

Education and Human Development in Kuwait with Reference to the Challenges of the 21st Century

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Abstract

The twenty first century is characterized by the velocity change and innovations in almost every domain of people's life. The means to make people able to cope up with those changes and the accompanying challenges is education, which must be capable enough to prepare the individuals to face these challenges and overcome them. This research displays the role which education must play to prepare the Kuwaiti citizens for the 21st changes. It poses certain questions about education in Kuwait, displaying the potential challenges, the status of developing the Kuwaiti individual through education, besides the expected role education must play, through well-planned programmes, to improve the outcomes of the different educational institutions, which should provide the labour market with productive workers.

Introduction

The most outstanding features of the 21st century are represented in the velocity of change and innovation of everything, though in Kuwait, we have not yet reached the required level of thinking, behavior, theory and application that can cope with this change.

Innovation, which can never be ignored by the world, must affect the educational systems and prepare them to meet the challenges of modernization, for education is but a part of the political, economic, social and cultural phenomena. All the changes that occur in the world do reflect their shadows on education.

Education, today, has become more than necessary to the individual and the society. It is the main access to social and economic change. It is the solution of many of the future challenges and problems. Some studies have confirmed that, at the present time, there is no room for the education which is isolated from the society and its problems, and that effective schooling is the one closely linked to the life of the individuals and their needs, and which is able to cause overall development (OECD, 1984).

Futuristic studies experts say that scientific and technological revolution will be the most outstanding traits of the 21st century. The volume of scientific service will be doubled every seven years in the future (Gambar, 1992). This volume has developed and become doubled every three years.

Education is a challenge that depends upon the manner according to which children will be schooled and educated through the 21st century. All the developed countries and some of the developing ones have approved that fact which adopts education as an imperative necessity for any true revival, and that the targeted education in a new type prepares the individual and the society for the realities and dynamics of a new era, the age of the third technological revolution and the accelerating change. This tremendous amount of knowledge needs continuous and fast organization for those who desire to make use of it due to the overflow of information and recognizing how to use them, being the basis of progress in the 21st century. In fact, it is a revolution which any nation, whether small or big, can undergo if it prepares its children educationally well for this (Ammar, 1992).

Progress depends mainly on two principal factors, human resources

and physical resources. Yet human resources are the decisive factor in causing, making and accelerating progress. Education is the most important factor in preparing and training the human resources in the form and level that enable them to make the best use of their own potentials and capacities and exploiting them to cause development and progress.

There are some indicators that lead to dissatisfaction as regards the educational system in Kuwait and the image of the school currently, such as the absence of relating the general education curricula to the contemporary requirements, the dissatisfaction of the employers concerning the outputs in a lot of specializations on account of the absence of coordination between educational programmes and the labor market requirements, beside the boredom students feel and the lack of motivation amongst them due to the large gap between education and their personal interests, and their own needs. Therefore there have been a lot of recommendations issued by various commissions and studies, emerging from the philosophy of change which the society aims at, to improve the conditions of the individual to a better status.

The issue of developing the Kuwaiti individual who can cope with the technological contemporary changes is the main concern of our educational institutions. The Kuwaiti individual, especially after the liberation, deserves such concern and development, because of the sacrifices he offered in the last decade. Therefore, any Kuwaiti individual should now enjoy security which education can provide in the process of changing the present state of affairs to a better one in order to face the challenges of development.

The Problem of the Study

Education has an important role in human development, as it prepares individuals for the 21st century. This study tries to answer the following questions:

- 1 - What are the most prominent challenges of the 21st century in the Kuwaiti society?
- 2 - What is the status of developing Kuwaiti individuals through the educational system?

- 3 - What is the role of education in the development of the Kuwaiti individual in the light of the 21st century challenges?
- 4 - What is the role of the educational plan in facing the 21st century challenges?

The Objectives of the Study

This study aims at:

- 1 - Defining the most important challenges of the 21st century.
- 2 - Defining the status of developing the Kuwaiti individual through the educational system.
- 3 - Designating the role of education in developing the Kuwaiti individual in the light of the 21st century challenges.
- 4 - Defining the futuristic educational plan for facing the challenges of the 21st century.
- 5 - Presenting some recommendations for improving the role of education in developing the Kuwaiti individual.

