase around Saudi Arabia. In the first phase (2011 / 2012) of the program, seven Educational Administrations were nominated, as each administration had 30 participated schools. Added, 15 of these schools were for girls, and 15 for boys, moreover, there were 5 schools from each educational level, namely primary, intermediate, and secondary.

In the second phase (2012 / 2013), the number extended to cover 30 schools from the Educational Administrations from the first phase this is in addition to 14 more Educational Administrations, as each Governorate had 30 participated schools, and 36 participated schools from each region.

In the third phase (2014 / 2015), the program extend with the joint of 6 more Educational Administrations, as each administration had 20 participated schools. This means, the total number of participated schools in the program reached 1020 schools (Tatweer Website (2014).

In regards to (Jeddah) city, in (2016 / 2017) the total number of participated schools in (Tatweer Schools model) for females increased to 60 schools, as he schools there were 25 primary, 21 intermediate, and 14 secondary (Tatweer Website, 2014).

Worth to mention, TSM had a number of achievement. For example, one of TSM was awarded with international prizes. To expand this point, Female secondary school (81) in Riyadh, and fro 3 years in raw, won Microsoft completion for the categories of best school management, and for of best School principal between 60 school management and principals from worldwide.

In year (2012 / 2013) the school achieved the title of (Pathfinder School), then in year (2013 / 2014) the school achieved the title of (Mentor School). Later, in year (2014 / 2015) the school achieved the title of (Showcase School) in Barcelona (AL-JAZIRA Newspaper, 2015)

According to (Hana Al-Mansory), the leader of female secondary school 81 in Riyadh, the actual launch for her school start with the nomination for the (Self-Management) program, and the attention to receive the training from the best experts around the world. And then, from the nomination to join King Abdullah Project (i.e. Tatweer Gate), after that to undergo TSM.

The aim of this competition was to work with the leaders of winning school locally to help spreading the culture of effective emerging of technology in the educational environment, supporting schools' managements to create programs to develop teachers' skills, learning from the best experiments of successful schools around the world, enabling the leaders from other schools to learn from the successful experiments. Added, this direction is one program from the agreements of (Education Partners: PIL) that was signed between the Ministry of Education, TP, and Microsoft Corp (Almansory, 2012).

In addition, TSM scored 28 prizes of Excellence Education in its 6th cycle for academic year (2014 / 2015), in addition to high ranks and accolade in a number of local and regional competitions. For example, the competitions of (Shikha Latifa), (Hamdan), The international authority of (Quran) memorizing, German Accreditation, European union for quality, Math Olympic, Scientific researches in the field of bio-medical and health science, Globe program for environment, and Scientific inventions Olympic (Alghamdi, 2015).

Moreover, TSM nationally ranked the first in Abilities test and Achievement tests, in addition to scoring high rank in the results of (National Center for measurement and evaluation in Higher Education) (SPA, 2015).

Mohammad Al-Zoghaiby, the CEO of Tatweer educational services, mentioned the scientific level of TSM, and clarified these achievements of (National Center for measurement and evaluation in Higher Education) proves the significant efforts that are spent to improve these schools to rise up the Saudi education level. Added, these fruitful efforts covered 1020 males and females schools in 27 Educational Administrations and it will be applied to all schools in Saudi Arabia very soon (SPA, 2015).

Well, some opinions suggest the assigned projects to enhance or improve the education in Saudi Arabia still did not fruit yet, and failed to rise up the education from its modest level regardless the variety of received support, which includes moral, financial, and administrational. According to (Aleissa, 2009), those who concerned with education cases disappointed after passing one third of project period (i.e. six years), as the practical actions still did not clarify. Particularly, the concern party did not submit a clear roadmap about the project or the reasons behind selecting its four main factors.

Furthermore, Al-Dakheel (2014), a Saudia academic writer, argues that (The King Abdullah Project for public Education Development) is a large size project in terms of the promised goals, and the addressed budget. However, there is a semi agreement inside the educational firm that the resulted educational outcome is less that what already spent. (Al-Dakheel, 2014) said that are four main factors for this project, namely teacher, student, management, and school buildings, in this regards, the project details majorly focused on developing the infrastructure, like continuing building schools, supplying these schools with the needed technical devices, and connect them to the Internet. Here, (Al-Dakheel, 2014) asked about the educational content of the project components in terms of the following, how it would be different from the previous one? What about the curriculum? What about the concept of the education itself? What about the triangle of (information, science, and knowledge)? What is the location of religious thinking in this triangle? And How would it be to handle thinking skills (including religious thinking) for a student? These questions will remind standing until the project result comes to the light.

Al-Luhidan (2016), a professor in King Saud University, stressed the improvement and fixing the educational organization takes the highest priority before the national transformation program, and the Saudi Vision 2030. This is because the quality of education in all fields is the base for any fruitful movement, and the guarantee to succeed the national growth. Moreover, (Al-Luhidan, 2016) argued the current archived outcomes of "Tatweer" project is significantly less than what was addressed and spent on, where the budget reached 89 Billion SAR (equivalent to 23.7 USD) over the last seven years. This is in addition to the dedicated budget of education that represent (25%) of the country general budget every year. This reflects that "Tatweer" project does not suffer the lack of finance resource, human resources, or honest direction. According to (Al-Luhidan, 2016) the problem resides the used methods, killer routine

61

over theorizing, and the absence of tracing based on timeline each quarter or half year where this tracing should be in the field, so every one can sense it and feel it for real.

Al-Moneei (2014), a lecturer in educational management in King Saud University, debates that it has been already seven years since the beginning of (The King Abdullah Project for public Education Development), and still it did not achieve the goals that (King Abdullah) wanted for this critical project. No doubts, there are a lot of effort spent in this project, well the accurate measurement is the educational filed, in this regards, the outcomes of educations still did not reach the wanted ambitions, where it was supposed to take Saudi Arabia to top and advanced countries in general education.

According to (Al-Omani, 2016), a writer and math teacher, the educational curriculum, in terms of contentment or presentation style, still traditional and does not motivate creativity, discovery, or challenge. Added, curriculum should be perform as a bridge that takes students to the science, culture, arts, and humanist advanced experiences, in addition to the heritage that reaches the spaces of open minding, diversity, and multiplicity. Well, the teacher, who is the corner of education in the school, is less able to perform this profession in a way that suites with the conditions and challenges of current stage. This because, in short, this teacher in no longer get qualified or receive appropriate training, moreover, this teacher is doing other duties and roles that takes him far from the main role in education.

2.4 The current status of employing technology in TSM for girls within the national program to improve the public education TP in Saudi Arabia

As per Tatweer Website, a number of educational leaders who participated in the first phase of TP clarified that The King Abdullah Project for public Education Development is considered a promising stage in the progress of education. This is because of the their believe that (TSSs) represent a model for future schools in all Saudi areas and zones. In addition, the number of participated schools in TSM experiment increases yearly around all regions in Saudi Arabia. Added, it is expected to generalize TSM to all schools in Saudi Arabia in 2018.

Hence, it is possible to say TP represents the latest significant milestone in the development history of Saudi female education. Added, it has a potential chance to reform the

characteristics of education in Saudi Arabia within few years. This means, learning more about TP will elaborate more about the level of progress that Saudi female education reached.

In this regard, there is a small number of studies have been conducted in TSM, and investigated it from many aspects. The following are some of these studies.

The study of Kamal (2012) investigated teachers performs in "Tatweer Schools" in Jeddah, Saudi Arabia, of applying factors in the implementation of technology-assisted Project-based learning (PBL), and the purposes of employing technology to support (PBL). In addition, the study also explored the way of using International Society for Technology in Education (ISTE) National Education Technology Standards for Teachers (NETS.T) in classrooms.

As well, the study of Bukhari (2012) investigated the impact of teachers' practice, what challenges, benefits, problems, and implementation on blended learning (BL) in girls' secondary school in Saudi Arabia via the TP.

Moreover, the study of Alghamdi and Higgins (2015) highlighted a number of quantitative outcomes that related to training the teachers in primary schools, who participated in TP in Jeddah Saudi Arabia, using IWBs. They studied the way of training the teachers, gender differences, preferences of the training, training's type and extent.

Also, the study of Alenezi (2015) investigated the factors of technology, policy, culture, and implementation in which how they may support changing from (ICT) adoption to (ICT) implementation in Saudi secondary schools by using continuous development of (ICT)-related integration pedagogy. In addition, it figured out the ways to balance technology with Islamic values in three specific subject fields, namely Arabic, mathematics, and science.

Finally, the study of Fallata (2016) used qualitative methods to instigate and describe the lived experiences of five Saudi female EFL teachers' (ICT) integration at Tatweer schools.

Another point, one way to distinguish and set the focus on what is unique about TP in comparison with other projects of education improvement, is to review the established national strategy of TP. More in this regard, as stated by The Ministry of Education about The King Abdullah Project for public Education Development (2008), this strategy accounted ten goals, where each goal has a certain group of policies to be achieved. Among these goals, the one that concerned with technology is the goal number (5) that stated setting educational environment that fit with the educational requirements in the 21st century. This will be achieved by optimal

investment and expanding in using suitable technology in schools, and continuously maintaining it. Also, the goal number (9) stated increasing the efficiency of technology to enhance performance levels.

Based on the aforementioned, it seems the TP critically concern of using Information and Communication Technology ICT to create the development in public education in Saudi Arabia. Actually, integrating technology into education is no longer an option, it became a necessity that demanded by the current changes the world is living. However, the success of technology in education still vague, surrounded by a lot of ambiguity, because adding technology to a traditional educational environment does not necessarily mean creating a development in the educational system as educators suggested (Al-Saleh, 2015).

Well, a number of studies discussed the majority of educational reform efforts focus on investing the products of ICT to create transformation in the educational model, in which it represents a positive orientation (Al-Saleh, 2003). However, the author suggest technology seems to be the only significant matter that changes, while the educational thought remains traditional. Most likely, technology occupied the forefront of educational planning on the expense of overall perspective of systemic change that concerns with all components of educational project. Educational reforming high likely focuses on technology, and focuses somehow on training, while developing the organization does not receive the needed attention. As a result, the school remains attached to systems and procedures that forbid doing the desired change optimally.

Furthermore, Jager and Lokman (1999) discussed a number of factors that influence the efficiency of enabling technology in school, namely "Organizational preconditions (vision, policy and culture), Personnel support (knowledge, attitude, and skills), Technical preconditions (infrastructure)". Added, in regards to TP and TSM, as Fallatah (2016) reported, they seem promising. Yet, they have not entirely evaluated which reflects the need to study the integration of technology in this project. This is because technology is the factor that distinguish this educational reform from the previous ones.

The authors assume there is a critical need to conduct more studies about TP as it is one of the most significant reform that Saudi educational development depends on it in the future.

2.5 Research Problem

Based on the aforementioned, seven significant milestones, in the history of female education in Saudi Arabia, are highlighted, namely:

- First event: The announcement of the official female education system
- Second event: Dealing with adult illiteracy
- Third event: Higher Education for Saudi female
- Fourth event: Changing the methods of evaluating the students, and the standards to accept them in Universities
- Fifth event: The amalgamation of Saudi educational authorities
- Sixth event: The scholarship program for Saudi female
- Seventh event: The King Abdullah Project for public Education Development "Tatweer Project" TP

Noteworthy, the author employed the following standard to count an event as a milestone:

1. This event was initiated by country leaders (i.e. The king, or the Council of Ministers).
2. This event meant to affect education in general, and female education in particular.
3. This event affected the whole schools and students around Saudi Arabia, and it was not limited to few ones or took place in specific area only.
4. This event created a critical change that continued later, and it was not limited for a certain time.

In this regard, this research aims to discover more about Saudi female education, and to examine the criticality of these mentioned milestones in terms of affecting the development of Saudi female education in particular, and the education in Saudi Arabia in general.

In addition, this research aims to investigate more about TP in general, and about the application of ICT in particular, in order to learn about the level of progress that Saudi female education achieved.

2.6 Conclusion

This chapter has critically evaluated the available literature on Saudi female education. It starts by reading through the social and cultural characteristics of Saudi nation before the announcement of the official female education system. Then, it reviews a number of significant events in the history of female education development in Saudi Arabia.

The next chapter will discuss research design, methodology, the conceptual framework of this research, and then highlight data collection methods.

Chapter 3: Methodology and Research Plan

3.1 Introduction

Chapter 2 reviewed the available literature on the history of female education in Saudi Arabia. Later, it identifies a number of significant milestones that affected the development of Saudi female education.

This chapter will discuss research methodology and design. The conceptual framework of this research will be highlighted initially. This will be followed by a discussion of proper research methodology and methods. Later, a description of research design in terms of the data collection stages and analysis strategy will be provided as well.

3.2 Conceptual Framework

3.2.1 Introduction

According to Leshem and Trafford (2007), the conceptual framework is a significant part in research in terms it results from reviewing literature critically, and aids to clarify how research is designed in a convinced way to handle the identified gaps. Moreover, it helps in reaching the findings, and justifying conclusions' correlations with other studies.

Moreover, the conceptual framework supports in theoretically offering a view towards the anticipated study, and suggesting an organisation in regards to research process (Miles and Huberman, 1984). In addition, it encourages paradigmatic thinking as it reflects the way the research understands the world according to humanistic perceptions and comprehensions (Kuhn, 1962). Furthermore, according to Robson (1993), employing a solid conceptual framework aids the researcher to recognise what data to collect, and how to analyse it.

3.2.2 Research Aims Overview

To begin with, this research mainly focuses on the history of female education development in Saudi Arabia. Added, it discusses the social experience of those females, and highlights the early gender inequality in the educational field. Hence, such signs, it brings the attention to topic of feminist. The following will discuss feminist theory, and justifies adopting this theory as a theoretical framework for the current study.

3.2.3 Feminist Theory

According to Hurley (2008), feminism is a notion in economic, social, and the matters of political equality of both genders (i.e. male and female). It distinguishes and argues male supremacy, and spending efforts to change it at the same time. Moreover, the Feminist Theory was first introduced by the movement that aimed to empower women all around the world. In this regards, Brym and Lie (2010) mentioned the focus of theory set on women's rights, and gender inequality through the lens of women's experiences and social roles, along with their relation with males.

Actually, using this lens will inform us with the perspective that how a woman sees the culture, society, and the world in general (Gosetti and Rusch, 1995). In addition, it assists women to discover the "fault lines" (Smith, 1987), which exists between the actual daily live experience that women face, and the traditional way and knowledge of telling women what they experience.

Furthermore, the perspective of Feminism aims to show the significant and part of females within the society, in addition, to inform about the historical subordinates situation of female to their male colleagues. Hence, in general, Feminists work hard for gender equality that includes share in the opportunities, and other scarce resources in the society (Hurley et al,2008) (Kaufman,1999).

Principally, form philosophical consideration, feminist theory illuminates gender inequality as the world sees it (Wajcman, 1991). Added, this theory pronounces female social role, within society, that covers feminist experiences and politics in various converses (Deaver, 1980).

According to Evans (2011), the main significance of feminist theory is its analysis and definition of the possibilities correlated to gender inequality. Moreover, Feminism emphasizes that in society the female position is identified by some social and institutional reasons. Also, female used to be treated as mediocre citizens continuously as indicated by sufficient evidence.

In terms of analysis, feminism is rooted in a connection to social institutions that affect the individuals' daily life, and to the aspiration for social changes. Furthermore, feminism has political and scientific sides. In this regard, researchers showed political interest in terms of the

protesting against female's injustice (Evans, 2011). Hence, they consider their scholarly work as source to better comprehending of how and why women liberation should achieve.

Noteworthy, Hurley et al (2008) said there is no common or single approval for feminism definition. According to feminism analysis, this theory has variety in its definitions. To expand this point, scholars discuss an explanation for current issue and present situation, a description of its roots, an evaluation to both negative and positive of its current issue aspects, and strategies to introduce social changes for the sake of pursuing of the announced values and aims.

Recently, not long ago, Saudi government launched campaigns, with the significant stakeholders, against gender segregation that aiming to ensure changes in the education system under the political system of Saudi Arabia, also, to promote equality by establishing additional female learning institutions to increase the number of Saudi females seeking higher education (Hamdan, 2005).

Added, the applied process to deal with sexual stereotyping against women in Saudi society, regarding education accomplishment, consider equity in education in terms of opening additional institutions for higher learning for females, mainstreaming the curriculums for females' schools, including career fields and subjects which do not stimulate discrimination against the communication between females and males within the society (Hamdan, 2005).

Another point, the changes in the technical fields are involving ICT incorporation in the girls' curriculum. Such an action, it is requires significant effort. Particularly, this ICT incorporation will effectively lead to introduce e-learning in schools (Olaniyi, 2006).

When considering the assumptions and characteristics of Feminist theoretical framework', one of the concerns is that it might highlight Western perspective, particularly the majority of its writers were Western's scholars. In this regard, globally, the female suppression experiences take various forms in profession, education and others. The diversity in customs and cultures holds dissimilar women identities. In general, the majority of cultures stands on patriarchal social system, where males have power and control over females (Leslie, 2011).

Accordingly, employing the framework of Feminist theory sounds critically useful to study female topics from female perspectives. As result, it will significantly help to learn the aspirations and reality.

3.2.4 Feminist history

One branch of Feminist theory is "Feminist history" (Cain, 1994) that concerns with reviewing and analysing the history from feminist viewpoint. Noteworthy, "Feminist history" and "History of feminism" are not the same. In this respect, "History of feminism" concerns more with the feminist movement. Moreover, "women's history" is another topic that highlights the role of women during historical events (Laslitt et al, 1997).

The aim of "Feminist history" is to discover and to point-out female perspective of history by re-exploring the viewpoints of female theorists, authors, artists, etc. This is in order to reveal the criticality of females' actions and voices in the past (De Zegher and Catherine, 2005).

3.2.5 Adopting Feminist Theory Theoretical Framework

The Feminist Theory will be adopted as theoretical framework for this study. The following will justify this selection. The focus of this study is set to exclusively investigate female situation, their social experience, and highlights the early gender inequality in the educational field. The data source of this study will be gained from a number of females who experienced the development of female education development in Saudi Arabia. The study aims to track the history of Saudi females within the field of education overtime. These points clarifies the associated characteristics of this study with Feminist theoretical.

Based on the aforementioned, employing the Feminist Theory will properly fit with study setting, along with aims of this study.

3.3 Research Methodology

The purpose of conducting a research is to find answers to the raised questions by the research itself. Added, establishing a philosophical assumption, regarding what to study and how to study, is required when doing a research or claiming for knowledge. In this respect, these assumptions are branded as paradigm, or what is broadly recognized as "Research Methodology" (Creswell, 2022).

To expand this point, a research paradigm signifies a set of philosophies and assumptions that correlate to people's insights about the world, and the nature of knowledge.

Furthermore, research paradigm is concerned with the way of how to undertake the research (Gephart, 2004). Accordingly, identifying the paradigm or Research Methodology affects the logical sequence that links empirical data to the research's addressed questions, and eventually to its conclusions (Orlikowski and Baroudi, 1991).

In the field of social studies, there are a number research methodologies (Saunders et al, 2007). Mainly, they can be divided as follows:

- **Quantitative Research**

  This type principally concerns about testing hypothesis and developing theories. Thus, it seems significantly useful when objectively testing theories through examining numerous variable relationships in a scientific research. Added, the data can be assessed and analysed using statistical techniques.

- **Qualitative Research**

  This type primarily aims to afford a better comprehension of problems. Moreover, it pursues clarifications to a social concern by investigating the meaning behind behaviours or concepts of groups or individuals. Through Qualitative Research, the outcomes of collecting and analysing data is used to develop the theory.

Due to the fact, this research has an exploratory nature as it aims to discover more about the history of female education in Saudi Arabia, hence, the author will employ the qualitative methodology as it highly fits with the addressed nature and needs of this research. In this respect, Groman and Clayton (2005, p. 3) defined qualitative research as:

"A process of enquiry that draws data from the context in which events occur, in an attempt to describe these occurrences, as means of determining the process in which events are embedded and the perspective of those participating in the event, using induction to derive possible explanations based on observed phenomena" .

3.4 Research methods

When it comes to discuss the proper strategy or methods to undertake a research, Crotty (1998, p. 3) defined it as:

"Plan of action, processes or design lying behind the choice and use of particular methods and linking the choice and use of methods to the desired outcomes".

Hence, Choosing research methods counts on a number of factors, for example, the connection between scientific research and theories, the nature of the investigated topic, the philosophical viewpoint and its adopted assumptions, and the researchers' expertise and beliefs and (Teresa and William, 1997).