The Importance of the Study

The importance of this study lies in the following:

- 1 - The importance of human role in the development process.
- 2 - This study may be, to the best knowledge of the researcher, the first study of its kind, to be conducted in Kuwait
- 3 - It may contribute to providing the people in charge of planning human development programmes with the status of developing the Kuwaiti individual through the educational system.
- 4 - This study may be useful, too, in clarifying the role of education in facing the development of the Kuwaiti individual in the light of the challenges of the 21st century through highlighting this role in the futuristic educational plan.

The Methodology of the Study

This study adopts the descriptive analysis survey approach, which analyzes and criticizes the documents.

The Sample of the Study

It consists of official documents from Ministry of Education, Ministry of Planning, Kuwait University, Public Authority of Applied Education and Training, related to education and human development.

The Tool of the Study

It combines schedules for analyzing and deducing important indications related to the study.

The Statistical Techniques

The researcher uses descriptive statistics to process the data, such as frequencies and percentages.

Related literature

A. The relation between education and human resources

Several studies highlighted the relation between education and human development.

Education has a great role for achieving the nation goals. So, it always tries to set, a balance between education and the labor market guiding students vocational choices, increasing the private sector, and developing citizenship, etc. (Ministry of Planning, 1993, 11).

Building and developing human resources means to build man. So, education becomes one of the most important means to achieve that goal; (Mohamed, 1999, 81).

Ammar (1978) mentioned that the relationship between education and human development is strong and real. If we neglect this relation, it will lead to lack of integration and an ambiguous image of the society in the future.

Education leads to social development. It preserves the cultural heritage, provides democratic social system; basic for sharing the citizens in decision making; (Al Sayed, 1994, 276).

B. 21st Century challenges

One of the 21st century challenges is the modern technology revolution, which obliges educational systems to have rapid changes to cope with the accumulated knowledge, and renew instruments and equipments. It also leads to flexibility of educational system and

changes of educational requirements of human resources (Mohamed, 1999,79). He mentioned also, that human resources is an integrated point between information revelation and educational system, because the individuals mental and technical levels are the bases that manage them to start to these information revelation.

Al-Menofi (1992) mentioned in his study, the role of education in emphasizing the features of the national personality, nowadays as essential to be more positive in facing the cultural invasion.

Mohamed (1995) conducted a study to investigate how the human resources were prepared by Arabian educational system to fulfill complicated social and economic demands. The finding of the study revealed that there was a gap between the human resources and the society needs.

Revolution in communication obliges the nations to know educational systems that require creative cultural organizations to preserve the national identity (Mohamed 1995, 70).

Plastrik (2001) in his study emphasized that changes in the labor market and rising expectations of employers, government, and job seekers are putting enormous pressure on non-profit, community based organizations (CBOs) in the field of work force development. Providing intensive services for hard-to-serve populations costs more than serving clients who are more "job ready," yet increased competition for government contracts is driving down prices. CBOs may have many different looks but they face remarkably similar problems: many simply do not know how to meet the new demands of the labor market for disadvantaged job seekers, and many have limited capacity to do what is needed to become more effective providers in the labor market. To respond to the challenges, CBOs can commit to organizational change; collaborate to learn and gain strength in the marketplace; adopt a "dual customer" approach; find out what employers are looking for—and respond to it; learn what it takes to be an effective work force provider; develop strong ties with human services providers; develop the organizations "cultural competency;" start using data to improve the organizations performance; and initiate dialogue with government officials and other potential partners about ways to help CBOs build capacity to improve their performance.

Johnston (2001) indicated that challenges confronting preparation

of human resource development (HRD) practitioners include competing views of that drives practice, the changing nature of workplaces, and diverse findings on the role of HRD practitioners. HRD preparation should therefore be grounded in the context of practice, address traditional training activities, and foster change management.

Grossman et al. (2001) in their study described program realities that policymakers must consider when shaping after-school initiatives in impoverished neighborhoods. Information comes from the multiyear evaluation of the extended-service schools Adaptation Initiative, which is examining 60 after-school programs in 17 cities nationwide. Each initiative is adapting one of four nationally recognized models, all of which offer high quality youth development programs in school buildings through partnerships between local school districts and community organizations and /or universities. The report examines three challenges that have occurred consistently across programs, regardless of the city they are in or the after-school model they are implementing. These include challenges concerning: (1) programs access to school space (the notion that school buildings are underused resources is too simplistic, and limited resources for maintaining the schools physical facilities and equipment lead administrators to limit the buildings use); (2) participation (targeted efforts are needed to attract the most disadvantaged students, and older children are less attracted to after-school programs than are younger children); and (3) transportation (programs inability to provide transportation home is a major barrier to participation for significant numbers of students, and the cost of transportation significantly increases programs need for resources). Despite these formidable challenges, school based after-school programs offer the potential to increase childrens academic achievement, reduce youth crime and victimization, and provide children with opportunities to use their time constructively.