3.4.1 Data Collection

This research will employ the following qualitative methods to collect the data:

o **Semi-Structured Interviews**

In this type of interview, the researcher prepare a list of a pre-set questions, and then use it to ask questions. Noteworthy, depending on the progress of each interview, these questions may vary. In other words, the researcher can add, remove, or change the order of the questions. Because of this, this type of interviewing sounds useful in exploratory researches (Saunders et al 2007).

o **Focus Group**

It defined as "a form of group interview in which there are several participants (in addition to the moderator/facilitator); there is an emphasis in questioning on a particular fairly tightly defined topic; and the accent is upon interaction within the group and the joint construction of meaning" (Bryman, 2004, p. 346). Moreover, Focus Group can be used to produce adequate information about the proposed subject (Sarantakos, 2004).

o **Observation**

According to Cauvery (2003), observation is considered as one of the oldest used methods in researching. It known that the earliest knowledge in the world was figured through observation. This methods involves depicting, recording, organized observation, and analysis. So, it is useful when it comes to investigate human behaviour. There are number of observation types. In some of these type the researcher allowed to interacts with the concerned group. Well,

in other types the researcher does no activity, and become part of the situation, so the researcher is there to observe only (Cauvery, 2003; Gill and Johnson, 2002).

    o   **Historical**

This method is also referred to as historiography, and known for being "the application of the scientific method of inquiry to historical problems" (Leashore and Cates, 1985). Added, it concerns with the beginnings of a study, its development over time, and its current status at present. Furthermore, it also assistances to analyse the present events, and predict future ones (Hroch et al., 1985). This method employs various types of data source, that include of example official records from various organizations, other authors writings about history, archived original documents, and private materials (e.g. diaries, memos) (Danto, 2008).

3.4.2 Data Analysis

The next step after collecting the data is to analyse it to reach the outcomes. In this regard, the following analysis techniques are used in this research:

    o   **Content Analysis**

According to Grbich (2007), this type uses a systematic process to classify the contents of huge chunks of textual data. It is frequently used to analysing interview transcripts in social science studies. Also, it used with other types of written form data, for example reports, field notes and organisational documents.

    o   **Narrative Analysis**

This technique is used to summaries the data, and to correlate research objectives participants responses. This means, it subjectively reflects and clarifies their experience (Auerbach and Silverstein, 2003).

    o   **Thematic Analysis**

This way of analysis facilitates clarifying the meanings by summarising a huge amount of data. This is in order to recognizing the important aspects in the raw data by identifying the themes there (Thomas, 2006). This process involves preparing the data content (i.e. transcribing), then skimming the text to recognise all possible ideas, later setting general categories that guided by the intentions of the study (Creswell, 2002).

3.4.3 Section conclusion

In the beginning of this research, the historical method will be employed to learn more about the past of female education in Saudi Arabia, the development and the circumstances of this education. It will be used to analyse a number of documented resources, like: governmental announcements, books, journals, pervious researches and studies, and official newspapers. This is in order to reach outcomes, which help to understand the conditions of current time, and to vision the direction of the future (Obidat, 2006).

Then, this research will use semi-structured interview as a tool to collect the data. It will conduct a number of interviews with a number of people who intensely concerned, and have deep experience with the development of Saudi female education. These people were affected, directly and indirectly, by the various events throughout the progress of Saudi female education overtime, as they acted a number of different roles like: students, teachers, and supervisors. Thus, through interviewing sessions, the author will explore their personal stories in facing the challenges to pursue their education. In addition, to learn their feedback about seven milestone that had a significant impact on the development of Saudi female education according the author's believes.

Also, the author intends to visit a number of TSM, and to employ the technique of Observation, Focus Group, Semi-Structured Interviews with of a group of people there who had a deep relation with TSM. This is in order to have deeper investigation about TP and the application of ICT in particular.

Noteworthy, research ethics were considered, and taken into account in line with ethics bodies that regulate social fieldwork. In this regard, throughout all the stages of this research, the anonymity all participants was maintained, and the data was kept confidential all times. Hence, no way the participants can be identified in this study.

3.5 Data Collection Plan

Worth to mention, the author herself has a deep experience with the Saudi female education before retirement, as she evolved overtime with this type of education by acting a number of various roles, namely: student, teacher, and educational supervisor. Therefore, the

author depended on her colleagues in the educational field to reach a number of experienced people who are deeply related to the development of Saudi female education.

Also, the author's colleagues help to arrange visiting a number of TSM in the city of Jeddah. This allowed the author to have better investigating about TSM by learning the perceptions of a group of people had a deep relation with TSM.

This means, this research used convenience and snowballing sampling technique. In this regard, according to Auerbach and Silverstein (2003), "Convenience sampling means recruiting whomever you have access to" and "Snowball sampling means starting with a convenience sample of a few research participants and asking them to select others" (p.18).

More about research sample, all participants were all females because of the following:

- The adopted theoretical framework (i.e. Feminist Theory) concerns with how a woman sees the culture, society, and the world in general (Gosetti and Rusch, 1995). This means, learning female viewpoints is crucial here.

- Due to local cultural restraints, the author cannot go to men working place, or meeting them individually.

- The second aim of this research was to set the focus on learning the progress that Saudi female education has reached. Thus, visiting and investigating girls' schools would support this aim.

Another point, in this research, the data was collected on two stages as follows:

o **First Stage of Data Collection**

In this stage, the interviews conducted with a number of people who intensely concerned and have deep experience with the development of Saudi female education. These people were affected, directly and indirectly, by the various events throughout the progress of Saudi female education overtime, as they acted a number of different roles in their lives, like: students, teachers, and supervisors. In addition, through these interviewing sessions, the author asked the participants about their personal stories to continue their education, and about their feedback about seven milestone that had a significant impact on the development of Saudi female education according the author's believes.

Noteworthy, each interview session took between 50 to 60 minutes. Added, the range of working experiences of those interviewees was between 16 and 39 years. Hence, this deep experience would enrich the retrieved data, and would positively affect the analysis outcomes. Table (3.1) shows more details about the interviewees. Moreover, Table (3.2) shows the used questions in the first stage of data collection.

Table (3.1): Overview of first stage participants' information and the interview

	Code Name	Position	Work Experience in The Ministry of Education	Qualification	Interview Date	Interview Duration	Notes
1	Samar	Educational Supervisor (Retired)	33 years	PhD in Curriculums & Teaching Styles Al-Azhar University, (Egypt)	February 29, 2016	About an hour	On contract (Assistance Professor in Business & Technology University)
2	Nouf	Manager of female educational development unit	26 years	Bachelor in history Um-Alqura University (Saudi Arabia)	March 1, 2016	About an hour	On job (Ministry of Education)
3	Afaf	Assistance Professor in King AbulAziz University (Retired)	39 years	PhD (Heather Field university)	March 4, 2016	About an hour	On contract (Assistance Professor in King AbulAziz University)
4	Shaimaa	I.T. assistance, and head of electronic gate	16 years	Master King AbulAziz University (Saudi Arabia)	March 6, 2016	About an hour	On job (Ministry of Education)
5	Hania	High School Manager	31 years	Bachelor in history King AbulAziz University (Saudi Arabia)	March 7, 2016	About an hour	On job (Ministry of Education)
6	Zaynab	Educational Supervisor (Retired)	33 years	PhD Ambassador University	March 8, 2016	About an hour	The owner & manager of Family Consultation Training Center
7	Jowana	High leadership Position (Retired)	38 years	PhD Cairo University (Eygpt)	March 9, 2016	About an hour	Retired

Table (3.2): The used questions in the first stage of data collection

1- Please tell me about yourself. What is your name? What is educational qualification? What your areas of expertise? What is your current occupation status (Employed, Unemployed, Retired, Other)

2- Please tell me about your educational history. When did you start your education? Did you attend (Al-Kuttab)? Where did you undertake your primary, intermediate, secondary, and higher education?

3- According to your experience, please tell me more about the circumstances / conditions during the beginning of your education. For example (Your family's position, nation's position in general, Saudi nation's position in general) against female education at that time.

4- Tell me about specials circumstances / occasions affected your educational trip until gaining the highest qualification.

5- According to your experience, what were the most effective events which affected the development of female education in Saudi Arabia?

6- According to the author's personal experience, I distinguished the most significant milestones / events during the development of female education in Saudi Arabia as follows:

   Stage (1): The announcement of the official female education system in 1959, and the establishment of General Presidency of Female Education in 1960.

   Stage (2): Adult Education

   Stage (3): Higher Education for Saudi Women

   Stage (4): The annulment of central final exams in high schools in 2008.

   Stage (5): The amalgamation the educational authorities, and assign (Noora Al-Fayez) as the first Saudi vice Minister of Upbringing and Education for female education affair in 2002.

   Stage (6): Scholarship Saudi women abroad

   Stage (7): "Improving" king Abdullah's project to improve the education

- What do you think about the above mentioned milestones / events in general?
- Do you suggest adding more milestones / events? What are they? Why?
- Do you suggest removing some milestones / events? What are they? Why?
- According to your viewpoint, how would you sort these events based on importance, and impact on the development of female education in Saudi Arabia? Why?

7- What do you think about current situation of female education in Saudi Arabia?

8- What do you forecast / look-for with respect to female education in Saudi Arabia?

9- What do you think is the impact of modern technology when it comes to the development of education in Saudi Arabia in general? And female education in Saudi Arabia in particular?

10 - In case this modern technology was available since the beginnings of female education in Saudi Arabia, how this impact on the development of female education in Saudi Arabia?

11 – What do you think is the useful way to preserve and transfer your experience to next generations? And what is the role of technology to do that?

o **Second Stage of Data Collection**

The author was able to visit some TSM in the city of Jeddah with the help of author's colleagues in the educational field. This means, this field study took place in a number of TSM from different levels (i.e. primary, intermediate, secondary), administration of educational supervision, and Tatweer Unit in Jeddah. The interviewees had various roles that included School Manager (SM), Lead Teacher (LT), School Management Supervisor (SMS), Educational Supervisor (ES), and Tatweer Unit Supervisor (TUS), and high school students. Moreover, the participants in the classroom focus-group were seven students (STUDENT) from secondary school level.

Noteworthy, the technique of convenience and snowballing facilitated reaching this sample of participants who had a deep relation with TSM. As result, the data is collected using the methods of observation, focus-group, and semi-structured interviews with a number of the participants within this purposeful sample. The following table (3.3) summarises the participants' information and data collection methods in the second stage.

Table (3.3): Overview of participants' information and data collection methods of the second stage of data collection

	Code Name	Position	Number of participants	Data collection method	Notes
1	SCHOOL PRINCIPAL	School Principal	4	Interview	
2	LEAD TEACHER	Lead Teacher	3	Interview	
	SCHOOL MANAGEMENT SUPERVISOR	School Management Supervisor	1	Interview	
	EDUCATIONAL SUPERVISOR	Educational Supervisor	2	Interview	
	TATWEER UNIT SUPERVISOR	Tatweer Unit Supervisor	2	Interview	
	STUDENT	Student (High school)	7	Focus group	

3.6 Conclusion

This chapter started by highlighting the suggested conceptual framework of the research. Then both research methodology and methods were discussed. This includes descriptions about data collection and analysis methods.

The next chapter will clarify the analyse the data of the first stage of data collection

Chapter 4: The Analysis of the First Stage of Data Collection

4.1 Introduction

The previous chapter outlined the conceptual framework of this research. After that, the methodology and research design were highlighted. The discussion covered the plan of data collection stages, setting of interviews questions, and ended by identifying the proposed analysis strategy.

This chapter will set the focus on the empirical research stage. It will present the data analysis of the first stage of data collection, and the outcome of its results. In which, it will clear up the participants' viewpoint with respect to their remarkable experience of female education development in Saudi Arabia, and how significant its events are.

Worth to mention, the literature review was inspired by Historical and Content analysis. This is in terms of reviewing various related data sources that included other authors writings about history, previous Saudi Royal Decrees, and archived old newspapers. The result was figuring out the seven significant milestone in the development history of Saudi female education as stated in section (2.5) of this research.

4.2 The participants' viewpoint about the significant events in the history of female education development in Saudi Arabia

4.2.1 First event: The announcement of the official female education system

When asking the participants about their personal experiences at that stage, and about viewpoints with respect to the endorsement of Saudi female right to be educated in general, they all agreed the order of Royal Decree to state official female education and to establish GPGE was a brave action, and critical event in the history of Saudi female education development. Because, it was an opening for Saudi girl to meet her right of having proper education, particularly this happened in a challenging era where people used to inaccurately believe that female education was forbidden by religion. In addition, this Royal Decree led to rapid and sequence development in the field of female education.

When discussing the interviewees' personal experiences, Samar, Assistance Professor in Business & Technology University, mentioned she was from an educated family who encourage learning. For example, she has two elder sisters who currently work as physician (i.e. health doctors), where one of them studies in medical college in Egypt and the other one studied in Riyadh due to the absence of Medical colleges in Jeddah at that time.

Added, Samar said during her early education levels, in the 60's and before, she never noticed the Saudi nation's resistance to female education. However, her older cousins did not attend go to schools because of her cousins' father. Then, the father of Samar convinced his brother to allow his daughters to go to school. later, the Samar's younger cousin continued her education, and became an educational supervisor. Samar did not go to "Katateeb", actually she started in private school as the governmental school were not available at that time. Well, she pursued the 6th grade, and intermediate level in governmental schools. Then, she joined (Teachers Secondary Insatiate), and after graduation, she was assigned as teacher, and she kept promoting as assistance, school manager, and academic supervisor. Currently, she works in private university after retirement.

According to Shaimaa, I.T. assistance in Jeddah Educational Department, when she started her education, "Katateeb" disappeared at that time, so she did not attend it. Actually, she studied in a private school in Jeddah, because her father was one of those who support learning English. Worth to mention, governmental primary schools were not teaching English at that time. Shaimaa continued her intermediate and secondary education in governmental schools, and she attended King AbdulAziz University in Jeddah for Bachelor and Master Levels. This story of Shaimaa is an example of how families used to encourage their daughters to get educated, like how the husband of Shaimaa supported her during Master education, and how the grandfather of Shaimaa encouraged her aunt to pursue with postgraduate education after marriage.

As Alnofiei, a manager of female educational development unit, mentioned, despite the fact her family lived in Taif, that had an extremist nomadic culture, her father was keen to educate all his children (i.e. males and females). Their neighbours did not accept the idea of sending the sons, of Alnofiei father, aboard for education, nor send his four daughters to governmental primary schools. Well, the father did not care about these critiques and followed his believes. Then, his sons went back with high educational qualifications, and worked in

significant positions. In addition, the daughters graduated, worked as teachers, and then promoted to be schools' managers. Such achievement, it help to gradually change the believes of the community, and increase the awareness of the female education importance. As result, the neighbours started to send the girls to schools. Moreover, Alnofiei justified her father passion with education to his career as mercantile man, where he used to make deals with the open-minded people of Jeddah, who were very careful to educate their daughters. Hence, Alnofiei clarified the reason behind her father interesting of education was making better future for his children, rather than the finical benefits.

Hania, High School Manager of one of "*Tatweer Schools* ", said she attended "Katateeb" for in the beginning. Then she joined "Dar Al-Hanan" primary private school, and continued going to "Katateeb" in the afternoon to learn "Quran". As her father was working as a flight engineer, his duties moved him with his family to the UK. So, Hania attended the British academy, after that she came back to Jeddah and pursued the intermediate and secondary levels in governmental schools. Later, with the support of her husband, she had the qualification of bachelor from King AbdulAziz University. Hania feels proud of her educated family, where she found the encouragement and support. For example, her mother was a doctor (i.e. physician), and her aunts had completed the primary schooling. Furthermore, Hania believes the effective social links in Jeddah's community encouraged the people to educated their daughters, particularly after opening the free governmental schools. However, some families merely sent their daughters to "Katateeb" to learn "Quarn" only. This due to their old believe that it is a shame for a girl to exit from her house, besides this girl will probably get married after primary school where she will be busied with her duties as wife and mother, therefore her education is not that important.

According to Hania, Assistance Professor in King AbulAziz University (Retired), her education started at "Katateeb" in Jeddah, where a lady named (Khoja) was there teaching Quarn and the basics of reading. Then, Hania escorted her father when he moved to (Cairo) in Egypt, where she continued primary education up to the 5th level. After that, she completed the 6th primary grade at a private school in Jeddah, and then joined an intermediate governmental school. Later, she joined "Dar Al-Hanan" private school, with all the girls in her family, to continue secondary school levels. Moreover, Hania clarified her family and neighbours were supporting female education, and her mother was the first graduate of "Katateeb", where her mother's family celebrated this graduation using a tradition called "Al-Sorafah". Worth to

mention, as there was no universities in Jeddah at that time, the Saudi government send Hania to Pakistan in scholarship to pursue her higher education. However, her father, who supported her education, was worried because she was a girl. So, he offered to send Hania to a university at (Beirut) in Lebanon, as they had relatives there. Well, Hania preferred to stay in Jeddah and to work as a teacher.

In reference to the story of Zaynab, the owner and manager of Family Consultation Training Center, she attended "Katateeb" for three years. Then, she joined a governmental school, when it opened, and started from 3rd level. This is because she passed the level estimation test, as she was able to read and write. This ability was the result of attend "Katateeb" and reading stories at home. After completing the primary school, Zaynab studied in teacher institute for two years, and in teacher's secondary school for another two years. After graduation, Zaynab worked as a teacher in kinder-garden, a teacher in primary school, a teacher in secondary school, eliminate illiteracy schools, and an academic supervisor. Later, at the retirement, she established her own training center. Furthermore, Zaynab highlighted she grown in "Al-Sham" district, which was known as Science district as well because of the huge number of libraries and bookshops, in addition to a number of "Katateeb" that teach Quran the basic of reading and writing there. As result, the neighbours immediately sent their daughters to the governmental schools when they opened. Added, the salary of the worker-educated females supported the income of their families. Besides, the educated young men started looking for educated wives at that time. Finally, Zaynab asserted though her mother worked as a tailor and was illiterate, she encouraged her daughters to educate because she believed in the positive impact of education in terms of gaining significant social position.

Jowana recalled the conditions of her environment at the beginning of her education. According to Jowana, education in Mecca was carried out in some schools and in some schools that were established by some Meccan families by their own efforts, such as the Bakhshiah, Al-Fatat Al-Ahlia, and Al-Soulti. Jowana believed that she was lucky, even though her aunt was illiterate, but her mother was educated, a graduate of a school called Al-Bakhsha, a private school that had converted from Katateeb, and her father was a merchant and supported her education. Her grandfather is educated and works in the courts of Mecca as a lawyer, but not with an academic qualification specialized in law, but by heredity as a family profession. The surrounding community was mostly conscious and supported the education of its daughters, so

it did not feel the opposition of the community when the official education for girls was announced.

Jowana did not go to Katateeb, but started her education in a private school. As she states, "My mother was a teacher in the Model Private School established by Sheikh Bakr Shahanshah in Mecca, she took me with her when I was 4 years old, so I tested first grade when I was 5 years old and finished third grade when I was 7 years old. In fourth grade I moved to a public school after I passed a math and Arabic test by a specialized committee that came from Jeddah to assess me." She praised that "It was a beautiful thing at that time that a committee came from the city of Jeddah to the city of Mecca to evaluate a child who wanted to complete her studies at a younger age than the regular age." Jowana completed her primary, intermediate, secondary and university education in Mecca Al Karma and obtained a master's degree in Jeddah and a doctorate from Cairo. Her family circumstances made her work in the general education corps of the GPGE as a teacher, then a director, and she was promoted to an educational supervisor, head of department, then head of administration, and she held a high position in the Department of Education in Jeddah and chaired several committees during her work.

4.2.2 Second event: Dealing with adult illiteracy

By interviewing the participants about their personal experiences about this event of illiteracy eradication and senior education on the history of female education in Saudi Arabia, all of them pointed out it was a significant action. This is because it created an opening to learn for those who missed the official educational for private reasons.

According to Samar's experience of teaching in illiteracy eradication centers, there were a high demand to study in these centers. The senior ladies were quite happy to be able to read Quran. A number of Turkish ladies, who married Saudi men, joined these centers to learn Arabic language. Samar complimented the country's efforts to encourage senior women to educate by paying 1000 SAR (equivalent to 266 USD) as a reward when graduating. At the same time, opening chances for graduate student to peruse with the next educational levels. Samar highlighted the event of illiteracy eradication and senior education had a positive impact on the children's and families of these women. Shaimaa mentioned, this event was a good chance for those who missed early education, particularly classes starts in the afternoon when the a woman finished her home's duties (e.g. Cooking, cleaning, receiving children after school), and then

return to home before sun-set. Hence, this timing fit with women's conditions, and helped then to join illiteracy eradication centers.

Alnofiei said there were a lot of missed the early education, and wanted to learn. The programs of illiteracy eradication and senior education provided them the opportunity to education, and to free their talents. Added, she referred to examples from the field, where she witnessed projects and products of these programs graduates in an exhibit in (Red sea mall) in Jeddah.

Hania mentioned that her mother did not attend illiteracy eradication centers, however her mother friends were proud of going to these centers, and were happy to be able to read Quran. Hania added, mothers used to gather to study and memorize Quran. Later, the mothers had new interest. Other than their natural role (e.g. Cooking, cleaning, rising children), actually the majority of them became able to follow up with their children studies.

Zaynab, who worked as a manager for illiteracy eradication center, mentioned the women who attended these centers were so excited and glade for the cost free education which provided the government. This education allowed them to read, write, and learn useful knowledge that meet their needs like taking care of the family, and health food. Zaynab asserted the huge demand to register in these centers, along with the serious commitment of senior students.

Zaynab said she was among the first group who worked in illiteracy eradication centers. She mentioned a number of (katateeb) graduates attended these canters, as they wanted to pursue their education. Also, a number of ladies, from high-class families (social and educational) in Jeddah, joined these canters. Zaynab justified this huge demand to the suitable timing in the after noon. Hence, instead of visiting and socializing in homes, women of the neighbourhood gathered in the centers, and learn as the same time.

Jowana stated that the percentage of illiterate women in Mecca and Jeddah was not large compared to the rest of Saudi Arabia because they are major cities in the Hijaz and most of the population is educated. Illiteracy was widespread in the suburbs, villages and small towns. She assures that the main goal of educating the elder women was learning to recite the Noble Qur'an and simple reading and writing, so the literacy program achieved this for them, and the woman became more aware of some aspects of her life, and that was enough for that time.

4.2.3 Third event: Higher Education for Saudi female

According to the interviewees' viewpoint and personal experiences about this event of Higher education for Saudi females, and its impact of on the development of Saudi female education, Samar described availing higher education chances to Saudi females as a critical jump in the history of Saudi female education. Samar added, the graduates of higher education, the teachers in particular, contributed to achieve "Saudization" in the field of education. Samar mentioned that higher education polished the way of female thinking, accordingly, it allowed this female to significantly change the cultural viewpoint when comes to females abilities. Then, Samar referenced to her personal of gaining the higher educational qualification. She achieved the Bachelor qualification from King AbdulAziz University through part-timing method as she was on top of her duties as teacher. Then, she gained Master qualification for Um-AlQura University, in Makkah, by attending in the evening after completing the business hours of her duty as Scholl manager. In this respect, the flexibility of setting classes' schedules with the rest of classmates helped her to coordinate between her job in the morning and attending the classes in the evening. When it came to do the PhD, she had to pursue in "Azhar" university in Egypt, this is because her employer GPEG disapproved her request to study as a full-time student in Um-AlQura University, which critically affected her registrations' approval to do PhD in Um-AlQura University. Samar mentioned her numerous trips to Egypt, with her brother, in order to do exams, and to meet the requirements in PhD program there.

Shaimaa highlighted the impact of this event on finding qualified and higher-educated females who were able to participate in the national growth. The expansion of opening universities around Saudi regions helped to increase the females' demand to join these universities locally in their cities without the need to travel to other cities or abroad. Shaimaa mentioned the flexibility of classes' times and the variety of universities programs were other supporting factors for females to gain higher qualifications. For example, she managed to achieve Master qualification, while she was on the top of here job, through the executive program in King AbdulAziz University as the classes took place in the evening during business days, and in the morning during weekend days.

According to Alnofiei opening universities and availing higher education to Saudi females were critical event when it comes to improve Saudi female education. She highlighted that during the beginnings of availing higher education for Saudi females , some families in

"Taif" rejected the idea of sending their daughters to Um-AlQura University in Makkah. Even these families were aware the distance were only 90 Kilometers between these two cities, and there were female student house that met the Islamic directions and Saudi traditions. Alnofiei added, she married after gain Bachelor qualification for Um-AlQura University. Currently, she is doing Master studies in the executive program in King AbdulAziz University because the classes time of this program fit with schedule of the workers and employees.

Hania told about her efforts to gain the higher educational qualification. Because of her mother's sickness, she and her sisters married in an early age while she was in high school. Then, her husband encouraged her to pursue her education in the university in the morning. So, her wish to study along with family support helped the deal with her different duties as mother, wife, and student. Later, when she completed 18 credit in Master studies, she quit the program because of her mother's death, particularly this mother used to look-after Hania's children during class time. Hania added, opening chances of higher education to Saudi females made serious impact on female personality and her self-respect. Besides, it increase the her theoretical and practical awareness. Moreover, Hania said this impact was clarified when the female graduated, of teachers' institute, pursued their studies in the intermediate and improved colleges. Hania praised availing more higher educational specialties for females, which were exclusively for males, like Pharmacy and Medical Sciences in governmental universities, and Engineering in private universities.

According to Afaf, the benefit of opening higher educational chances for female was for everyone. However, making use of this opening depended on the personal situation of Saudi females and their wishes to study. Afaf mentioned, during her journey in higher education, she attended Um-AlQura University in the evening. The bachelor qualification helped her to promote to an assistance, then to a secondary school manager in the morning, and a manager of illiteracy eradication center in the evening. The ambitious of Afaf pushed her to resign from her job at GPGE, and to travel to Egypt to do Master studies. Later, she assigned as a lecturer at King AbdulAziz University through based on her Master qualification. After six years, she was sent in a scholarship to the UK where she acquired PhD qualification from Heather Field university in 2003.

When Zaynab completed secondary school, there were no universities nor "Tarbia" colleges. Later, she and some of her friends attended King AbdulAziz University for Bachelor

studies when it availed chances for part-timer female student in the fields of Arabic language, Social science, Administration, and Islamic studies.

Zaynab mentioned, during that time a numerous of people used to think the University was a sin place for female. However, Zaynab and her classmates believe in prophet's quotation: "Ask the god to give you the useful knowledge", in addition to the Arabic wisdom: "Keep studying from cradle to grave". Later, Zaynab gain bachelor in Social science while she was in top of her job. After completing 33 years in duty, Zaynab retired, and attended a number of training sessions. As result, with consideration of Zaynab experiences, Ambassador University, for distance learning, awarded with a PhD degree.

Jowana emphasized the need for females to complete higher education after secondary school, so it is not wise for half of the society represented by women to remain marginalized. From her point of view, university education enabled Saudi women to serve their society because it qualified them to work, whether in teaching, hospitals and companies. It also earned them self-confidence, independence, and strength of character.

Regarding her journey to obtain her higher qualification, Jowana mentioned that she enrolled in King Abdul Aziz University in the city of Mecca (and later changed her name to Umm Al-Qura University). In the first year of her university studies, she got married, but she was able to complete her undergraduate studies thanks to the cooperation of her husband and the support of her family around her. After that, she was appointed as a teaching assistant and worked for 3 months at the university, but she was given the choice between staying in Mecca or moving with her husband to the city of Jeddah, so she chose to move to Jeddah and worked in public education. Jowana asserted that she did not complete her higher studies until she realized that her children had grown up because her family was the priority in her life. Despite the pressures of work and study requirements and responsibilities, she was able to obtain a master's degree from the College of Education in Jeddah on a part-time basis. Her great ambition prompted her to study a doctorate in Egypt. The requirements of studying at the doctoral stage made her intermittently stop work to go to Cairo to attend lectures and write the thesis until she obtained her doctorate in 2011. Jowana praised the role of her family, "In all my studies, the support and encouragement of my family, my husband and my children played a big role in my success".

Jowana believed that the available university majors qualified Saudi women to work as teachers. Jowana added the year of her graduation. The number of female graduates from the university was 21. In the past, the situation was possible due to the small number of female students enrolled in the university, but the continued restriction of specializations to women leads to the same result, and this is a mistake. It is necessary to open new educational paths at the university, such as engineering, aviation sciences, expansion in the field of medicine, nursing sciences, etc., provided that it is commensurate with her nature as a female. Women cannot work in oil refineries or underground, for example.

4.2.4 Fourth event: Changing the methods of evaluating the students, and the standards to accept them in Universities

The following tells about the participants' feedback about this critical event which concerned the Saudi nation in general, and educational people in particular, as it will seriously impact on the educational future of all students both males and females.

Samar sees the events of annulment of central exams, applying assessments exams "Qeas", and introducing preparatory-year as a positive actions to enhance the educational outcomes and its quality. She added, there are a high number of secondary schools graduates with a low quality level in general. Samar mentioned, preparatory-year seems to be quite useful, where during this year students attend a some knowledgeable and skilful programs like thinking skills and English language. At the same time, it would be a chance to figure out the student's readiness for university's education, and accordingly selecting the suitable specialty. As result, it would reduce the rate of failures in this level of education. Moreover, the student will be more able and aware with respect to abilities' self-assessment.

Shaimaa second the idea of central exams' annulment. The reasons are that the questions used to be set in Riyadh educational are, in which they do not fit with other areas' conditions, students counts, schools capabilities, and teachers abilities. However, Shaimaa did not deny the this exams' annulment hade some drawbacks, like the lake of score credibility that students achieve in assessments exams "Qeas". Furthermore, Shaimaa sees the reparatory-year as a waste, because there are already three exams the student had to undergo prior to this year (i.e. Secondary school, Abilities, and Achievement). So, enforcing the student to attend preparatory-year after that would consume additional time, efforts, and energy. Consequently, this would

limit students' enthusiasm and create negative influence to the students and their families. Shaimaa supports the understudy direction toward adding a fourth year to secondary school level as an alternative to the preparatory-year of universities. This is in order to deal with the drawbacks of preparatory-year and assessments exams "Qeas".

Alnofiei suggested that the annulment of central final exams was a positive action toward increasing the abilities of individual educational departments and schools administrations in different areas, and toward freeing them from centralization bonds. Assign the responsibly of setting the final exams to the schools themselves is a significant indicator for the trust in these schools and teachers. Alnofiei Added the teacher is more knowledgeable with students' level than any one even their parents. Therefore, as this teacher sets the exams for the students according to the directions of the Ministry of Education, this will put him in a place of responsibility in front of schools management and students families, and make him a partner in the educational process. Moreover, Alnofiei highlighted this annulment might lead to make exams easier, and to dishonesty in scoring. However, this cannot be generalized over all schools. Then, Alnofiei wondered why not to trust the abilities and honesty of schools leaders who looked after students thought the educational year. Besides, these leaders are on top of evaluating the teacher, hence it is meaningless to loss trust in them at secondary schools' exams. Because of this, Alnofiei demanded to put all the trust in Scholl leaders and teachers for all related matters to students as they are the best when it comes to know about students' abilities, knowledge, educational levels, and students' reaction with the questions. Regarding preparatory-year and assessments exams "Qeas", Alnofiei considered them as obstacles against success, because they do not accurately measure students' true abilities, therefore their scores do not reflect a subjective indicator to distribute students on different colleges and specialties. Actually, they might lead to go to unwanted college by the student, and this could result to fail or leaving the education.

Hania mentioned the annulment of central final exams serves the purposes of education processes, and keep up with current development in the educational field, and fit with the application of grade point average (GPA) system. From the experience of Hania as a secondary school leader and a mother, she sees the exams as a hard time filled with pressure and fears on the students and their families for only %30 of the grade. This happened because the final exams used to set by the Ministry of Education in Riyadh but not by the schools' teachers. Hania asserted the teacher's abilities to set suitable questions using characteristic table. This table is a

flowchart used to determine the exam content, and it links subject contents with the educational goals. It clarifies the weight for each item and the targeted knowledge and skills. Added, the number and content of equations, the total questions number, and the total exam score can be learnt from these items by using simple equations that any teacher can use regress the specialty. Moreover, among the significant purposes of Character table: achieving balance in the exam, confirming the exam measures a repetitive sample for educational goals and the main content of subject the is meant by this assessment.

In addition, these questions go through revision and evaluation by the each first teacher of the subjects and by the educational supervisor. In the past, using central exams was justified because the total score of Secondary school was %100, so student rank was identified by comparing the scores with other students over all areas in Saudi Arabia. This means, there were equal chances for all students, and then the owners of first ranks were rewarded. Regarding to preparatory-year and assessments exams "Qeas", Hania saw the beauty of them, however they did not achieve their goals because of some negativities. For example, the short period of exam does not fit with the high number of question. This means students had to speed up to put the answers with having enough time for thinking, hence, this exam does not measure the required abilities and achievement by the developed education. Moreover, the exam style does not consider students' individual differences, as luck has an impact when guessing the answers. More in this respect, some question are wired or from old curriculum. Added, schools do not train nor prepare the students to do these exams, as result the families had to register their students in external training courses and buy additional books, such actions put additional cost on the limited budget of some families. Hania suggested to train the students on similar exams styles in schools, and set dedicated classes in daily timetable for training by school management, and to give the needed workbooks to students. Hania requested the concerned authority to paraphrase the questions and to redesign the exam in a more suitable way with a clear time plan.

Afaf described the annulment of central final exams was a right decision, because it contributes to schools' independency by delegating the responsibilities of teaching and evaluation to schools themselves. Moreover, based on Afaf's experience in working in exams' committees, she asserted exams centralization exhausted families, students, and managements. She added, committees significantly cost, and they consume a lot of efforts to check the answers on papers, submit the grades, and announcing the results. Furthermore, the GPA of secondary

school is no more the exclusive criteria for Universities admissions, actually there are more factors like Abilities and Achievement tests that organized by (National Center for measurement and evaluation). Added, in some specialties, interviewing results is a quite significant criteria. Then Afaf mentioned, the verity of admission criteria is in favour of university's admission because it reflect a more accurate measurement for the student from many perspectives. Afaf emphasized the criticality of preparatory-year thou the existence of some drawbacks due to the absence of guidance and support in secondary school. For example, in the beginning of first year in the university, student are categorized as secondary schools graduates absolutely based on their specialty in secondary school (i.e. Literary, or Scientific). This is due to the absence of other information's about them since the secondary school, as result, a number of students objected this categorization.

Afaf asserted the importance to avail the services of guidance and support in secondary school. In this respect, Afaf told a story about her son who studies secondary school in the UK, where student are categorized based on their high grades in specific subjects along with the guidance and support service by the school. Then, students determine the collages that they will join, and later they attend a special preparatory program to study some required subjects by the selected colleges.

Zaynab highlighted she worked in the committees of central final exams, hence she knew the needed efforts and moral o do that. Accordingly, in the beginning she felt the decision of central final exams annulment was a right one, however, this decision led to negative results, including the weakness of educational level of the secondary schools graduates, and the inaccuracy of their graduates' scores. Actually, the annulment reduced the psychological pressures on students and on their families, however as results, the families became less care with respect to studying and following up their sons and daughters. This led to weaken the educational achievements, well, this is on contrary to the previous system where everyone were forced to seriously study, and to get sound preparation for the final central exams. Another point, with the annulment of central exams, there becomes a possibility that teachers set easy exams for their student, while other teachers set hard ones in other schools or educational areas. In other words, it may lead to the lack of fairness due to the differences in students' evaluations criteria. Accordingly, the assessment's outcome is vague with respect to students' skills and academic knowledge. Then Zaynab mentioned that assessments exams "Qeas" represents a nightmare for student and their parents as these exams determine the acceptance to universities'

admissions. In addition, the results of assessments exams "Qeas" do not necessarily agree with secondary schools outcomes over three years of spent efforts and hard working. Consequently, the system of assessments exams "Qeas" became an obstacle in the way of students' achievements instead of supporting them. Following the same logic, the disagreement between secondary school outcomes and assessments exams "Qeas" reflects the inaccuracy of one of them, thus it arises the need to subjectively investigate this situation. Regarding preparatory-year, Zaynab did not support it, as it wastes students' time according to her viewpoint.

Jowana argued these tests were taken without qualification, so there was a large gap between the results of the secondary tests and the tests of measurement and aptitude.

In regards to the preparatory year, Jowana believed that it can address the shortcomings of high school, but the application of the preparatory year, in addition to the assessment and aptitude tests, is considered a waste. Determining the student's course at the university after the preparatory year means that the high school certificate has no value. From her point of view, the solution is to suffice with either the preparatory year or assessment and aptitude tests. The best solution is to reform the methods of teaching and assessment in high school and before, because if there is a strong education system and a capable teacher, the student will graduate with the ability and the ability to go to any local or international university such as Harvard without all these exams.

Jowana said, she can find out the impact of the decision from the results of international tests. Saudi education is still receiving lagging positions. This is an indication of a defect that may be due to evaluation methods or other reasons, including the teacher himself and his insufficient qualification. Actually, there are training programs and teachers are sent outside Saudi Arabia to see educational developments, and this is good. Yet, when they return to Saudi Arabia with good experiences, they may not be able to apply because the environment is not suitable for implementation.

4.2.5 Fifth event: The amalgamation of Saudi educational authorities

According to the viewpoints of the interviewees regarding the impacts and results of the amalgamation of Saudi education authorities on the development of female education, Samar described the first amalgamation of GPGE to The Ministry of Knowledge as an accurate action.

This is because this action unified the directions and work policies for males and females. For example, one of the differences was the age of admission to start primary schools, where for female it was five and half years, and for male student it was six years. In regards to the second merger between the ministry of education and the ministry of high education, Samar felt it was an extension to the first amalgamation. Added, there was a gap between these two ministries that secondary school graduate did bear its burden in terms of struggling during the universities' registration and administration, and then in preparatory-year. Samar suggested the merger between these two ministries would help to mind the gap and to increase the coordination. About the assignment of (Nora Al-Fayez), there were two advantages. First, finally Saudi woman can create impact in a high leading position that expresses female needs directly to the decision maker in the high command center. Second, influencing female's generation filled with women who have high scientific qualification, rich experiences, and significant abilities. These women are waiting to prove Saudi females are critically able to fill high and leading position in the governmental sectors. Samar hoped this assignment is an opening for a more shining stage that women can take place of lead. Actually, later a group of women joint the Saudi Consultative Council as members where this membership used to exclusively be for men.

Shaimaa suggested the first amalgamation of GPGE to The Ministry of Knowledge was a successful one. This is in contrary to the second merger of the ministry of education with the ministry of high education that considered being a failure. To clarify this point, Shaimaa said the outcomes of the first amalgamation was clear and sensible in the practical filed because its owners were aware about its linked challenges, thus, the decisions were accurate, and crucially made. Well, regarding the second merger, unfortunately there are no clear benefits until now. Actually, it was focusing on the program of "My scholar ship My job" instead of solving the challenges of education that should had more priority according to Shaimaa's viewpoint. She added, the idea behind the merger sounds good in terms of the integration for both of them, however this does not necessary mean it was successful. In the same context, Malaysia separated the public and high education after many years of merger. So, Shaimaa believed it would better to step back and separate these two ministries. Moreover, though the high expectation, regarding the assignment of (Nora Al-Fayez), from Saudi women in general, and from educational female in particular, Shaimaa mentioned it did not critically meet the expectations. This because (Nora Al-Fayez) did not revive enough authorities to make changes or to take significant actions.

Alnofiei saw the amalgamation of GPGE to The Ministry of Education still did not reach the optimum situation. Well, the idea became accepted after being rejected in the beginning as it has clearer view now, unified processes, and the cooperation between males and females departments is more effective now. She added, among of the positive impacts of the merger are the introduction of female agency, and the assignment of (Dr. Haya Al-Awwad) in the position of (Deputy Minister for education affairs) who represents the first Saudi female to fill this position in history of Saudi ministries. At the same time, this position is the second highest position filled by a female in the ministry of Ministry of Upbringing and Education, as this positon comes after the position of (Nora Al-Fayez), the former vice minister.

Alnofiei clarified that (Haya Al-Awwad) is supervisor of "Tatweer" project as she provided the needed support and facilitate the process. Furthermore, as (Haya Al-Awwad) is female, hence it is possible to meet her face to face as senior responsible in the ministry. Such an action, it was not possible to do with male responsible. Then, Alnofiei described the assignment of (Nora Al-Fayez) as a significant event that confirms government's trust in Saudi woman. Added, it represents a pioneering step towards enabling the woman to fill her expected leadership-role, particularly in the field of female education. This is because education considered as the base to build the community from economic, theatrical, educational, and social perspectives. Alnofiei added assigning a Saudi woman to take the duty of that role did spread the hope and optimism between females in various educational sectors in particular, and other sectors in general. Actually, it reflected that nothing is impossible with respect the improvement of Saudi woman. Alnofiei considered this assignment as a motivator for Saudi woman to pursue with her higher education, to achieve remarkable performance, and to take the duty of significant roles. The assignment of (Nora Al-Fayez) sustained and facilitated working in "Tatweer" project. In this respect Alnofiei mentioned that (Nora Al-Fayez) supported the project of "Tatweer" that started in some schools around Saudi Arabia. Added, (Nora Al-Fayez) came to Jeddah and visited one school, that applied "Tatweer" project, and sensed this application. Hence, after this field observation, (Nora Al-Fayez) acknowledged the organized working of female staff. Then, she met school staff in person, and learnt directly from them the needs and challenges in the field. Such an action, it fits with the needs of Saudi woman who works in gender segregation places.