El-Khwwas (1998) pointed out in his study some of the challenges to quality assurance faced by higher education as it enters the 21st century and reviews the current status of national policies for quality assurance. Many governments have decided that traditional academic controls are not adequate for todays challenges and that more explicit assurances about quality are needed. Among the key challenges faced by higher education are those raised by electronic learning and by

international student mobility. The critical task in facing both of these challenges will be to focus on student learning. Quality assurance agencies will need to clarify their assumptions and to have appropriate reasons for looking to an institutions capacity to offer a good educational program. Developing a system of quality assurance based on learning will be a major task for every country. Such an effort will require collective action by universities and by governmental agencies along with scholars in educational research. it will be necessary to develop greater clarity and consensus on the types of new structures that will be appropriate for assessing learning regardless of setting.

Harris (2001) provided in his study the history and advancements made in peace education during the past century. By the end of the 20th century, 200 colleges in the United States had peace studies programs and approximately 1 in 10 of the public schools had conflict resolution programs. The paper focuses on four challenges faced by peace educators today, including: (1) how to replace a military culture with a nonviolent culture; (2) how to convince policymakers and educators to put resources into supporting peace education; (3) how to produce research that demonstrates the value of teaching young people how to behave peacefully; and (4) how to develop peace building strategies in schools. At the beginning of the 21st century, peace education is being used to challenge stereotypes where there is a long history of humiliation, victimization, and ethnic, racial, and religious hatred. Peace educators concerned with violent behavior of youth use violence prevention strategies to help students learn how to avoid weapons, bullying, crime, and drugs. Peace educators need to help convince legislators, school boards, administrators, and general citizens to put resources into peace-building approaches to violence prevention.

c. The Connection between Education and Citizenship

Citizenship means participating individual in citizenship actively, intelligently, responsibly. It includes many human principles such as loyalty, faithfulness, and defending the country (Al-Sharrah, 1998).

Educators consider that citizenship prepares the good citizen. They are considering the earliest function of education function of education

that emphasized the concept of citizenship, and they put it as a target, policy, content, and goals. The concept is translated into curricula and educational programs.

Al-Sharrah(2002) maintained that the educational core of the underdeveloped countries indicates that the concept of citizenship is still lean, and there is a big gap between school, family, and society as a whole. He mentioned that in Kuwait, individuals depend on the government in many aspects. There are some negative points, such as the lower level of common labour achievements, lack of initiative and underscoring manual work, etc. He also mentioned that education institutions are still developing the idea of education for gaining employment certificate, not for high-qualified level that leads to production and labour.

Education programs concentrate on a lot of knowledge that are not connected to life, citizenship and local or global changes. From the previous studies, it is clear that there are some negative behaviours which prove that the curricula have not achieved the objectives of the citizenship (Al-Sharah, 2002, 300).

Results and Discussion of the Study

In this part of the study, the researcher deals with the questions and discusses the results.

The First Question: What are the most Important Challenges of the 21st Century in the Kuwaiti Society?

To answer this question, we will handle the challenges that face the individual in 21st century in the Kuwaiti society.

The 21st century is characterized with rapid changes and development. This represents challenges to all countries including Kuwait. Scientists estimate that the expected increase in the speed and development of technology in the first ten years of the 21st century is equal to four doubles of those happened in the last decade of the 20th century. This makes the nature of life quite different from all that is expected by the creative minds. This also imposes the change of the attitudes of many individuals to cope with the speed of the expected change.

This necessitates that Kuwait must be ready to face the various

challenges of the 21st century, as strongly as possible, bearing in mind that this century will show no mercy whatsoever to any lagging society. We shall here mention in brief, some of the challenges of this century.

1. The Third Technological Revolution

Boldening believes that the knowledge growth is one of the eminent landmarks of the age we live, through the technological revolution, which depends upon knowledge. He believes, too, that the size of scientific knowledge will be doubled every 7 years. This enormous amount of knowledge needs speedy and continuous organization for those who want to use it. This speedy organization of the information flow, and the know-how to use it are the criteria of progress in this century. Technological revolution depends upon the human mind, fine electronics, the computer, and generating, organizing, storing and retrieving information at an ultimately high speed. This revolution is not confined to large societies only, but it is a revolution which all peoples can undergo if they intend to build themselves educationally (Helmy, 1991).