Hania, who has an experience as a school manager, affirmed that the amalgamation of GPGE to The Ministry of knowledge had a positive feedback in terms of feeling of equality,

facilitating the communication with men section to exchange expertise, improving the profession, unifying the processes and curriculums, yet, this unification still not that identical. For example, men section has more flexibility to perform tasks. Another example, taking care of educational preparation documentation in an overstatement-way, and the huge number of paper folders in female schools. Well, as Hania justified, a possible reason behind this could be females are more focused and keen to document everything.

Regarding the latest merger of the two ministries, Hania said until now we still did not sense any positive feedback. She added, there were great expectations and hopes on this merger, like setting more care on the secondary school level as it has numerous of challenges, like the process to join universities. When it comes to the assignment of (Nora Al-Fayez), Hania suggested it was honoring to all Saudi women in general, and to female worker in educational field in particular. Moreover, the used criteria to select (Nora Al-Fayez) seemed to be accurate, as the experience she had allowed her to be more able to set priorities and to make rapid decisions to deal with the faced challenges of educational field, for female, that obstacle its development. As result, this will contribute to increase female education productivity, and push the educational process forward. Actually, this assignment made more moral support than practical effect in the field.

Afaf discussed the amalgamation of GPGE to The Ministry Knowledge from administrational perspective. According to her viewpoint, this merger had a positive impact as it reduced many of administrational offices. Hence, this facilitated observation and supervising that represents two of significant process for the enhancement and improvement of education development in general, particularly the goals and target people of this development are the same, however the gender is the only difference. On contrary, the sudden unplanned merger of public and high education ministries was not in the favour of education development as Afaf suggested. This is because the new ministry became responsible of a huge budget. This in addition to financial and administrational files, thousands of employees (i.e. teachers, lecturers, administrators), and millions of students in universities and before-universities levels, such a situation it is not that easy to handle. Furthermore, the intensive centralization in both ministries managements may obstacle the development. Actually, it will lead to lower performance due to the slowness of tracking and evaluation, the slowness to make decisions as the process became more complicated and suffered overlapping in some tasks. Afaf believes, the public education has more upbringing nature, while the high education has more nature that is

academic. Therefore, the merger was not the best solution to mind the gap between these two types of education. According to Afaf, the best solution was to form a coordination-department that has the responsibility to supervise students' preparation from high school to universities' live, like what happened in the UK. Or maybe to conduct a survey or a scientific study with the help of related specialist academics to get useful viewpoints based on their academic background and practical expertise prior the merger, this in order to perform later in an optimum way. In regards to the assignment of (Nora Al-Fayez), Afaf suggested this assignment does not mean (Al-Fayez) was most qualified one, because there are numerous of Saudi woman who have significant characteristics maybe better than (Al-Fayez).

Then Afaf added, this assignment made huge trend within the community, and a numerous considered it as opening to take the responsibility of leadership position in various ministries for Saudi ladies. Well, later it turned out to a virtual assignment, because it did not effectively reflected on the educational field as it was hoped.

Zaynab suggested the amalgamation of GPGE to The Ministry Knowledge was an accurate one the assert the value of gender equality. Well, Zaynab argues this amalgamation should have unified al the curriculums for both boys and girls. So, instead of setting specified sessions to teach cooking and sewing for female students' curriculum, it was worthy to replace them with English language and science classes like the male students. This is because these subjects are highly required in today's world as the Saudi culture is changing toward the openings in female jobs. Regarding the merger of public and high education ministries, Zaynab saw it as an opportunity for Saudi female to prove her ability as a senior responsible for female education. According to Zaynab, female is well organized by nature, therefore she is more able than the man when to deal with a numerous of matters that have humanistic or organizational sides when it comes to manage an organization in general, and educational organizations in particular. In addition, having a female in senior leadership position makes her in a direct contact with the field, as result, this support making more accurate decisions regarding the field needs. This is because of the availability of direct contact and having face to face meetings.

Jowana considered that the merger of the GPGE (i.e. Girls' Education) with the Ministry of Education (i.e. Boys' Education) under the name of the Ministry of Education has a positive impact in several aspects, including the unification of curricula for boys and girls and work procedures. Although it was a good decision, it faced many difficulties in the beginning. For

example, men trying to dominate the female department and refusing to give up their work procedures because they think they are the best. Therefore, the cooperation was subsequently adopted between the men's and women's divisions based on the type of ideas presented and the extent of the conviction of the feasibility of the procedures for one of the parties.

As for the second amalgamation of public education with higher education, Jowana considered a transformation of education only if the objectives envisaged by it are achieved. From her point of view, the second amalgamation did not achieve the required degree of development, whether for general or higher education. Because the greater the scope of supervision for the official, the less he is aware of what is happening in the field.

As for the appointment of Alfaiez, Jowana saw that it is a sound choice, because she is a nice person who is close to himself and has acquaintance in the educational field. During her tenure, she launched several projects, such as neighborhood clubs and some programs for educating older women. Likewise, Haya Al-Awwad is an educated, conscientious person who is fluent in three foreign languages, English, French, and Italian besides her mother tongue, Arabic. Jowana stated, "It is nice for Saudi women to occupy senior positions because it suits our conditions as a conservative society. They can enter schools and get to know the educational reality closely and feel its strengths and weaknesses, as well as directly discuss with women in the field." Therefore, the appointment was effective and not fictitious, as some claim.

4.2.6 Sixth event: The scholarship program for Saudi female

When asking the participants about their views toward scholarship program and its role in education development, Samar supported this program. Because, it leads to base a new generation that return to home country with a variety of scientific majors, also this generation able to lead the change of the community and its sectors to the best. This will happen by making use of the values, culture, and intellectuals of advanced communities in science and culture. Furthermore, the scholarship of Saudi females is a confession for her ability to be creative, and to proudly represent Saudi Arabia in specialized international events.

Shaimaa described her stand as supporter and opponent. She is opponent for undergraduate scholarship, for the majors that already provided in Saudi universities. At the same time, she supports scholarship as it represents a significant opportunity for gaining a

distinguished education as long this education in postgraduate level and targets rare scientific majors that are not available in Saudi universities. So, the student will able to transfer the knowledge and unique experience to Saudi Arabia, and will contribute to base new specialties that the community almost lost them or in need for them. As result, the local education will be developed with these unique scientific majors.

Alnofiei focused in the cultural and social changes that occurred in the way of thinking for the Saudi community because of scholarships. In this regards, this community used to refuse the idea of moving the female from one city to another to join university, and to live in the protected university compound. Now, this community is sending its daughters abroad to study. Alnofiei affirmed she supported all changes in education as long it does not contradict with Islamic roles nor the values of Saudi community. For example, the scholarship program covered the required arrangements to send the female scholarship student along with her "Mahram" as constituted by Islamic roles. Added, Alnofiei suggested that scholarship program is a chance to learn about other cultures and experience others own values, customs, and morals. So, therogh the reaction by dialog and discussion, scholarship student (males and females) can gain and transfer valuable information, values, and culture. Such action ,it perform actual development to education.

Hania supported the scholarship for only post graduate level (i.e. Master and PhD). This is because the graduates of high School are in special age of physiological and mental characteristics that unsuitable to go and live in a total different culture that the Saudi one. So, there is a high chance to experience a culture-shock, as the they are not that mature to deal with. Moreover, maybe they gain some habits that contradICT Islamic roles and Saudi customs. Hania affirmed the benefits of scholarship by observing some female student after returning to Saudi Arabia with rare scientific majors, and creative ideas that they learnt for the country of scholarship. Added, these females are full filled and enthusiasm to apply what they learnt in the Saudi community. Hania added, transferring and applying new useful experiences will contribute to growth of the community, and to develop Saudi female education.

Afaf retrieved a memory of her father stand when he refused her scholarship to Pakistan after high school because was a girl. This regardless his keenness to educate her. Instead, the father offered her to travel and study in Beirut (Lebanon) because she can find the relatives of his Lebanese wife there. Afaf said, she was among the first female scholarship students of King

Abdulaziz University, but not from the scholarship program. Afaf mentioned all the female scholarship students of that generation took leadership positions in the university. Afaf affirmed the goal of scholarship program is not limited to gain scientific qualification; it exceeds that to learn now culture, thoughts, and living styles. Afaf emphasized the scholarship program is an investment in human resource capital, where its returns comes in the form of graduates who gained the knowledge and skills from worldwide universities. So, theses sons of the country, they will become a critical supports for Saudi universities and organizations by the significant qualification they have.

Zaynab described the opening of scholarship for Saudia female as a historical milestone and decent decision to support her education, awareness, and development. Added, within the scholarship program, Saudi female has a special attention as the county fully covered the cost of her "Mahram" and her dependents. According to Zaynab decision of scholarship moved the Saudi female from a limited options education to an education with various scientific majors in top ranked universities around the world. The program created chances for huge sector of Saudi females who wants to study, and wanted to learn about female cases in the country of scholarship. Also, this program represents opportunities for Saudi females to prove their abilities in scientific completions and accomplishing international achievements. No doubts, this scholarship program will positively affect Saudi female abilities in the growth of her community and in the development of her education; this is by gaining scientific qualifications and international skills.

Jowana stressed that the decision on scholarships in general and for Saudi women in particular is one of the best decisions of King Abdullah to develop education. She explains, "We have now a large number of educated women who are qualitatively educated as a result of scholarships. They have rich knowledge, linguistic richness, and openness of mind. On the other hand, scholarships have made a qualitative leap for society as well, and not only for education. In the beginning, Saudi society opposed and was afraid of scholarships, but Soon he accepted and sent hundreds of thousands of his sons or daughters abroad, not only from major cities, but from all regions in Saudi Arabia".

Jowana called for the importance of academic guidance in the scholarship country, especially for high school graduates, because they often suffer from cultural shock, especially if the scholarship student is from a very conservative environment. It also stresses the need to take

advantage of the scholarship upon their return by placing them in correct places suitable for their qualifications and in a manner that serves development, so as not to waste human competencies and the returns on investment in missions.

4.2.7 Seventh event: The King Abdullah Project for public Education Development "Tatweer Project" TP

When asking the participants about their comprehension about "The King Abdullah Project for public Education Development (Tatweer Project)", Samar suggested it is a significant event, and a qualitative movement for education in terms of the outcomes, quality and excellence, of the school that applied the project. This is proved by the accomplished achievements and awards of their student, both males and females. These accomplishments were limited to the talented student, who are few in comparison to the total number of students in Saudi Arabia.

Shaimaa mentioned this project is noteworthy and pioneering one. Well, it still not completed to be subjectively judged. Yet, it is noticed the traditional believes of school leaders in (Tatweer Schools) are changed and replaced with modern leadership concepts. This is considered as a positive pointer for projects impacts.

Alnofiei highlighted she speaks from a living experience of being a manager in in (Tatweer Unit) in (Tatweer Schools Model). One of the project goals is building a self-management school to remove the centralization that schools underwent for a long time. When describing work performance, the decisions is made jointly, and they depends on work teams which were formed based on specific criteria, and according to the project goal and its requirements.

Alnofiei asserted any mission should start with self-assessment, then to set a work plan accordingly. So, the actives there are not randomly set. Furthermore, Alnofiei explained there are enriching programs, to support the standing training programs, according to the needs. Added, Through (Tatweer) project, community cooperation is activated, for example benefiting from parents exercises in a number of awareness programs. Also, there is a cooperation with the community college to do a number of training course for school staff, students, parents (fathers and mothers). Alnofiei added a number of community practice were formed to

exchange experiences. This is not only in Jeddah, but on all country level. Though the technology is not enough available in all (Tatweer schools), the majority of teachers are skilled when it comes to deal with modern technology, and they their best to bring it on their expenses because they believe in the importance of technology in education.

Hania, a leader of one of Tatweer schools, praised the project impact on education development. She clarified the project care to establish educational and leadership consciousness for school managers before the project time. Also, the care to develop the performance and characters of teachers with training sessions, in addition to scientifically and professionally qualify the teachers of primary levels to achieve competent performance. Hania mentioned the development of teachers reflected on students as there were on failures students, besides the number of students who scored (c) was very low. Moreover, there became achievements and excellence. For example, one student achieved an award in invention in USA, and another student registered a patent. Added, as result of conducting many training sessions in thinking skills and project preparation, now there are a number of student who give training to other student in the same schools and other schools. The application of (Tatweer) school model, made the school as an attractive environment, and parents wants to register their daughters in this school. Hania said a number of schools visitors, who are related to (Tatweer) project, praised the achieved development that allowed the school to win the prize of (Kayanat professional development).

When it comes to Afaf, she could not provide a viewpoint, because she has no sufficient background about the project as it is related to public education, while she works in a university. Well, Afaf believes, in case this project would applied as planned in terms of goal, then it should provide a significant push for the sake of education development.

Zaynab focused on the side of taking-care of the buildings in (Tatweer) project. Because, from her viewpoint, the good environment is a critical factor for achievement, and for acquiring qualified educational outcomes. Zaynab argues that the issue of using unsuitable rental buildings to be used as schools still standing regardless the accredited huge budget to deal with this issue. Zaynab asserted to provide suitable schools buildings so education would progress in the its track of enhancement and development.

According to Jowana, the King Abdullah project is one of the most successful educational projects so far, because it was built on a development model. The model empowered leadership as well as the teacher, and built professional learning communities within schools. As she assumes, the concepts of a development project are 85% activated in the schools implementing the project. Jowana experienced the smart school stage in the fiftieth secondary school. Jowana attributed the project's suspension after one year to the school community's lack of acceptance of the new concepts of the smart school, in addition to the defect in how to implement and how to follow up on implementation. Jowana supported the generalization of the school development model, especially if it is combined with the application of the credit system, because they complement each other and result in a distinguished administrative, leadership, supervisory, and educational system in the school.

4.3 The participants' viewpoint about the level of importance for each event

One-way to analyse qualitative data is by quantifying it based on participants responses. Well, this is not exactly as it is in the questionnaires. Added, the analysis can take the form of calculating the frequencies amongst the data itself (Mathie, 2005).

In the beginning of each interview, the participants were asked about the significant events in the history of Saudi female education from their point of view. Noteworthy, in the beginning of each interview, the author was keen not hint the participants about the seven significant events that were identified by author based on the literature review. This allowed the participants to freely mentioned the significant events based on their perceptions.

Hence, at this analysis stage, the data is quantified based on the number of participants who mentioned each significant event. The following table (4.1) reflects the analysis outcomes.

Table (4.1): The frequencies of each events as retrieved from the participants

The Event	Frequency
The announcement of the official female education system	1
Dealing with adult illiteracy	1
Higher Education for Saudi female	1
Changing the methods of evaluating the students, and the standards to accept them in Universities	0
The amalgamation of Saudi educational authorities	2
The scholarship program for Saudi female	3
The King Abdullah Project for General Education Development "Tatweer Project"	2

From the table above, it is noticed the event of (The scholarship program for Saudi female) had the highest frequency, while the event of (Changing the methods of evaluating the students, and the standards to accept them in Universities) had no frequency.

4.4 Other events mentioned by the participants

There were few more events that the participants talked about that could be added to the seven events yet the author did not mention them. The following elaborates more about these events.

- Systematic curriculum: it is an educational system for high schools, that approved according to decree (7 MB/701) in December 2004. This system has two tracks, one for human science, and the other one for natural science. So, the student should select one of these tracks. According to this system, each student has independent own educational plan. This system was applied on a limited number of high schools as an experiment, but it was not generalized. Because of this, the author did not account it as a significant event in the history of Saudi female education.

- Civilizing the nomads: this was one of the biggest projects of the founder of Saudi Arabia (King AbdulAziz) after uniting the country. This project aims to settle the nomads in special cities (Hegra), and abandoning the continuous clans war. By achieving this, the it becomes easier to educate these nomads, correct their religious

believes, this is instead of travelling live style. The first (Hegra) was established in 1912. The succession of this project allowed a major change in society, economy, culture. Accordingly, the sons on dessert became involved in agriculture, carpentry, trading, and competing with other clans. This led to root the loyalty to the country, and to grow their citizenship. Hence, their community changed from traveling nods into a civilized society. (Alriyadh Newspaper (2), 2012)

- Rapid recruitment of the graduates of teacher institutes during 1990s: As for the rapid employment of female teachers 'institutes graduates in the early days of Saudi girl's education, it was aimed at meeting the need for female teachers to educate Saudi girls, in implementation of what was stated in the royal letter announcing the start of formal education for the girl.

- Sponsorship of talented women: The program for the care of gifted and talented women was inaugurated in the formerly GPGE. On June 6, 2000, a public administration was established to supervise the discovery and care of gifted students in accordance with Ministerial decision (No. 58054). This is due to the expansion in Giftedness Sponsorship Programs, where the Talented Welfare Department was established on April 28, 2001 in response. This program was linked to the former Deputy Minister of Education for Girls' Affairs. Many programs are offered to talented students in various fields, and scientific, moral, and material support is provided to them. The programs are offered in gifted centres or in cooperation with government agencies and civil institutions.

- Regarding the decision on compulsory education, the Kingdom of Saudi Arabia (KSA) approved the idea of compulsory education since 2004, in an attempt to comply with the requirements of international organizations such as UNESCO and the United Nations that demand a minimum human right for every child, including the right to basic education.

- Compulsory education: In 2010, the Ministry of Education issued a new emphasis on compulsory basic education for children up to middle school. (Al-Zaidi, 2004), a member of the Educational and Scientific Research Committee of the Saudi Shura Council, explains that this approach represents an important and fundamental dimension of the education movement, as it guarantees the education of all citizens, and will be a

pivot in ending illiteracy that comes as a result of parents' negligence in educating their children because there is no system that governs this trend. (Al-Zaidi, 2004)

- The Excellence Award: It was the largest educational award in the Kingdom of Saudi Arabia (KSA) that launched in 2010. The award aims to spread the culture of excellence, creativity, quality, commitment, and perfection in performance among the members of the education community through decent honour for distinguished employees of the educational field who are distinguished in public education, whether the teacher, the director, the student, the supervisor, the student advisor, or the distinguished school. Recently, a prize was added for volunteering. The award is based on referred and accurate multi-faceted criteria for evaluating performance. The award is witnessing an increasing demand year after year because its prizes go beyond certificates of appreciation to rewarding financial incentives and honours at the ministry level.

4.5 Insights on the reality of Saudi female education and its future development

By surveying "Participants" opinions about the current situation of female education in (KSA) Samar believes that the current situation is excellent. Where curricula are well developed, books are available, there is serious interest in equipping laboratories, and starting to equip schools with computers. Employing technologies such as Data-Show projectors and Interactive Whiteboards have increased by teachers, which have already begun to be used in some schools. Knowledge of the current generation of students. Dealing with computers is a catalyst to benefit from modern technology. Samar calls for a sport class to be included in the school schedule for girls.

Shaimaa agrees with Samar that girls 'education in KSA is in excellent shape. Technology, openness to the world, and surrounding conditions forced the teachers to change traditional teaching strategies. Likewise, females are competing with men in education and in choosing university majors that were not available to them before, such as architecture.

Alnofiei says: Female education is currently in a state of development, where it reached an extent that we have become wondering what is next after schools for a development project? (Tatweer). From her point of view, the diversification of the available university majors has become an urgent requirement to solve the problem of overcrowding in theoretical disciplines,

to prepare graduates suitable for the needs of the labour market, and to reduce the enrolment of outstanding students in the College of Engineering and Medicine. Also, there is a need to introduce guidance and consulting services from the secondary stage to reveal abilities and take advantage of unusual talents such as jewellery design skill. Alnofiei adds that the advancement of the higher education sector for girls requires moving away from stereotypes, by introducing new specializations in that education that are consistent with the needs of the development process in Saudi society at the beginning of the twenty-first century, and with the expected role of Saudi women within the framework of Islamic law.

Hania notes the level of awareness that prevails in Saudi society of the importance of female education, which is an important factor in the development of education. She believes that female education in Saudi Arabia is in line with current developments and developments in the educational field in the world. Hania explains, despite the openness and globalization, Saudi girls are still educated in separate schools from boys in accordance with the teachings of Islam and the values of Saudi society. Hania adds that in the past a teacher's job was limited to teaching only. Currently, the large number of non-teaching activities consumes the time and effort of the teacher, which may affect the quality of teaching negatively.

Afaf praises the qualitative and quantitative development achieved by female education in Saudi Arabia, and the high enrolment rates compared to the period of time in which she had the opportunity to be educated. Afaf points to the diversity of available learning styles that are appropriate for the current era. For example, distance learning. Afaf recalls that she and a group of her classmates at King Abdulaziz University are currently teaching a group of female students in an online manner after receiving specialized courses and preparing the techniques needed to teach in virtual classes. Afaf note that this method serves Saudi females whose social or financial status does not allow them to attend university daily.

Contrary to previous opinions, Zaynab believes that the current education outcomes are not up to the desired level. She explains why, unfortunately, that the general level of most graduates is clearly weak in terms of low achievement, scanty information, poor language, and writings full of spelling errors. Zaynab sheds light on the widespread phenomenon of the inferior view of public schools and the bragging among parents to enrol their children in the International schools, which have spread in abundance, or the turnout of private schools in

which there may be some leniency and manipulation, such as distributing some summaries and relying on them in the test or omitting part of the curriculum. This makes some private school students score higher upon graduation than public school students.

Zaynab asserts that teaching in the past is better than teaching today. Yesterday's student who was taught the traditional style from competent teachers became a minister, a doctor, or an engineer. Today's student finds himself successful without effort or skill. Yesterday's generation respected its teacher who taught him, unlike the current generation, for the teacher in the current era has lost his prestige.

4.6 An extrapolation of the future of female education in Saudi Arabia

There is no doubt that the development of human societies is the result of an accumulative process of experiences, and the assimilation of the lessons of the past with their investment. An understanding of the present with its general trends and a good reading of the experiences of others are essential pillars for understanding possible directions for the future. (Alsonbul et al, 2008, p. 562)

From this perspective, "Participants" expectations about the future of female education in KSA (Kingdom of Saudi Arabia) were extrapolated.

Samar expects that female education will develop and improve. She explains this based on her dealings with her university students, as they have high ambition and have a future vision of their career path, such as becoming ministers or businesswomen. These young cadres will lead the future development of society, Samar asserts. In addition, Saudi scholars who have begun to return from abroad with diverse experiences, rich cultures, modern knowledge, many foreign languages, and high academic qualifications in new specializations will be a driving force for the development of society and universities scientifically, intellectually, socially, and culturally. Samar expects that Saudi universities in turn will receive scholarships from countries around the world to study in them.

Shaimaa sheds light on the strategic vision of the Ministry of Education, "Distinguished Education for Building a Global Competitive Knowledge Society." To transform the cognitive society. The Ministry has gradually begun to work on establishing an infrastructure to provide

the necessary internet services and technologies in all schools by 2020. Therefore, Shaimaa predICT that technology will play a large role in education. Interactive whiteboards will be available in all schools, books will become electronic, distance education will be widely spread, and virtual classrooms will be activated. Shaimaa added, if we do not keep up with technology, we cannot compete globally.

Alnofiei believes that education is good now and the future will be better. She agrees with Samar that the female scholars, the returnees and talents, are the ones who shape the future of education, and that depends on how they can benefit from them from the competent authorities. Alnofiei demands the development of regulations and a plan to assume leadership positions so that the leadership position is occupied for a period not exceeding four years, to vaccinate administrations with young blood and leadership talents, with the need to give them the confidence and powers necessary to bring about positive change in the field of education.

Hania hopes that girls 'education will be better, and the reason is that education and learning are among the highest values of the Saudi Muslim community, in addition to the serious concern of the state and education personnel for the student, making him the focus of the educational process and instilling noble values in him with knowledge and skills. Hania definitely confirms that the next is more beautiful.

Afaf's opinion is consistent with Shaimaa's expectations that education will be transferred online. Currently, she is taught using virtual halls within the laws that regulate teaching and interaction between professor and students. You expect that the online education system will develop more in the future and traditional lectures may disappear.

Zaynab relates the future development of education to the extent of teacher training, ensuring their rights, giving them powers, and a social status befitting them. According to Zaynab, the teacher is the main player in the educational process and school work. Therefore, future visions in education reform should focus on teacher preparation and training.

4.7 Conclusion

The empirical research stage was highlighted in this chapter. Added, the data analysis and the resulted outcomes of the first stage of data collection were presented. In which, the data

considered the responses of the participants. In the beginning of this chapter, a narrative which reviews and links the research concerns and participants' answers is generated. Then, the analysis applied the technique of quantifying the data. Later, the analysis discussed a number of other events, in the history of female education in Saudi Arabia, that were addressed by the participants.

The next chapter will analyse the data of the second stage of data collection. In which this data represents the viewpoint of a number of other participants who involves in The King Abdullah Project for public Education Development TP.

Chapter 5: The Analysis of the Second Stage of Data Collection

5.1 Introduction

The previous chapter analysed the data of the first stage of data collection, in which that data represents responses of a number of participants towards the significant events in the history of female education in Saudi Arabia.

This chapter will consider the viewpoint of other group of participants, and analyse the data of the second stage of data collection, in which this data was collected by visiting and a number of TSM. Added, the data contains the responses of a group of people who had a deep link with TSM, where these people had various roles, namely School Manager, Lead Teacher, School Management Supervisor, Educational Supervisor, Tatweer Unit Supervisor and Secondary School Student.

Furthermore, this chapter set the focus on the event of The King Abdullah Project for public Education Development "Tatweer Project" TP in general, and on its application of ICT in particular. Thus, it concerns with the second aim of this research of learning about the level of progress that Saudi female education achieved.

5.2 The current status of employing technology in TSM for girls within the national program to improve the public education TP in Saudi Arabia

The analysis identified three main themes regarding the application of ICT in TP that address the research question. Namely:

1) Technical supplement in TSMs
2) The usage of technology
3) The challenges

The following explains each one of these themes.

5.2.1 Technical Supplement in TSM

Based on the authors' field study in some schools of TSM that covered three levels (i.e. Primary, Intermediate, and Secondary), it was noticed the availability of projectors and overhead devices in all classrooms. Also, there was a special room called (Learning Resource Room), in which it has a Smart-board, a number of computers, and wireless internet (WiFi). The students use this room for reading, searching for information, viewing videos related to the course or for class projects. Moreover, some of TSM have a science lab and Math room that supported with a Smart-board.

Though the TP interests with technology, TSM were not supplied with ideal technology as happened in (TSS) in the first phase of TP, because human preparation had the priority in the second phase of TP.

According to Tatweer Unit supervisor:

"In phase-two of TP the TSM were not supplied with modern technical devices, because it turned out this direction was inaccurate, besides, it was a costly model. Then, the direction changed toward changing the traditional conception of school leaders and teachers, in which, it will reflect on the educational process and students". (TATWEER UNIT SUPERVISOR-1)

Worth to mention, in the stage of TSM, some participated schools in the project received financial support, about (13,333 USD) in 2013 and the same amount in 2014. Then, these schools received (2,666 USD) in 2015 as reported by (TATWEER UNIT SUPERVISOR-2). Added, according to one of school management supervisor: "This budget was used to supply the school environment with the necessary furniture, technical devices like projectors and computers. Added, it was spent to execute school activities, to pay financial incentives, and to professionally train school staff". (SCHOOL MANAGEMENT SUPERVISOR-1)

5.2.2 The Usage of Technology in TSM

Based on the outcomes of interviews, focus groups, and attending class lessons, it is possible to categorize the usage of ICT in the following fields:

5.2.2.1 Learning and Teaching Processes

One of the aims of TP is providing distinguished education that contributes to build the balanced character of learner in a knowledgeable, high quality, and advanced environment. (Tatweer website, 2014). To achieve this, the ministry of education adopted the project of Active Learning (AL) (Al-Barak, 2015). (AL) is educational philosophy depends on the activation of the learner role in the educational stand as individual or within a group. So, the learning happens through actions, and through the self-dependents of the student to search for information and gain skills, which necessitates using technology (i.e. ICT) and suitable teaching strategies.

Asha (2012) mentioned today's students are different than the previous ones, as today's students have significant trend towards technology and toward learning environment that depends on productive dealing with appropriate devices for (AL).

Within learning and teaching processes, (ICT) is used as follows:

(A) Classroom Teaching

As the author attended some class lessons, she noticed that the teachers apply the (Reciprocal Teaching Strategy) as one technique of (AL). Also, the projector was used to show the content, and the overhead device was used to show groups' work and to share the knowledge and the ideas among the students in the class. In another classroom, the students used Mouse Mischief in a didactic activity, and the iPad was used to produce a short-video by one group. The teachers in TSM use a number of computer software (i.e. applications), for example, one teacher said: "I use many applications, like (Anatomy 4D) to load 3D images for body organs. Also, I use (Edmodo) and (Class Dojo) to load video clips, lessons' exercises, or to show students' slides. It is possible for any student to come use these applications to learn. Moreover, even parents have special access to watch what has been studied in the class, mothers can communicate with me to inquire of their daughters' progress. I like making use of these technical applications because they help me to activate the strategies of (AL). I was awarded with honored-teacher by (Class Dojo) because I am using it more than any other teachers". (LEAD TEACHER-1)

Moreover, students benefit from the applications, for instance, one student mentioned: "me and my classmates are using (Google Plus) application. Thus, our teacher sends screen-

shots of the lessons, she communicates with our parents, and she tells about the homework's. Also, the English language teacher uses her account on (Twitter) to clarify the grammar, or to retweet some useful links or information for us to review. The technology helps us a lot in learning. In case we did not understand the lesson in classroom, we watch some videos or images. As well, in case the lesson was not attractive then the images do". (STUDENT-1)

One school principal said: "TP encourages using and applying technology. In my school, we apply (Kagan Cooperative Learning Strategy). Therefore, we supplied classrooms with the adequate technology, and availed the requirements for implementing this strategy form the USA, like timers and Mouse Mischief. Currently, my school is preparing to use the (Classera) application, so, the educational human resource started the needed training. This application will be a significant movement toward using modern technology in the school". (SCHOOL PRINCIPAL-3)

(B) Supporting Academic Achievement

The technical applications encouraged the teachers to use them and to benefit from them to enrich students' academic achievement. One interviewee (TATWEER UNIT SUPERVISOR-1) mentioned an example from one of TSM; that a teacher in the first primary level used (Augmented Reality) application in teaching. When she teaches a new Arabic letter in reading class, she uses (AR) app. to give more information about this letter that linked to the students' environment. Added, this teacher took photos and made video clips to these additional information, and then uploaded them to (You Tube), so other teachers can use them in other schools.

A school principal praised the role of technology to handle the weakness in academic achievement: "For a time, we had weakness in math academic achievement. The math teacher established educational platform, after communicating (Online) with teachers inside and outside Saudi Arabia. She designed exercises and activities for math using gaming style to encourage students to practice. Added, this teacher set presentations supported with voice in this educational platform. Thus, the student log-in to watch, ask question, and discuss online. In case of teacher absence, the student can watch the lesson on this educational platform. At the same time, in case of student absence, this student can follow up and catch what she missed

from home. Later, the exams results reflected the improvement that achieved in students' levels. Likewise, the outcomes of program evaluation questionnaires clarified the positive attitude of the students toward the healing program". (SCHOOL PRINCIPAL-1)

Furthermore, (ICT) confers more various exercises for student who wants more.

> "By using (Edmond) application. There is a group with teachers. So, our teachers can send the previous exams questions to us for training purposes. In addition, there is a website named (I love Math: www.iLoveMath-q.com) that provides enriched trainings more than the schoolbook. If the student completed the selected exercises, this web will send a medal to the school". (STUDENT-2, Focus group)

(C) Communication

One student told her viewpoint about electronic communication with her teachers: "Some of the teachers created a group with students using (WhatsApp) or (Edmond). The teacher of English communicates with us using emails. The teacher of physics sends to us explanations, videos, researches, images more than what we have in the textbook for further reading and review. When I send my homework, the teacher replies and encourages me, and this makes me happy. I like this way, technology facilitate the communication. And in case I have a question that I could not ask in the class, I send this question to the teacher from home, shortly after she replied. Without technology, I have to wait until next day to ask the question". (STUDENT-3)

A school principal illustrated the role of (ICT) to change the methods of communication and the results, "Currently, the teachers receive students work through electronic platform dedicated to the course. Likewise, my teachers send their achievements and lesson planning via (OneNote) application. Consequently, we avoided wasting papers. I created a group and named it (Our school achievements), so the teachers send there any work they accomplished, like attending a training course, or carrying out applied lesson, thus everyone in the group can check these achievements and get excited". (SCHOOL PRINCIPAL-2)

Another interviewee accentuated the role of (ICT) in building school plan: "According to the self- evaluation program, that accounted by TP, everyone who is related to the school (principal, teachers, students, parents) can participate in the assessment. In the beginning of TP,

we were using paper questionnaires, and then input them into a computer program. Now, we are using (Google Drive), thus the results are shown automatically and accurately. Based on these results, we set school plan". She added, "there an intention to do this self- assessment through the websites of (Tamheen and Takamol) to give more comprehensive perspective about TSM in Jeddah". (TATWEER UNIT SUPERVISOR-1)

5.2.2.2 Professional development

To activate the idea of (PLCs) in TSM, a number of professional learning groups (PLGs) were formed based on the specialties. Members of (PLGs) are meeting weekly for limited period under the supervision of the (Leader Teacher) to discuss educational issues with each other.

Technology has a role to activate (PLCs) and (LO). According to a leader teacher, "I joined a group using (Telegram). The group includes teachers form inside and outside Jeddah. I discuss with them the modern teaching strategies and training courses I carried out in my school. In addition, I do self-learning by watching a variety of courses on (YouTube). I depend on (YouTube) to enrich and develop my skills more. For example, I took a training course about the (Reciprocal Teaching Strategy) in training center, then I checked how the application of strategy on (YouTube) in English". (LEAD TEACHER-2)

One teacher listed the uses of technology for self-learning "I learnt through remote courses. For instance, the application of (Class Dojo) for class management, I told my colleagues about it in order to activate it together. So, we can manage students' attitude. Another example, I read about (Solo Taxonomy) theory by downloading a book from the internet. Furthermore, I use (Google) to look for more information about the lesson to enrich it later". (LEAD TEACHER-1)

A teacher explained how to use technology for professional development through (PLGs) or individual learning, "I am a member in a (WhatsApp) group. The group leader is an Educational Supervisor from (Rabigh) city, and the rest of the members are teachers form around Saudi Arabia. Every Sunday, we discuss a number of subjects, like forming the questions, growing the skills of thinking. Besides, there are courses I am following using (Telegram). Then, the organizer gives a passing certificate". (LEAD TEACHER-3)

117

Even students applied the concept of (PLGs) through using technology. One student said, "me and my classmates created a group using our smartphones. So, in case there is question, or a hard exercise, we discuss how to solve it. I received the prize of Math Olympic for Jeddah schools. Therefore, I do explain to my classmates what they want". (STUDENT-3)

One school principal pointed out the benefits of (PLCs), "On Jeddah level, me and other school principals from Tatweer and non-Tatweer schools, we created a group to share the expertise and to get updates. We exchange files using the email. TP taught us the beauty of giving and receiving with others, and avoiding selfishness. We are in the age of knowledge, in (Google), the information is hugely available, well our discussions and exchanging ideas enrich us theoretically for creative work" (SCHOOL PRINCIPAL-2)

A school principal explained the activation of (ICT), "I send to my teachers useful websites links and a number of selected readings for reading. Besides, the computer teacher organizes training courses about how to electronically communicate for the teachers of school ". (SCHOOL PRINCIPAL-3)

5.2.2.3 Saving Work Electronically

Technology provided tools to save work and to document it, in addition to retrieve and exchange it if it's needed. Consequently, it is possible to store a group of huge and various data that can take the forms of text, photos, images, animations, video clips, or voice recordings. The staff of TSM works to benefits from the abilities of (ICT) to store their work digitally. For example, "All my achievements are documented in my own (Dropbox), in my email, in my personal computer. TP demands us to create an electronic portfolio file one for the subject, and another for professional achievements of the teacher". (LEAD TEACHER-1)

One interviewee emphasized the importance of documenting achievements, "I keep all my work as hard copies and as soft copies. Therefore, when enrolling into competitions, I find all my achievements documented, and this is my secret of winning a lot of prizes". (SCHOOL PRINCIPAL-3)

Moreover, schools use (ICT) and social media to document their work. "All the courses and work papers are stored in a computer. Added, we have an account for school on (Instagram),

(Twitter) and (Facebook) where we upload all our achievements, activities, and our school plan for who wants to follow us, and to benefit from our experiences". (SCHOOL PRINCIPAL-1)

5.2.3 Challenges

5.2.3.1 The Lack Of Equipment

The shortage of technical equipment, like smart boards, and computers. In this respect, "At the beginning of TP, we were promised to equip all classrooms with smart-boards. Well, while we are on the 6th year of this experiment, we only have three!"(SCHOOL PRINCIPAL-4)

5.2.3.2 The Insufficient Maintenance

There is no specialized entity for maintenance. "In my school, there are 3 smart-boards that needs maintenance. Since the beginning of the scholastic semester, I am looking for who can fix them. Only two teachers were trained how to use smart-boards, but they do not know how to fix them!" (SCHOOL PRINCIPAL-2)

5.2.3.3 The Deficiency of Teacher Competence

Two school principals declared no teacher received a training to use a smart-board. As well as, "In my school, there are a group of teachers who do not know how to use technology with a limited knowledge about computers. We need regulations that commit the teachers to know how to use technology and benefit from electronic websites to keep up with this modern age". (SCHOOL PRINCIPAL-1)

5.2.3.4 Cultural Challenges

Considering the cultural aspect of the protective Saudi community, the schools were not supplied with (iPad's) to avoid using them in way contradict with religious believes, or common traditions, like taking photos for the female students for example. In addition, the school system forbids using personal iPad's, personal smart phones, personal laptops of the students in classrooms during classes. Added, in case it is necessary to use one of these devices, then it requires administrative procedures, and it happens under supervision to avoid consequences.

5.2.3.5. Ineffectiveness of usage

Such as limiting the usage of ICT to show the lesson in classroom, or only documenting the accomplished training courses in an electronic file, or just publishing the school achievements on the website without presenting the effective expertise or successful experiments in way to make them beneficial and inspiring to others.

5.3 Conclusion

The second empirical research stage was highlighted in this chapter. In this the chapter, the analysis set the focus on TP in general, and on its application of ICT in particular. In which three main theme were figured out. A number of sub-themes were highlighted as well.

The next chapter will discuss the analysis outcomes of chapters 5, and 6. In addition, the next chapter will link the analysis findings to the reviewed literature in light of the adopted assumptions.

Chapter 6: Discussion

6.1 Introduction

The previous two chapters focused on the analysis of the first and second stages of data collection, and presented the analysis outcomes.

This chapter provides an overview of the core findings of the analysis of first stage of data collection. It starts by discussing the responses of the participants regarding the significant events in the in the history of female education in Saudi Arabia. Also, within the context of learning about the level of progress that Saudi female education achieved, this chapter will discuss the analysis outcome of the second stage of data collection regarding the application of ICT in TP. Added, it relates the findings to the reviewed literature in light of the employed assumptions.

Later, it provides answers to research addressed questions.

6.2 The significant events in the history of female education development in Saudi Arabia

6.2.1 First event: The announcement of the official female education system

According to the participants responses, it turns out their families were supportive and well aware with importance of female education despite the situation of these families themselves (i.e. literate or illiterate). Moreover, the participants highlighted the huge turnout of Jeddah's people to send the girls to the governmental schools when they opened. Moreover, Jeddah had an educational environment in terms of publicity of "Katateeb", libraries, and private schools. In this particular, the opening of "Dar Al-Hanan", which was sponsored by princess "Effat" the wife of King "Fisal", contributed to increase the awareness with respect to significance of girl education. Furthermore, the father's job allowed some of the participants to pursue with their education abroad.

These outcomes confirms the findings of a number of previous studies. For example: "Education among Saudi women has been strongly encouraged by their illiterate mothers."(Hamdan, 2005, p.58) and (AlMunajjed, 1997, p.80). Also, "King Saud was moved

to establish formal schools in 1959 due to the fact that young, educated Saudi men tended to marry foreign educated women due to the lack of educated Saudi women". And: "Many upper class families, who refused to wait until Saudi universities opened their doors to women, sent their daughters to study abroad".(Hamdan, 2005, p.51).

Moreover, as AlSadhan (2010) mentioned, the western region of Saudi Arabia (i.e. "Al-Hijaz") was distinguished by opening to female education (i.e. teaching and learning) prior to the official governmental annoucment. Added, a group of people from "Al-Hijaz" claimed the equality between female and male education by writing in newspapers or by writing directly to responsibles in the country. Accordingly, there will be opening and general education for the females, and they would have the right to select the majors. Moreover, those people from "Al-Hijaz" took the action and sent their daughters abroad, particularly Egypt, on their father's cost. (AlSadhanm, 2010, pp 101-102)

In addition, Al-Amro (1999) mentioned, when comparing the education in all different regions, "Al-Hijaz" seemed to be in a better place because it has the two holy mosques, and because a number of Scientests and charity people opened many "Katateeb" there for girls (Al-Amro, 1999, p 19).