This affects education, especially higher education, for, after his graduation, a student can realize that half of what he has studied, has become obsolete. This means that what he has studied will not ensure for him the vocational response all his life long.

The question now is having the educational institutions in Kuwait fulfill their duty towards the society and towards their graduates by granting them the graduation certificates? And is this sufficient in an age where what is up to date today will be out of date after few years?

2. Science and Calculations in the 21st Century

The 21st century is characterized by the progress of science as a result of the development of the technological fields in the world. Technology is now predominant in the entire world. It is now making progress and flourishing in its applications aiming at the best and most perfect.

Science was divided into 1150 specializations at the end of the 20th century. This will be doubled in the 21st century as a result of assembling these specializations following the use of computers, engineering, and electronic apparatuses. It has been concluded that they interrelate, combine and unify; (Helmy, 1991).

The question now is: Do the educational institutions prepare the Kuwaiti individual to assimilate all this enormous amount of computers and electronic and engineering apparatuses?

3. The Accelerating Social Change

As a result of the technological revolution, there will inevitably be an accelerating social change, as well as a change in values, attitudes and thoughts. These changes necessitate that both the individual and the society should be readily adjustable with all changes and alterations, otherwise the latter will overcome them. The human agent will be able to face the changes, if it is geared with a type of thinking and knowledge which help him to accommodate quickly with this accelerating change.

The question now is: Do the curricula and the educational programmes provided by our educational institutions play this role?

4. The Challenges of National Security

It is taken for-granted that education is related to national security in its three pivots, namely the political, economic and military ones. As regards the political pivot, education depends on democracy and social peace in preparing the individual in the fields of comprehension and thinking, respecting the opposing idea, presenting the personal opinion without fear, shouldering the responsibility and possessing a social and civil vision.

As regards the economic pivot, it is built upon the increase in the individuals productivity which will be a logical and practical result of the amount of integrated care provided for the citizens. The productivity of the individual is affected by the amount and quality of education he has obtained and the amount of the abilities and basic experiences he has gained.

As for the military pivot, the whole world today adopts science and education as the weapon of the future, for the concept of traditional wars has retreated, to some extent, to the background, when wars at our present time depend on technology and electronics.

The question now is: What are the educational institutions efforts as regards preparing the Kuwaiti individual for this major challenge

whereas the educational curricula and programmes and even the educational goals have not been altered after the Iraqi invasion of Kuwait.

5. Education in the 21st Century

The educational system in the 21st century is characterized by the vocationalization of the general secondary stage so that it is not confined to the theoretical and academic subjects, but it becomes a mixture of academic and vocational education. In this way education does not represent a burden to the government, and does not become a reason for unemployment for it is related to providing jobs for graduates; (Abboud, 1990).

The legend of hunting for university education may vanish as a reaction of the necessity of converting to vocational training. The tendency towards the university and the applied education and training may diminish. Education must benefit from the progress and development, which is taking place now without losing its originality.

The question now is: What is the role of the educational institutions in Kuwait in preparation for this challenge when the secondary stage is still as theoretical as it is?

6. Globalization and the Means of Communications

Carter and Alder, (1975) showed the consequences of the great changes in the field of communications in the form of educational, cultural and social results. They informed us of tomorrow's society (the electronic society) which is no more imaginary. In such society, culture, or the society as a whole is converted into one force, instead of undergoing the developmental processes we are accustomed to. During this conversion several difficulties will definitely accompany the principal activities of the society (Abboud, 1990).

Globalization has come into being with its political and economic dimensions as a result of progress in communications so that it has been representing the features of a new era where the whole world tends to the mass economy, free trade, international investment, liberal services, integral capital markets, etc. This aspect has certainly influenced education, for a student has now been able to receive a lesson in physics or maths when he is miles faraway from the instructor.

The question now is: Have the educational institutions in Kuwait

been prepared to benefit from the up-to-date means of communications in providing schooling for their students and providing their educational services to the individuals of the society?

7. Strengthening the link between education and labor

A main tendency prevails in the 21st century, namely learning through doing and the absence of the separation between education and the labor market and graduating outputs who are compatible with the needs of the labor market. The educational system is responsible for producing such outputs to meet this tendency.