Also, Bin Dehash (1998) pointed out, there were seasons and special "Katateeb" celebration by the student's families, particularly if the student, either boy or girl, completed reading or memorized the whole Quran. Bin Dehash (1998, p 68)

When asking the participants about female teachers and the teaching style, they replied the majority of the teachers were foreigners from Egypt, Iraq, Syria, and Jordon. This is in addition to some Saudi female teacher who studied abroad, or who graduated from the Intermediate and Secondary teachers institutes. Regarding the teaching style, the participants mentioned it was direct speaking by the teacher. Added, those teachers used the black board and chalks as educational tools to deliver the information to the female students. At the same time, the role of the student was receiving and memorizing these information. Additional, the teachers tended to be rough and used bad words with the students. Well, the participants believes the outcome of this education was quite good, particularly with the publicity of the ethical manors, like loving the education, respecting the teachers, and hard working. This lead to have a bight female generation who was capable to take the responsibility and to contribute to the national growth.

Therefore, it is possible to consider event of the Royal Decree order to establish female education and to open governmental female schools as a high qualitative transformation in the development history of Saudi female education. This event transformed the primitive educational form of "Katateeb" and the limited number of private schools into the publicity and the expansion of education in all levels around all the regions. Moreover, the establishment of GPGE, assigning its management to religious authority, and maintaining gender segregation was wise action against the resistance of female education under the pretext of religious directions. Actually, this action reflects the extent of cleverness and the succession of the government to manage the changing of social believes to accept female education. Added, this education had social, finical, and moral feedback to the educated females. Finally, Jeddah had the influencing factor for female education.

6.2.2 Second event: Dealing with adult illiteracy

Based on the aforementioned, it reflects the beneficial social and educational feedback of female senior education to the Saudi nation. This type of education created chances for those who missed the early education in a young age. In these classes, senior women became able to read and memorize Quran, learn religious aspect with accurate basis, and able to read and write. The curriculum included subjects in science, family care culture, Healthy food, and cleanliness in general. Such subjects, they all suitable for the needs of non-educated women. Studying in these centers helped to change the obsolete traditions, clear the negative believes of the senior students, in introduced new interests in their lives.

As a matter of fact, the outcomes of the events of illiteracy eradication and senior education were not exclusively gaining the skills of read, writing, and math. Actually, it exceed that to improve the personal, social, and economical side for the female senior students' lives.

In this respect, the development of the policies and programs, that meet women needs from the perspective of education, supported this positive impact. The variety of programs and projects allowed those who missed early education to deal with illiteracy, and to gain multiple life skills. This in result qualified the woman to positively contribute in her community. Finally, Saudi Arabia spent serious efforts in this field, which was rewarded by local and international organizations.

6.2.3 Third event: Higher Education for Saudi female

The personal stories and experiences of the participants represents samples for the keen of Saudi female for Higher education, in addition to its impact on their life events, and how it qualified them for significant roles in community growth. Moreover, the participants' perceptions reflect the extent of Saudi female skills when it comes to manage her time between her job, wife duties, and mother responsibilities. Added, these stories clarified the role of the family (i.e. Father, husband, Brother, Mother) to support the participants in their higher Education. Furthermore, there was a demand on the various higher education programs that offered by the universities, like part-timing studies, and executive programs. This reflect the extent of these programs' successions to meet their aimed goals.

Some of the mentioned points by the participants agreed with the findings of a number of previous studies. For the example, the study of (AlMoran, 2012) pointed out the continuous improvement and varieties are ones of significant and positive impact of higher education, this presented in the advanced scientific achievement of Saudi female. In this respect, Saudi female studied and fruitfully accomplished in all available scientific majors. This in addition to achieving "Saudization" in subjects in general education (AlMoran, 2012, p 7).

Moreover, according to (Hamdan), when it comes to Saudi female duties in house as a mother, and out house in the profession, there is no inconsistency between these duties. Added, female has the right make a decision in this respect. Furthermore, as Islam encouraged female education, hence this education does not contradict dignity or chastity aspects. (Jawad, 1998) .(Hamdan,2005, p.58)

Based on the aforementioned, it is possible to say female education represents a unique theme within Higher education system in Saudi Arabia. This due to this education's special characteristics, its special input needs, and its outcomes. This specialty are the results of religious aspects of the country, that rooted in the Saudi community. In which, this specialty has no similarity anywhere else around the world. Another point, setting up the environment of the university contributed to encourage female student to joint higher education, and to complete their studies on the light of country's goals according to Saudi educational politics: Item 153: "female education aims to raise her according to the right Islamic aspects, so she can fulfill her mission in life", and item 156 "this education must undergo a conservative, respect, and chastity environment that meets Islamic standards" (MOE Official website, 2016).

Therefore, the event of opening chance of Higher education for Saudi female, along with the variety of offered programs, was a critical event in the history of Saudi female education. In which, it allowed the ambitioned female student to pursue their higher studies. Also, availing various specialties and scientific majors supported the Saudi female to sufficiently serve the community, contribute in national growth, achieve completed "Saudization" in general education.

6.2.4 Fourth event: Changing the methods of evaluating the students, and the standards to accept them in Universities

According the interviewees' feedbacks, the diversity of their viewpoints is noticeable. This is due to the differences in social backgrounds, and in accumulative experiences, such an outcome is natural when studying humanistic phenomena.

Regardless the drawbacks of the annulment of central final exams, the majority of participants supported this decision, because the required efforts and cost do not justify these exams continuity. At the same time, the viewpoints feel the targeted goals of assessments exams "Qeas", Abilities and Achievement tests, and preparatory-year are not likelihood achieved. This means there is an issue in the current used evaluation techniques, and these techniques needs revision and reconsideration according to subjective and scientific studies in order to improve these techniques to meet evaluation's goals. Added, the viewpoints clarified the importance to introduce the services of guidance and support in secondary schools, instead of wholly depending on preparatory-year results, to select the suitable specialty according to students' abilities and wishes.

Theses outcomes supported the recommendations of (Al-Sisi, 2010) studies that demanded to increase academic guidance in the universities related organizations, review their policies and procedures, availing the needed human resources, administrative and organizational tools in order to effectively achieve the guidance process. This would help to direct the fresh joint female students, in Saudi Universities, to the specialties that meet their wishes and preparations, and to full fill the need of public and private sector in the market.

There is no doubt, the quality of academic achievement in any educational system is the base to build-on for future decisions. This is in order to guarantee the best educational outcomes. The effective evaluation system reflects the quality level of what accomplished in

the educational organizations, measures the extend of meeting the aimed goals, and clarifies the weaknesses in order to deal with them the soonest and to continue the scientific development.

For sure, the decision's goal of introducing assessments exams "Qeas" project and preparatory-year was to improve the educational system. In this respect, there is no doubt that development is a positive action, however, challenging and frustrating new generations due of resulted obstacles of that decision's process requires reconsidering this decision as a numerous of students suffer these obstacles. To expand this point, for example, if a student manage to pass the challenge of the secondary school GPA, then this student may fail in Abilities or Achievement tests, or may be fail to pass the preparatory-year later.

The goal of any educational system is to build a successful person, who contributes in the national growth, rather than creating obstacles in the way of next generations who represent the future of the country.

Worth to mention, Al-Barak (2015), a senior responsible in the Ministry of Education, announced applying central final exams technique in secondary schools starting in 2017. Added, the application will be only in two subjects which will be picked, two weeks before starting the final exams, by the local educational administration in each area in Saudia Arabia. Moreover, (Al-Barak) mentioned the aim of this new application is to enhance the educational process rather than returning of central final exams.

The author suggests this decision contributes to reduce the resulted drawbacks of central final exams annulment. At the same time, it is a positive indicator for the care of the Ministry of Education to deal and solve the resulted drawbacks of applying new roles in order to improve the educational process. Hence, the author supports this decision, however, keeping ignoring the continuity of preparatory-year and assessments exams "Qeas" would create negative impacts on the future of educational development.

6.2.5 Fifth event: The amalgamation of Saudi educational authorities

A number of the interviewees' viewpoints supports the outcomes of other studies. For example, (Almunajjed, 2009) mentioned that males and female have different treats in within the public education system. Male and female students have different courses tracks, where each team various focus. So, for example, male students consider men activities, while female students supported to be a housewife or a mother (Almunajjed, 2009, p 12).

Also, the study of (Oawm 2016) clarified that (%58) of academics supported the merger of public and high education ministries, while (%23) believes there are some drawbacks like this shallow application will face a numerous of challenges. Then, (Oawn) recommended to make use of human resources and experts in both ministries to set the strategic and executive plan for the new ministry; to re-organize the new ministry in way to clarify the visions, tasks, and authorities; and giving the universities more administrational and financial independency (Oawn, 2016).

The outcomes of (Al-Enazy, 2016) study pointed out the agreement of study's sample that there are obstacles hinder achieving the integrated education through its various dimensions from the public and high education. Among these obstacles, the ignorant of including teacher preparation program in the universities as these programs make the teacher more aware and connected to the practical environment after the graduation and hiring; The weakness in the managerial and administrational coordination between public and high educational systems.; and the absence of the common strategies between these two types of education as it leads to individual actions and to lose the goal of integration.

The study of (Al-Zahrani, 2016) found out the relation between the levels of public and high education is an integration one, where each one impact of get affect by the other. Also, it concluded a number of points regarding the suitable methods and the fields to support the cooperation and integration between public and high education, the following some of these points, the educational vision and politics, the educational budget, the educational evaluation, scientific studies and researches. That study recommended expediting developing an automation process to link the universities the educational administration within the same region. Also, to gradually give the universities ore independency according to specific criteria in order to ease the load on the ministry, to give the universities more flexibilities to ease the administrational processes, and to support creativity as well.

The study of (Atiya, 2016) proposed a suggestion for the integrational automation between public and high education through five main factors, among them modifying the acceptance politics in the universities. Also, proposing suggestions to developed the phase after the merger, for example the continuous assessment to the merger experiment, the cooperated

planning to develop the two sectors of education, and taking care of education quality through its establishment and programs sides (Atiya, 2016).

Based on the aforementioned, it reflects the agreement of the interviewees that significant of amalgamation of GPGE to The Ministry Knowledge, and the outcomes of this event was fruitful for the educational field. Regarding the merger of public and high education ministries, there was a debate about this event according to theory and experience. The same story applies to the assignment of (Noora AL-Fayez).

The majority of viewpoints suggested the reflection of the merger and feminizing the leadership positions did not have practical impact or met the expectations. Knowing that, (Noora AL-Fayez) was exempted with her counterpart at men-side by the royal decree (A / 180) in 28 APR 2015, while (Haya Al-Awwad) remained in her position.

Generally, the event of the merger of public and high education ministries came along with high expectation for changing and rapid development. In addition, the integration between the public and high education, as it was a demand before the merger, it had more priority and increasing demand now. As result, it sets the concerned people in a rush for the result, well, this rush may lead to inaccurate judgment regarding its appropriation. The expectation size is huge, thus it is critical before making any judgment to allow enough time for such a major change to plan, execute, and evaluate continuously over years. This is in order for this major change to progress according to well strategical framework (Afaq Journal, 2016)

The author believes it is significant to change in order to develop. Added, the author supported the merger of public and high education ministries though its impact and automation is not that clear. This is because the author suggests this merger will positively mind the gap on the educational process, and it will create a major transformation regarding education development by minding the gap between the two pervious ministries (i.e. public and high education), also, by affording more independency and flexibility to the universities to deal with the administrational bureaucracy and to make use of the human resources. It is worth mentioning that in 11th December 2015, a royal decree announced the assignment of (Ahmad Al-Eissa) as the minister of education, who considered one of the well know specialist in the educational field.

Moreover, (Ahmad Al-Eissa) has the qualification of PhD in curriculums and teaching styles from the public University of Pennsylvania, he took the responsibilities a number of positions in the education field, and he has a number of achievements, books, and scientific contribution in the field of education locally and internationally. There are a lot of hopes that (Ahmad Al-Eissa) can handle and solve the challenges in the education field.

6.2.6 Sixth event: The scholarship program for Saudi female

Some viewpoints of the participants support the outcomes of the study of (Al-Zahrani, 2012), in terms of the importance to create scholarship opportunities for Saudi female, and make exclusive to Master and PhD levels. This because in the undergraduate level the girl would be in a young age with limited experience, thus she may experience a culture shock. As result she may not be able to achieve scientifically, which represent a form of waste. (Al-Zahrani, 2012, p 199)

Moreover, these viewpoints support the result of (Hamdan) study, that mentioned when Saudi male and female students are going back home, they are having new perspectives towards future by studding in the western university. Nowadays, a lot of Saudi people sustenance and seek progress in female rights (Hamdan, 2005, P.55).

Furthermore, the participants viewpoints supported the outcomes of another study that concluded scholarship aids to increase the skills of how to access and select information by acceptance rate of %84.79 of research sample. Added, that study highlighted the benefits of scholarship program, in terms of affecting the young people abilities to effectively discuss, and fruitful reaction with others by %91.16. More about the benefits of KingAbdullah scholarship program, the results showed %80.43 f the samlple approved that scholarship will be the favor of country (Askar, 2012).

Based on the aforementioned, the participants agreed that the scholarship program is growth, educational, and pioneering project that have fruitful and returns on many levels inside the Saudi community. One of them is the increasing in the standard of scientific qualification, the variety of skills and experiences, introducing new specialists, pushing the educational progress, and contributing in national growth that is leaded by new generation (males and

females) with advanced mentalities. Also, gaining science, knowledge, and experiences of other cultures. At the same, to make the scholarship exclusive for rare specialties, and make it limited to Master and PhD levels.

The author suggests that the huge demand of Saudi female to join the scholarship program reflects the change in on the way of thinking of the protective Saudi community, which led to form a new actual social for Saudi female in Saudi Arabia that keeps up with resulted changes of globalization. At the same time, this change does not affect the essential aspects of community culture. Also, the impacts of scholarship was not limited to academic achievements in new and non-common scintific majors for female students, actually, in return it offered chances to other nations to closely learn about the characteristics of a female from Saudi culture, and to remove the negative stereotype image about her abroad.

6.2.7 Seventh event: The King Abdullah Project for public Education Development "Tatweer Project" TP

By checking the responses of the participants, it is noticeable the majority showed positive standing about the project and its outcomes, where this stand is support by the actual acquired achievements. According to their viewpoint, in case the project goals are achieved as planned, for sure it will create qualitative jump to improve education. Moreover, these results of data analysis supported the outcomes of some previous studies, and contradicted with others as well.

In this regard, the qualitative study of (Al-Yami, 2014) pointed out that: "The majority of the participants have a positive attitude about the Tatweer Programmes .. Despite these significant developments, however, the level of students' achievement has not been changed." (Al-Yami, 2014, p.1515)

Then, she concluded: "It is believed that giving schools more autonomy in its decision –making will lead to school effectiveness and help to achieve the desired goals. It is also important to consider the perceptions of head teachers and teachers about any planned changes for school reform, if they wish to implement it effectively, where it did not happen with Tatweer Project". (Al-Yami, 2014, p.1523)

One possible reason of diversity is that the outcomes of qualitative data analysis of the interviews, cannot be generalized over all (Tatweer) schools. Or maybe because of condition

differences when these previous studies were conducted in different cities in Saudi Arabia, or even in different schools within the same city. Another reason could be the different in study time, in this regard, as current research took place after (Al-Yami, 2014) study, then there was a chance to perform more activities which lead to the mentioned achievement above by the participant in the current research.

Moreover, the study of Alghamdi and Higgins (2015) showed that lack of teachers training reflected on their satisfaction and IWB skills, as result, they had no choice but to depend on themselves and on their colleagues in order to advance their abilities. (Alghamdi and Higgins, 2015, p 1).

It is possible to justify the lack of training out of schools by knowing in the second stage of (Tatweer Schools model) project adopted the concept of (Learning schools). According to Sultan and Khidr (2010), the main characteristic of (Learning schools) includes learning from others, cooperation, team learning, encouraging self-learning (Sultan and Khidr, 2010, p 38).

Furthermore, as mentioned in the main website of the national program to develop schools, (Tatweer Schools model) is professionally developing from inside, and they receives limited practical support from experts, also, experienced teachers help each other professionally.

Also, (Tatweer Schools model) is preparing for an environment fulfilled with the culture of cooperation and professional support based on educational practice, Added, this environment encourages all types of educational initiative between all its staff, which includes leaders, teachers, or learners (Tatwerr website, 2014).

The study of Almannie (2015) pointed out there are great efforts, within the King Abdullah Project for the Development of Public Education (Tatweer, 2012), to improve leadership in schools themselves to activate school-based management (SBM). However, the improvement still limited and remains in the beginning stage because the emphasis suffers decision centralization. This regardless the positive efforts in the direction of decentralization particularly after (Tatweer) project. (Almannie, 2015,p 174)

The author suggests that moving toward decentralization should be achieved gradually, especially after long years of centralization. In the experiment stage, there is a need for supervision, following up, and evaluation from the seniors of the projects until reaching

sufficient training, so schools leader would be able to effectively perform according to their privileges.

Also, the outcome of this study support the results of the (Al-yami, 2014). For example, "Schools have to be self-evaluation and planning schools. These schools have to conduct the project from their potential instead of providing them with high advanced technology as in phase one," (Al-yami, 2014, p.1515).

At the same time, this reasonably supports the response of Nouf who mentioned the terms of decentralization, delegation, self-managing school, devolution and autonomy as they reflects redistributing the power within the school system. Such an action, in many countries, it represents a part of school reform. In this regard, (Tatweer Schools) project employed all these terms when considering Saudi educational reform. Moreover, (Tatweer Schools) has many experiences and lessons that can be used, and thought about in the field of schools reform."(Al-yami, 2014, 1523)

The declared ideas above were mentioned within the answers of the participants, even practical extent these ideas was not that clear in all (Tatweer Schools).

When discussing the effect of school building (i.e. Structure) on education, Alkarni (2014) said this represent one of the challenges that faces school leaders. Added, there are questions that the quality of the school environment depends on the quality of school building. This means, the high probability of standard of learning and teaching will increase if the school building is of a high standard (Alkarni, 2014, p 58)

Sanoff (2001) pointed out, "the physical environment can be considered as the second teacher, since space has the power to organize the educational process and promote the relationship between student and classroom." (Alkarni, 2014, p 58)

Actually, taking care of school environment represents one of main sides in (Tatweer) project. In this regard, in case all building were built in the field as planned, then this will support education development, and will contribute to deal with the challenge of (rental buildings) that education still suffer in Saudi Arabia.

Based on the aforementioned, it is possible to say investment in Saudi Human through education is a clear theme in all the plans and budget of Saudi Arabia, and the movement toward education development is a civilized and modern action. The King Abdullah Project for public

Education Development "Tatweer Project" is a qualitative and special project from all dimensions that work for the favour of serving and developing education in Saudi Arabia. This project aims to prepare integrated educational environment with all its components that includes Human resource, finance, and morals to prepare the students as good citizens, who are able to effectively deal with the world wide changes in the time of globalization. The project focused on preparing and training the teachers, enhancing the school environment, improving educational curriculum, and supporting non-classroom activities. These programs completely covers the educational dimensions. The majority of the participants, in addition to the stakeholders of (Tatweer Schools) in the preliminary stage, asserted the positive results of the project based on the numerous achievements in the educational field. in spite of that, the results of a number of previous studies on (Tatweer Schools) showed some challenges. Also, the critiques suggest, though the huge accredited budget, that the outcomes of the project still did not reach the expectation.

Anyhow, as Al-sharrah (2002) clarified, the high cost of education does not necessarily mean the quality or enhancement. Added, The case needs more focused studies in the field of educational economy to identify the issues of mismatching the outcomes with the high cost of education.

The author suggests that there is no such a complete and flawless educational system. Hence, as the (The King Abdullah Project for public Education Development "Tatweer Project") still in experimental stage, it is normal to have minor or major weak points related to practice. Furthermore, as the practice does not completely match the theory or hops, then, admitting of having challenges or issues is the first step to fix and develop. Intensive diagnoses to the fact of executing the project is a main factor to succeed King Abdullah Project, and to effectively meet its goals. Therefore, it is critical to undertake more serious field studies to objectively find the facts, identify the weak points, and identify the main strength points of the project in the educational field. And then, to start dealing with the identified challenges, and emphasizing the positives based on accurate and studied basis. This is before generalizing the project across Saudi Arabia.

6.3 Other events mentioned by the participants

The analysis suggested a number of events that could be added the significant milestones, hence the following will discuss them.