The question now is: Can curricula and educational programmes prepare the Kuwaiti individual who has specifications compatible with the labor market?

The Second Question: What is The Status of the Development of the Kuwaiti Individual through the Educational System?

To answer this question frequencies and percentages were extracted as shown in the tables (from 1 to 9):

1. The National Manpower

The ratio of the national manpower in Kuwait, according to the statistics of 2000, was (18.85%) compared with (16.97%) in 1995. While the ratio of non-Kuwaiti was (81.15%) in 2000 whereas it was (83.03%) in the year 1995 as shown in table 1.

Table 1
Development of relative distribution of manpower
according to nationality in 2000
(percentages)

Details	Males			Females			Total		
Year	K.	N.K.	Total	K.	N.K.	Total	K.	N.K.	Total
1995	14.9	85.1	100	24.14	75.86	100	16.97	83.03	100
2000	16.03	83.97	100	28.01	71.99	100	18.85	81.15	100

(Ministry of Planning, 2000,5)

Table 2 shows the Kuwaiti manpower in the statistics of 2000.

Table 2
Kuwaiti manpower according to educational status and sex in 2000

Educational status	Non Qualified		Low Qu0ali-fied		Medium Qua-lified		High Quali-fied		Total	
	N	%	N	%	N	%	N	%	N	%
Kuwaiti manpower										
Males	9573	6.5	69532	46.99	46394	31.36	22467	15.18	147966	100
Females	1821	2.29	17947	22.56	30423	38.25	29356	36.90	79547	100
Total	11394	5.01	87479	39.45	76817	32.76	51823	22.78	227513	100

(Ministry of Planning, 2000, 6)

From table 2, we observe that the grand total of the Kuwaiti manpower is (147966). Part of them (51823) with the percentage of (22.78) have got university or equal degrees. (22467), with the percentage of (15.18) are males and (29356) with the percentage of (36.90) are females. This adds to the responsibilities of higher education, which should provide the labour market with highly qualified graduates. This means that education is participating in one quarter of the needs of labour market.

The number of high school graduates are (76817) with the percentage of (32.76), (46394) of them, with the percentage of (31.36) are males, while (30423) with a percentage of (38.25) are females.

The low qualified labourers are (87479) with a percentage of (39.45), (69532) of them are males with a percentage of (46.99) while (17947) of them are females with a percentage of (22.56).

The non-qualified labourers amount to (11394) with a percentage of (5.01), the males of them are (9573) with a percentage of (6.47) while the females are (1821) with a percentage of (2.29).

This means that one third of Kuwaiti manpower are low and non-qualified, which means their efforts in the developing of the country are limited.

The Kuwaiti manpower at the various academic qualification levels are distributed on specific jobs and profession as shown in table 3.

Table 3
Manpower according to profession groups and nationality in 2000 /2001

Number in 2000/2001	Jobs	Kuwaiti	%	N.K.	%	Total	
1657	Doctors & Scientists	1825	0.80	9435	0.51	6760	0.56
3901	Engineers	4197	1.84	2513	1.28	1670	1.39
7135	Economists and men of law	6380	2.80	15421	1.57	21801	1.81
30616	Teachers	30068	13.21	19442	1.98	49510	4.10
8534	Directors & Supervisor	45247	19.89	35062	3.58	80309	6.65
37288	Men of letters, artists, social workers	8636	3.80	5669	0.58	14305	1.18
3959	Businessmen salesper- sons	3063	1.35	16929	1.73	19992	1.66
86959	Engineering techni- cians	8374	3.68	9615	0.98	17989	1.49
4902	Technicians in medi- cine & science	4354	1.92	12576	1.28	16930	1.40
9496	Clerks, Firemen policeman	84863	37.30	71607	7.31	156470	12.96
9786	Production crafts men	10908	4.79	91460	9.34	102368	8.48
1701	Half skilled production workers	2022	0.89	44626	4.56	46648	3.86
2335	Servicemen agricultural workers	1603	0.70	89065	9.09	90668	7.51
13281	Coolies	10758	4.73	541003	5.22	??	45.71
-	Non Technicians	5232	2.30	9739	0.99	14971	1.24
221590	Total	227530	100	979662	100	7192120	100

(Ministry of Planning, 2000, 7)

We notice that the Kuwaiti manpower practice some specialized professions such as medicine, engineering, economy and law, etc. It can be noticed that the highest percentage was (37.30) for clerks, firemen and policemen and the lowest percentage was