- Systematic curriculum: this system was applied to a limited number of high schools as an experiment, however it was not generalized. Therefore, the author did not account it as a significant event in the history of Saudi female education.

- Civilizing the nomads: While the author acknowledged the importance of the this project and its great effects, the author did not include it among the important events that she identified in the girls 'education process . This is because it began before formal education for girls, and education was among its many other goals and was not allocated to females.

- Rapid recruitment of the graduates of teacher institutes during 1990s: The severity of the need can be seen at that time from what Al-Harbi (1999) mentioned that some of the teachers who graduated from the madrassas were used by the General Presidency for Girls 'Education upon its establishment, and they were appointed teachers in emerging schools and some of them were assigned to work as principals in those regular schools. (Al-Harbi, 1999, p. 147) Therefore, it can be concluded that the appointment may have been a factor encouraging girls to enrol in school at that time rather than a factor in developing girls 'education.

- Sponsorship of talented women: The decision to sponsor talent is a good one, and those in charge of it are working hard to develop its programs. However, the beneficiaries of it are a limited group of talented people, in addition to the fact that talented centres are located in some but not all cities of the Kingdom. Therefore, it was not included with the seven events selected by the author.

- Compulsory education: This decision was not aimed at developing education as much as it was for preserving children's rights to education. Therefore, the author did not choose it.

- The Excellence Award: This award stems from a basic philosophy based on the motivation process, as incentives are one of the foundations of effective institutional work, and they are an encouraging factor for developing educational and administrative practices and improving the level of performance. However, the author did not choose it among the events that she specified, because it is a decision of the former Minister of Education and not a decision of the Council of Ministers. Also, it depends on the self-initiative of the competitors, who are very limited compared to the number of employees of public education. Therefore, the researcher thinks it is more appropriate for a specialized scientific study to address the impact of the award and the possibility of binding its standards on the performance of employees of the educational field.

6.4 Discussing the participants' viewpoint about the level of importance for each event

The analysis, of calculating the frequencies, reflected that the event of (The scholarship program for Saudi female) has the highest frequency. One possible reason for this outcome is that opening chances in the scholarship program for Saudi female is still a recent event that got the interest of the community, because scholarship program was dedicated to a limited number of males, and in rare and special cases for females. Moreover, the event of (Changing the methods of evaluating the students, and the standards to accept them in Universities) was not mentioned by the participants maybe because of diversity of opinions about it, or maybe because they were under the impression that this event was worthless to do anything with education development.

Another point, the analysing of the participants responses about the importance of the seven events, identified by the author, as milestones in the history of female education suggested the following. All participants agreed on the importance of the events and their effect on the development of education in general. Furthermore, when asked about the most influential event in the development of Saudi female's education, five of them chose that (the Official Declaration of Female Education in the Kingdom of Saudi Arabia) was the decisive decision that gave formalism, legitimacy, and strength to overcome the obstacles that faced this education and that led to be delayed and comes after boys' education.

6.5 The characteristics and level of progress that Saudi female education reached

This section concerns with discussing the analysis outcome of the second stage of data collection regarding level of progress that Saudi female education reached by instigating the application of ICT in TP. In this regard, the analysis figured out three main themes about this application. The following will discuss the finding of each one of them.

1) Technical supplement in TSMs

Based on the outcomes of this theme, it is possible to say the dedicated financial support was effectively spent to avail the essential technology in classrooms, the requirements of school activities, and professional development. This reflects the necessity of this financial support continuity when it comes to generalize TSM around Saudi regions. This finding aligns with goal (5), in the established national strategy of TP, that stated (setting educational environment that fit with the educational requirements in the 21st century) (Tatweer Website, 2014).

2) The usage of technology

Under the umbrella of this theme, the outcomes reports a number of actions by the staff of TSM that aims to achieve what clarified within the sub-themes of Learning and Teaching Processes, Professional development, and Saving Work Electronically.

Such actions shed the light of the concepts of (Organizational Learning) and (The professional learning communities). The following will explain these two concepts.

According to Marquardt (2002), the learning organization is the one that effectively and continuously works as a team to improve its ability to manage and to use knowledge, to empowering the individuals by learning inside and outside the organization, and using technology to organize learning and production.

The organizational learning (OL) is a technique of learning that is adopted by learning organizations (LO), and they make it as a part of their organizational culture (Sultan and Khider, 2009). This means, organizational learning (OL) is the "How" learning is happening, members are gaining information, skills, and tendencies that lead to build learning organization (Haijan, 1998). The other concept of The professional learning communities (PLCs) is defined as a group of individuals who interact with each other and with the surrounding world directly or digitally. They work as a team under a shared vision, in which they try to benefit from each

other and from other communities. They create a network of relationships and knowledge through all fields and activities of learning community (AlSallom, 2016).

In response to this finding, TP seems to be adopted the concept of learning school (LS), therefore, TP focused on activating professional learning communities (PLCs). This means, TSM were designed to be learning organization (LO). According to Tatweer website, "Toward learning school, where its members learn together by transferring the energy of learning from one individual to another, where the teacher become a continuous learner in a learning community, where its participants continuously learn and supportively works in the soul of one team" (Tatweer Website, 2014).

In addition, as stated in the document of National Strategy, "Establishing professional learning communities for practice, and supporting them, in order to participate in sharing best practices, and to widely publish the inventions" (p. 47). The role of technology is determined in the goal number (9): "increasing the efficiency of technology to aggregate and enhance performance levels" Tatweer Website (2014).

Reynolds et al. (2006) observed that "organizations learn only through individuals who learn." this viewpoint may look trite, yet when carefully considered, it has huge impacts on school communities.

In addition, regarding the finding of (Saving Work Electronically), it highlights the expansion and the variety of using technology. These results meet to a certain extent with the outcomes of a report by the National Centre for Educational Statistics in the US (2000). That report mentioned the teachers became a user of (ICT) for instructional and non-instructional purposes. The majority of teachers' usage of (ICT) for non-instructional purposes was to support their roles as teachers. For instance, creating educational materials, storing administrational records, and communicating with the colleagues and parents. This means, the increase in using (ICT) may not necessarily link to teaching. Based on that, Smerdon et al (2000) demand the new studies have to consider and to distinguish the usage of (ICT) through a different perspective.

3) The challenges

A number of challenges were reported regarding the application of ICT. They will be discussed based on their sub-themes.

Regarding the challenge of (The Lack Of Equipment) and (The Insufficient Maintenance), they supported the finding of a number of previous studies. For example, Almalki and Williams (2012) reported, the integration of (ICT) into classrooms requires a high budget for maintenance and supply. Hence, the lack of enough funds, make schools less able to provide the needed computer peripherals, hardware, and software.

The next challenge of (The Deficiency of Teacher Competence) was mentioned in some previous studies. In this respect, Beggs (2000) stressed that teachers' incompetence, and the lack of adequate training in digital literacy, becomes obstacles that hinders the application of (ICT) in schools. Added, Hasanain (2005) affirmed that staff improvement program is critical, to a high extent, when the objectives of an organization are changing or introducing modern technology into its system. So, if the teacher lacks the needed relevant skills to use (ICT) equipment, then the value of these equipment becomes unrelated.

Regarding the last challenges of (Cultural Challenges) and (Ineffectiveness of usage), these results point to obstacles that limit the usage effectiveness of (ICT), and impede achieving goal of "better investment and the expansion of using suitable technology in schools, and maintaining them continuously" The Ministry of Education, The King Abdullah Project for public Education Development (2008).

Moreover, according to (ALECSO), Arab League Educational, Cultural and Scientific Organization, the optimal usage of (ICT) requires availing ability, and refreshing skills for the teacher to use (ICT), in addition to an intellectual awareness to deal with the information in terms of searching, collecting, storing, organizing, retrieving, and exchanging it (AlSulami, 2014). In addition, Al-Madani and Allafiajiy (2014) reported a successful integration of (ICT) into classrooms and educational processes necessitates improving teachers' skills and knowledge on (ICT) use, as well as providing them the hardware and software.

The above discussion reflects the reported findings of this research bout the challenges of using ICT supports similar results from other previous studies.

6.6 Insights on the reality of Saudi female education and its future development

The final opinion of Zaynab, from the first stage of data collection, is in some of her points with the statement of (Kashoggi, 2014) , **,** Saudi journalist, columnist, and author**,** who said "We have heard lots of parents complaining that their children spend many years in school and, according to the report, "they failed to meet the requirements of basic education" which means that they failed to acquire mathematics, reading and writing skills,"(Kashoggi, Al Arabiya English's point-of-view, 2016)

Actually, the problem of the limited specializations available to Saudi females in universities, and the unemployment of female graduates from theoretical disciplines, has been addressed by many ancient and recent scientific studies in the field of education and work of Saudi women. Which means that it is an ongoing problem that should be solved for the development of female education. Recommending the opening of new specializations and submitting proposals to solve the problem contained in a number of studies, including the Turkistan study, which highlighted in its study the importance of the educational system's role as one of the main axes in determining future trends for Saudi women's participation in the workforce, and that the trend towards vocational technical education for girls is not A solution to find new educational and employment alternatives only, but it has positive effects of a wide range. (Al-Turkistani, 1998) recommended providing many elements to support technical vocational education for girls to achieve its goals, in addition to many measures that must be taken care of to provide qualified female technical competencies. (Al-Turkistani, 1998, pp. 381-385)

Al-Dhihar (2003) called for the necessity of finding new and required specialties, and for reducing or dispensing with some specializations. Because the number of female university graduates exceeds the need for public education. (Al-Dhihar, 2003, p. 39)

Al-Saggaf (2004) argues that the educational attainment rates of Saudi women have increased beyond expectations, but that education did not have the supposed developmental impact. Despite what the numbers suggest as developmental indicators, it cannot be denied. There is an imbalance in the quality of this education, because 89% of female graduates work as teachers. (Al-Saggaf, 2004) definitely adds that limiting the prospects for women's education to certain disciplines has negative consequences. (Al-Saggaf, 2004, pp. 92_93)

Al-Zahrani (2012) stresses that the high rates of acceptance in universities, with the absence of various specializations, make the student obliged to enroll in a major that she does not want, which means that she obtains a certificate and not a qualification. Also, the accumulation of admission in a particular discipline means the lack of female graduates in other disciplines required by the labor market. Therefore, it is necessary to properly plan to match the acceptance of the various disciplines and the needs of the complex. (Al-Zahrani. 2012, p. 197)

The study of (Al-Harbi et al, 2013) also recommended the creation of new specializations (applied) that are compatible with the development plan and the labor market, with a diversity of optional subjects that suit the nature of the girl and her role in society. In addition, providing equal opportunities for distinguished higher education for male and female students. Also, transforming some colleges of education in the governorates into community colleges with professional applied specializations and opening new specializations suitable for their labor market. (Al-Harbi et al, 2013, p. 167)

Aquil (2011), Assistant Professor of Arabic Georgia Institute of Technology School, reported in her study, in Saudi Arabia, women's degrees are generally in education and teaching, human sciences, natural sciences and Islamic studies. 93% of the females who graduated from universities in the last decade had degrees in education and teaching or human sciences. In contrast, fields such as science and technology, engineering and agriculture are predominantly male fields. From her point of view, it could be attributed to cultural restrictions, based on the expected role of women in society. In many Arab and Muslim countries, teaching is perceived as a female job and, in fact, a social extension of a woman's role as a mother and a wife. (Aquil, 2011, p 26)

In the same spirit, (Almunajjed, 2009) explains the limited specializations available at the university. Thus, the curricula in girls' schools stress courses that are suitable for the social and biological function of a woman in a traditional society and to prepare her to do what suits her "nature" (i.e., maternity). This association has led to a limited range of fields for female students in schools, universities, and colleges. (Almunajjed, 2009, p 12)

El-Sanabary (1994), gender and education specialist maintains that Saudi education, a microcosm of Saudi Arabian society, has intentionally instituted these mechanisms and structures as a means of cultural conservation and social control. The Saudi experience proves

previous research findings that female educational expansion does indeed increase women's social and occupational options, but does not necessarily alter gender and power relations. (El-Sanabary, 1994, P 145)

Al-Bakr (2005), professor of pedagogy at King Saud University, discusses challenges in the field of education and work for Saudi women in the working paper presented in the workshop "Women and the Millennium, 2005". Here are some important points:

Al-Bakr (2005) believes that the choice of Saudi women in the field of educational specialization does not necessarily come as a result of her knowledge of the needs of the labor market as much as it means her response to the available educational opportunities that are not necessarily fruitful on the career side. Al-Bakr / She adds that Saudi women, in light of public educational institutions, are forced to join educational sectors that education planners deem fit their nature as a woman in light of the roles that are expected to reproduce within the frameworks of a society dominated by men, and these fields are mostly limited to teaching and nursing. (Al-Bakr, 2005, p.1)

Al-Bakr (2005) continues to clarify her point of view, when the state recognized the right to education for the girl, the task of presenting this education to a conservative society was not an easy task. Therefore, the state decided to entrust its administration to a religious body made up of senior scholars led by the Mufti of Saudi Arabia. (Al-Bakr, 2005, Page 4) The education policy *, which represents the philosophical and social foundations upon which the education system in the Kingdom of Saudi Arabia (KSA) is based, was formulated based on the orientations and vision of those responsible for education and in line with the conditions prevailing at that time.

Noteworthy, the first edition of the Education Policy Document was issued in 1970, after the Honourable Council of Ministers approved it by Resolution No. 779 on November 26, 1969. The fourth edition was in 1995 in good direction, and a slightly larger volume.

Al-Bakr (2005) cited the following example: One of the goals mentioned in the education policy is: "The education of the girl aims to raise her in a correct Islamic education in order to fulfil her mission in life and to be a successful housewife, ideal wife and a good mother, and to prepare her to do what suits her instinct such as teaching, nursing and medicine" (Education Policy in the Kingdom of Saudi Arabia Chapter Two: Girls 'Education, No. 153) I

141

have laid down a number of rules for educating girls in Saudi Arabia, including focusing on teaching women's subjects from the fourth grade of primary school (cooking and sewing) and forbidding any activity involving movement and physical activities such as performing morning queue exercises or setting classes for physical sports. In addition, female students are prevented from participating in any activities or any field visits outside the school boundaries. In light of this philosophy adopted by the educational policy, the school operates, from the virgin's point of view, as stereotypical institutions whose role is to create the mental preparation of the educated girls in these institutions, to accept and represent the roles expected of them as a housewife, wife, mother, and work in the teaching and medical sectors (Al-Bakr, 2005, p 7).

Al-Bakr (2005) argues that preparing women to perform their basic functions in order to build a balanced Muslim family is a basic goal pursued by all Islamic societies, but the question that poses itself: Is the job of women in modern societies, including the Islamic ones, limited to fulfilling this role? How appropriate is this goal and this limited formulation of the reality of Saudi women after more than half a century of establishing the rules for formal education for them. Education, and with it successive development plans, has caused profound social and cultural shocks that changed women's perception of themselves and their roles, as well as the man's view of the roles expected of them, which is supposed to change society's outlook and expectations, something that these policies do not express. (Ibid, p. 6).

Al-Munqash (2006) pointed out in her study problem that the Education Document, which is considered the main reference for the education system in the Kingdom of Saudi Arabia (KSA), which was drawn up in 1970, and whose status was based on the social and economic conditions, the demands of development, and the needs of the Saudi citizen during that period. It has not been subject to any amendments to cope with the urgent challenges, especially in the field of education. (Al- Munqash. 2006, p. 3). Among the recommendations that came in her study is that the educational policy should not be fixed and unchanging. Rather, it is necessary to constantly evaluate and adjust it and consider the extent of its interaction with the emerging issues and the changes that are occurring in the Saudi society in particular and the world in general. Likewise, the education policy includes the principle of diversifying education by expanding the principle of education and the multiplicity of its fields and specializations. (Ibid., P. 39)

Likewise, (Al-Khatila, 2016), a professor of educational administration at King Saud University, criticizes the goals of girls 'education in Saudi education policy, which are

necessarily reflected in their specializations and education outcomes. She describes goals as outlines whose outcomes cannot be measured. For example, it was stated in the education policy for the Saudi girl "that this education aims to educate her in a correct Islamic education, and to prepare her to do what suits her instinct such as teaching, nursing and medicine" (Saudi Arabia's Education Policy, Chapter Two: Girls 'Education, No. 153). (Al-Khatila, 2016) protests the formulation of the goal In this way, there is an education that is inappropriate to its instinct, which educational policy has restricted to teaching, nursing, and medicine. While it has been proven in the field that the competence of women in the fields of law, media, engineering, technology, and others is not less than that of men, but rather surpasses them at times. (Al-Khatila, 2016) wonders where are the school curricula designed to educate women to be as education policy desires? From the point of view of (Al-Khatila, 2016), all the current curricula, including their values and guidelines, remain a theoretical narrative far from application, and are often far from the nature of society and its needs. (Al-Khatila, 2016, p. 34)

Al-Bakr (2005) affirms that the structural imbalance in educational institutions directed to females calls for the necessity of reviewing all the philosophical and social foundations upon which the education of women in the Kingdom is based, reviewing its objectives, and studying the extent to which they are in line with the changes of the present era in which the woman's view of herself and the society's view of her has changed, which calls for a consequential change in educational services, and the professionalism provided to her so that educational opportunities are expanded and future strategies are drawn for how to invest female workers within the economically active. This will not happen until there is a change to the foundations on which education is based and through which what is expected of women in their future is determined. (Al-Bakr, 2005, p.13)

Nevertheless, Saudi Arabia has tried to address these gaps as demonstrated by the recent efforts. New universities of science and technology for women are being inaugurated, such as Princess Noura bint Abdul Rahman(University, 2011) and King Abdullah University of Science and Technology (KAUST, 2009) an international, graduate-level research university. (Aquil, 2011, p.26) Princess Noura bint Abdul Rahman University is the country's first women-only university. This university provides several academic areas that women were previously excluded from, such as the Computer and Technology College and the College of Science. By giving women greater access to higher education in varied fields, Saudi Arabia hopes to provide women with greater opportunities in the labor market. (Aquil, 2011, p.27)

Based on the foregoing, it can be said despite the great progress made by Saudi women in the field of education and the functional Saudization of the education sector, in addition to the opening of many scientific, literary and medical specializations in public universities and the field of engineering in private women's universities such as Effat University and Dar Al-Hekma University, it seems that there is still a need to open new applied and professional disciplines for Saudi females. This necessitates reviewing the philosophies, goals, regulations, and policies related to the education and work of Saudi women. And conducting scientific studies by the concerned authorities and planning to benefit from the scholarships, revenues from abroad, with new specializations.

In recent times, Saudi society has witnessed economic, social, and cultural changes that encompass various aspects of life. Modern media, satellite channels, and globalization have led to the abandonment of norms and traditions that are inconsistent with the nature of the age and its various developments, which impede the movement of community development. For example, the social and cultural norms and practices that marginalize the role of Saudi women as active and productive members of the economy have differed, as achieving balance between work and family tasks and increasing income has become a requirement that men and women want to achieve equally. In fact, the success of Saudi women in the field of education, medicine, invention, media, scientific research, and in the fields of work in general, and their desire to break into new, unconventional work paths, have made various segments of Saudi society change the prevailing stereotype of women, which limits their roles to family duties. And specific social. Currently, a large segment of society is looking to increase its contribution and demands that it have its deserved position scientifically and practically in all fields. Empowering women to choose between the various educational specializations and the field of work that suits them in accordance with the legal and social determinants will not be possible until there is a radical change in the vision of women as a productive human being who has the capabilities of men. And since there is a positive structural relationship between education and work, as confirmed by the literature on development, the desired change will only come through radical cultural transformations that the state adopts and expresses through the educational system. Therefore, the researcher believes that the current conditions for Saudi society are very conducive to effecting the required change. Saudi women deserve support in order to take their fair chance at the education they desire, and get the opportunity to participate in national development in line with their conservative values and society's aspirations from them.

6.7 An extrapolation of the future of female education in Saudi Arabia

However, the present in part is an extension of the past. In another aspect of it, it is a product of the interactions and variables of the existing conditions, and the future is the framework in which the past and the present meet and defines what we want to be. From the foregoing, it can be said that the "Participants" are optimistic about the future of education in Saudi Arabia in general and the future of female education in particular, based on their personal experiences, and on the convictions stemming from their respective perspectives of what is happening in the educational field. Technology, the current generation of scientifically qualified females, scholarship recipients from the mission, making the learner the focus of the educational process, concern for teacher training, and legalizing the selection of educational leaders .. will play an active role in shaping the future of education in (KSA) (Kingdom of Saudi Arabia)

In sum, anticipating the future of education is a basic requirement for educational planning and policy-making, in an effort to ensure an advanced educational system capable of facing future challenges, and thus, ensuring the continuity of development and achieving the targeted development of the education system.

6.8 The findings

The economic development and social and cultural growth that a society reaches depends on the number of educated men and women who are responsible for advancing their societies to high levels of development and progress. Education qualifies women and men to enter various fields of work. Also, with education, trends are formed and awareness of many basic issues in society increases, which pushes the process of development forward and advancing society towards a better life.

- **Regarding (the significant milestones in the development history of Saudi female education)**

From this standpoint, the Saudi state, from the beginning of its establishment, worked seriously to spread education, and it opened many schools, institutes, universities, and literacy and adult education centres all over the kingdom to provide every citizen with educational

opportunities. Although the acquisition of knowledge and the pursuit of knowledge is an obligation affirmed by the Noble Qur'an and the Sunnah of the Prophet, Muslims adhere to it, both male and female, yet, social thought, prevailing customs, and outdated traditions deposited in the mentalities of the people at the beginning of the Saudi state The last start of formal education for Saudi girls about Boys' education.

Girls 'education was the most prominent and controversial issue among all community issues during that period, and the religious and social aspects intertwined, and only a political decision resolved it, when King Saud issued a royal decree declaring formal education for girls in 1959 and establishing the General Presidency for Girls' Education GPGE, and opening schools for them under its supervision. Although women's education was launched under multiple restrictions imposed by the prevailing social, political, economic and cultural conditions during that period, it can be said that the education of Saudi women has succeeded par excellence by all standards.

Because Saudi women have reached from illiteracy to doctoral degrees, and from (katateeb) to international universities within a time that is considered short as a measure of the achievement achieved despite the many difficulties and challenges. The process of female education in Saudi Arabia was punctuated by many events and decisions. It is natural for opinions and expectations to differ about their effects on the development of education. Participants in the study agreed that the decision to announce formal education for girls is the most important event because it is a turning point that opened the way to the rapid development and successive growth of female education in Saudi Arabia. The decision to eradicate illiteracy and educate older women is also an important event. Because its impact went beyond the mere acquisition of reading, writing and mathematics skills to personal, social, cultural, and economic aspects in the lives of senior students.

The diversity of the programs and projects presented has enabled those without early education to overcome illiteracy and acquire multiple life skills, which qualified them to participate positively in their society. The Saudi state has won many international and regional awards due to its serious efforts in this field. Another crucial event in the history of female education in Saudi Arabia is the decision to open the field of higher education to Saudi females, which allowed aspiring women to complete their education. It also led to the availability of scientifically and intellectually qualified female specialists in the disciplines available to them

to ensure contribution to community service, participation in national development, and the achievement of the state's orientation towards complete Saudization in public education, with a high rate in higher education and health.

Despite the increase in the percentage of females in higher education, the rate of enrolment in the humanities and literary studies is high. The absence of effective academic guidance and counselling, the government sector's sufficiency of female graduates in the education sector in particular, the limited specializations available to females in universities, and the inadequacy of specializations with the needs of the labour market has resulted in unemployment of female graduates, and demonstrated the need to reconsider female education and employment policies in Saudi Arabia.

Modifying evaluating methods of students 'standards and admission standards to universities is one of the controversial decisions in the history of education. The amendment included the abolition of the central exams in high school, and the adoption of the achievement measurement test, the aptitude test, and the preparatory year as criteria for university admission. Opinions varied about previous decisions, because each has positive and negative aspects, according to the perspective of those involved in these decisions. Most of the opinions are unanimous in favour of decentralizing the tests because the effort expended and the cost of implementing them are greater than the benefits of continuing them. On the other hand, opinions suggest that the desired objectives of the "Qeas" test, Achievement test, Abilities test, and the preparatory year at the university will not be achieved and that there is a defect that must be amended.

The merging of the bodies supervising Saudi education is one of the critical events in the history of Saudi education, and it took place in two stages. Opinions varied about the effects of inclusion on educational development. In 2002, the first merger took place between the General Presidency for Girls' Education GPGE and the Ministry of Knowledge after the first worked as an independent administration for more than 42 years, after which the name was transferred to the Ministry of Education. This was followed by that the minister would have two deputies, one of them for the education of boys and the other for the education of girls. As a result of this merger, Noura Al-Fayez was appointed as the first Saudi woman to this high leadership position in 2009.

All the "Participants" agreed that the first integration was a right decision that reflected positively on the educational field. Regarding the appointment of Al-Fayez, the views of "Participants" suggested that his moral influence was greater than the practical effect on the field of education. In 2015, the second merger took place between the Ministry of Education and the Ministry of Higher Education in one ministry under the name of The Ministry of Education.

Opinions differed towards the merging of the two education (general / higher). Supporters believe that the decision will have a positive impact on the educational system and make a qualitative leap of high quality in the development of education because it will work to unify education plans, policies, and strategies, as well as solve the existing problems due to the separation between the two education (general / higher). Unlike some others, who believe that the merger took place quickly without a thoughtful planning for it, with the evidence that the educational field has not benefited significantly from the results of the merger so far.

The scholarship of Saudi women is one of the most recent decisions in the history of girls 'education in Saudi Arabia, because it opened the way for females who want to study outside the Kingdom, and affected the culture of society. The society that refused to educate girls in the sixties of the last century is sending its daughters abroad to study. Although there are voices opposing the decision, especially for females and some fears, females have come to the program significantly.

The participants agreed that the External Scholarship Program is a pioneering educational development project with positive expected effects on many levels within Saudi society. These include providing scientific competencies, creating new specializations for females, advancing the education process forward, and contributing to national development with a new generation (males or females) with advanced mind-sets that have acquired knowledge, experiences, and experiences of other peoples and civilizations. Finally, The King Abdullah Project for General / public Education Development "Tatweer Project" is the latest educational project for the development of public education in the Kingdom of Saudi Arabia (KSA).

According to the Participants' opinions, the project's objectives and the outputs achieved so far from the project's experience in the educational field are good indicators of the

148

importance of the project in developing education and making a qualitative leap in it. The pilot phase of the project is a good opportunity to address the deficiencies before spreading the project to all schools in the Kingdom.

From the "Participants" point of view, girls 'education in Saudi Arabia has succeeded in achieving many distinct achievements in the past period. Girls' education is improving and developing in the current period despite a set of emerging challenges that require reconsideration, such as the specializations available to females and the educational policy provisions regarding female education. . The King Abdullah Project for General / public Education Development, and Saudi women who have returned from the mission will have an active role in leading the development of female education in Saudi Arabia in the future.

In conclusion, there is no doubt that the status of women and their position is a reflection of the degree of progress of society. Hence, investing their energies in education becomes a fundamental pillar of real development. The changes that occurred in the status and roles of Saudi women in their society came as a result of the success of their education .. This outstanding success of the women's education system in the Kingdom of Saudi Arabia is attributable to two factors. The first factor is the Saudi state's keenness to educate women, the wise policy it followed in leading change in a society with cultural specificity, in addition to providing generous financial support to develop education and keep pace with developments in the educational field. The second factor is the Saudi woman herself who faced challenges, doubled efforts, adapted the conditions, and seized the opportunities that were given to her until she proved her worth not only internally but also at the global level as well, thus becoming truly a model for distinguished success.

The experience of female education in the Kingdom of Saudi Arabia (KSA) is unique and distinct because it is derived from Islamic law and is far from mixing at all levels of education. It was also an experiment that succeeded in a strict society that refused to educate a girl.

Naturally, every human experience has positive and negative aspects, around which opinions and future expectations differ. Therefore, the researcher recommends more studies on female education in Saudi Arabia, as it is a fertile field for study from different angles. The

experience deserves to be researched, studied and analyzed in-depth to develop and to benefit from it in any social, cultural, or political change process in society.

- **Regarding (The characteristics and level of progress that Saudi female education reached) based on the application of ICT in TP**

According to Eady and Lockyer (2013), "Learning with technology has become essential in today's schools. Technological devices and networks have changed our schools and classrooms. Technology in schools has become now part of the teaching and learning context".

Likewise, Iinuma (2015) argues that "The definition of literacy as reading and writing skills has expanded .. Terms such as media literacy, multimodal literacy, information literacy, and IT literacy proliferate in the discourse of education today."

From this point of views, Saudi Arabia launched TP to develop education since 2007, and it was keen to boost the role of technology in its educational system.

Ehrmann (2000) assures "The cycle of failure happens when a new technology is introduced and does not necessarily live up to expectations". Van Melle, et al [35] stress "In an effort to avoid the cycle of failure, understanding past experiences became an important starting point for creating a good framework".

Moreover, TP emphasizes, what declared in the national strategy document, "Guarantee the success of TSM by evaluating, and enhancing it before generalizing and publishing it". In order to achieve this, the policy owners of this project should benefit form the outcomes of studies that investigated TSM, and then deal with the identified challenges thorough out a systematic work (Tatweer Website, 2014).

6.9 Answering Research Questions

The analysis findings and discussion results are a lot. Well, the following summarises the main points which addresses the research questions.

Question 1: What are the significant milestones that affected the development of education in Saudi Arabia in general, and affected the development of Saudi female education in particular?

The findings of this research suggested seven significant events as follows:

150

- First event: The announcement of the official female education system
- Second event: Dealing with adult illiteracy
- Third event: Higher Education for Saudi female
- Fourth event: Changing the methods of evaluating the students, and the standards to accept them in Universities
- Fifth event: The amalgamation of Saudi educational authorities
- Sixth event: The scholarship program for Saudi female
- Seventh event: The King Abdullah Project for public Education Development "Tatweer Project" TP

The analysis suggested a number of other events that were not mentioned above. Well, the discussion did not account them to be significant ones for a number of reasons. For example, limitation of application, lack of generalization, not targeting female education in the first place, and being a method to support enrolling girls in schools rather than a critical factor in developing girls education.

Moreover, the outcomes of this research showed that (The announcement of the official female education system) was the most influential event for being a decisive decision that legitimized, and support this education to overcome the obstacles in its beginnings.

Question 2: What is the current status of employing technology in TSM for girls within the national program to improve the public education TP in Saudi Arabia?

The findings clarified various usages of (ICT) in TSM, they can be categorized within three main themes:

- **Technical supplement in TSMs**

    The dedicated financial support was effectively spent to secure the essential and various technical equipment in classrooms, the requirements of school activities, and professional development.

- **The usage of technology**

    The technology was employed to support learning and teaching processes, enhance classroom teaching, emphasize academic achievement, and to improve the

communication. Added, the technology was effectively utilized to serve professional development, and to electronically saving the work.

- **The challenges**

  Despite the positive sides of employing technology in TSM, a number of drawback were figured out. This includes the lack of equipment, the insufficient maintenance, the deficiency of teacher competence, cultural challenges, and ineffectiveness of usage

By considering the positive extent of using (ICT)in TSM, this reflects optimistic indicators that fit with the goals orientation of TP. In which, it tells how the development of education in Saudi Arabia is keeping up with modern teaching style styles, and employing latest technology in its progress for better and advanced education. In this regard, according to the statement of Stevenson (2010) "Technology Becomes the Future: The Future Becomes Technology", it may summarizes the increasing importance of technology in our daily life in all fields in general, and in the educational field in particular.

6.10 Conclusion

In this chapter, an overview of the research's core findings of the analysis was presented. It started by discussing the identified seven milestones from the participants viewpoints. Then, linked the analysis outcomes with the related reviewed literature with their suggested importance. Later, it highlighted a number of insights on the reality of Saudi female education and its future development.

The next chapter will discuss this research's contributions, implications, and limitations. Moreover, it will draw a number of recommendations from the current research and provide conclusions.

Chapter 7: Conclusion and Recommendations

7.1 Introduction

In this chapter, a number of recommendations are provided to support the field of Saudi Female Education, and its development over time. Then, the practical and theoretical implications of the research are presented. Finally, the research limitations and recommended future research directions are highlighted.

7.2 Implications and Contributions

This research reached a number of findings with respect to the history of female education in Saudi Arabia, and how this education overcome the faced challenges overtime. Additionally, by employing qualitative methodology in terms of analysing the related contents, analysing the interviews with a number of Saudi women who have deep experience with the development of Saudi female education, the outcomes reflected seven significant milestones in the Saudi female education.

The finding of this research have practical implications for the practice of female education. At the same time, they have theoretical contributions to the available literature on the development history of Saudi females. The following section will discuss these implications and contributions.

7.2.1 Practical Implication

Research into the development of Saudi female education in terms of obstacles facing this education sounds crucial from both a theoretical perspective and a practical implication. Hence, based on research outcomes, the following will discuss a number of these implications.

The reported findings in this research lead to a number of useful implications for general practice of education.

Girls 'education was a significant challenge among all community issues during the early history of Saudi state due to inaccurate religious and social believes. Well, only a political decision resolved it by royal decree of King Saud of declaring formal education for girls in 1959 and establishing the General Presidency for Girls' Education GPGE, and opening schools for them under its supervision. Hence, this finding reflects that the critical support of state leaders would help to handle even major challenges, and to provide better solution for the sake of the people.

Additionally, in this research, the concluded milestones in the history of Saudi female education development illustrate the effectiveness of the employed strategy of step by step improvement by Saudi government to advance this education over time. No wonder, though this education started locally in an abstract home schooling (i.e. Katateeb) and used modest capabilities and tools, it kept enhancing until reaching the finest universities internationally, and evolving into modern education that utilizes latest technologies. This means, such a technique may seem slow, well it has sound results and significant outcomes.

Moreover, the demand on education is increasing daily by people, along with the huge encouragement of governments. Considering the enormous addressed budget by government to advance this field, it can be said education is an investment to improve the renaissance of the country by increasing the counts of educated people. Hence, it is hoped that the results of this research will support and aid the outcomes of education systems by learning from the rich content of how female education in Saudi Arabia continued improving and dealt with various challenges over time.

Another point, the practice of TSM people reflected an effective application of (Organizational Learning) and (The professional learning communities) by using (ICT) tools. This means, using technology facilitated the application of two modern and effective concept in the field of education. This in a way explains the declaration of AlZayed and Omar (2006) that the Internet technologies and (ICT) provide unprecedented abilities to exchange expertise, and to publish good practices in a way that exceeds the limits of schools and classrooms, without time and place limits.

To conclude, such benefits is expected to positively reflect on the field of education development in particular, and on the country renaissance in general.

7.2.2 Theoretical Implications and Filling the Research Gap

Through investigating under the umbrella of (Feminism) as theoretical frame work, this research has contributed to several aspects of the available literature. The outlines findings to the development of Saudi female education over time has been empirically examined through a qualitative analysis of the perception of a number of Saudi females who intensely concerned, and have deep experience with the development of Saudi female education themselves.

Through having a number of semi-structured interviews sessions, this permitted an in-depth discussion and the involvement of various feedbacks which highlighted added related aspects. Moreover, the data analysis was guided by previous experience of the author. Therefore, this allowed the author to conduct the analysis with prior particular expectations. Likewise, this gave a chance for the emergence of other unforeseen explanations.

In terms of the existing literature, this research supported and complemented a number of their outcomes. For example, the criticality of the identified milestones in the history of Saudi female education, the general surrounding circumstances and social reactions accompanied with each milestone, and the continuous development of Saudi female education until becoming a modern education that employs latest technologies. Another point, there was no noteworthy contradiction between this research's results and the reviewed literature. This means, one part of this research's contribution is supporting the findings of the previously reviewed literature. Well, this research achieved that by using a different way of empirically investigating these aspects through interviewing a number of intensely concerned Saudi females who have deep experience with the development of Saudi female education.

Considering the addressed aims based on the reviewed literature, this research took the initiative and responded to a number of correlated studies' and conferences' calls, in the field of comparative education, to conduct a study of educational system by linking lenses from philosophy, history, and social science. In this respect, this research investigated the experience of Saudi female education, which represents an interesting setting in terms of the unique social, cultural, and political characteristics of a distinguished country like Saudi Arabia.

Moreover, there were a number of significant evidences that empirically reached. In which these evidences acknowledged the assumed milestones in the history of Saudi female

education. Hence, such significant findings of this research add new valuable insights and contributes to current literature.

This research also extended the existing literature by shedding further light on the employment of ICT in TSM, in term of presenting the role of using related technology in the field of education, and how the led to the application of advanced concept in education, namel (OL) and (PLC).

7.2.3 Contribution to Methodology

This research is one of only few studies that have used a rigorous qualitative approach to investigate the history of Saudi female education. In addition, as explained in detail in Chapter 3, this research has employed qualitative methods to meet the aims of the research and to answer its questions. This means, the used application has provided an in-depth investigation and comprehension of the topic under consideration in terms of the viewpoints and perceptions of the participants.

More in this regard, the used qualitative methods allowed the author to find a close contact with the participants, who are directly involved, to a significant extent to understand what happened in the field. Added, the semi-structured interviews facilitated to undertake a detailed discussion and to introduce further insights that led to rich and descriptive account of relevant events.

Additionally, this research has employed a number of useful analysis techniques including Content Analysis, Narrative Analysis, and Quantifying the frequencies. As result, this variety of employed analytical techniques has provided a deeper level of understanding that helper the author explicate the complexities of collected raw data.

Another point, reaching the participants was managed using convenience and snowball sampling techniques. At the same time, the author was keen to preserve ethical considerations in terms significantly maintaining the anonymity of all the participants, and keeping the confidentiality of collected data throughout all the stages of the research. As result of applying this rigorous ethical protocol, this led to an increase in the likelihood of gaining accurate, honest and thorough responses.

7.3 Limitations and Direction for Future Research

Notwithstanding the potential of the identified contributions by this research, there are number of limitations that should be stated. Therefore, they provide several research and investigative opportunities for future studies.

To begin with, this research only took place in Saudi Arabia. It was selected based on author's experiences, and for being an interesting setting in terms of the unique social, cultural, and political characteristics that distinguished this country. Hence, Similar studies could be applied in other countries around the world. As result, the theoretical contribution and recommendation of this research can suit and complement other studies in a further context.

Another point, this research had an exploratory nature, thus, its outcomes were generally inducted from the empirical evidence using the qualitative analysis. Well, these outcomes should examine their validity in order to generalise them. One way to achieve this is by performing a deductive research, which uses a quantitative method (e.g. questioner) across the concerned population and related organization in Saudi Arabia.

Moreover, in 2020, the world faced the global pandemic of coronavirus disease (COVID-19), in an unprecedented way, as declared by the World Health Organization (WHO). This led to the closure and curfew in many countries around the world in reaction to the outbreak of this epidemic. Hence, this has had a significant impact on a number of daily activities including education. In response from Saudi government, the Ministry of Education, in cooperation with the Ministry of Information Technology and Communications, have developed an education platform called "Mudrasati" that provides and supports distance teaching and learning using modern technologies through the Internet. This platform was developed and became ready to use in a record time (i.e. few weeks). Added, Saudi government has made the use of this platform free for all schools and educational institutes including both governmental and private ones. As result, teachers and students were able to effectively continue educational process without interruption for an entire academic year. This rich experience undoubtedly represents a turning point, and another significant milestone, in the history of education in Saudi Arabia. So, it deserves a separate study to investigate its outcomes and impact on education in Saudi Arabia.

7.4 Section Conclusion

All in all, the following summarizes the recommendations of this research:

- To conduct similar study in other countries around the world. So, the theoretical contribution of this research can suit and complement other studies in a further context.

- To examine the outcomes and of this research by undertaking deductive research, using the mean of quantitative method, across the concerned related population in Saudi Arabia.

- To investigate the educational platform of "Mudrasati" that was developed to provides distance teaching and learning during the pandemic of coronavirus in 2020. As it may represent another milestone.

7.5 Conclusion

This chapter has discussed the contributions that provided by this research's findings. Moreover, a number of practical and theoretical implications have been discussed in terms of the contribution to the field education studies and practice. Later, this chapter ended by stating some limitations and recommendations for future work.

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Appendices

Appendix I: Informed Consent Form

Dear Mme.: …………………..

Good day

My name is Mutabar M. AlTurkostany, and I am a researcher in the field of Education. Currently, I am working on research project with the title of "The Development of Female Education in Saudi Arabia". This study is aiming to publish a paper that discusses the significant decisions, events, and milestones during the history of female education according to personal viewpoint and experience.

I am looking or your support and approval to conduct an interview for about 60 minutes, and to reply some of queries that are related to research subject. Worth mentioning, there is no penalty for not participating, and your answer will be kept confidential. If you choose to take part you may stop at anytime, or skip any questions that you do not wish to answer. Moreover, the outcome of this interview analysis will be only used for the sake of research purposes.
Please find a list of interview questions attached to this letter.

Thank you
Mutabar M. AlTurkostany

☐ Agree to have this interview
☐ Agree to declare my real name in the paper
Name of Participant: …………………………………………
Signature of Participant: ……………………………………….

Date: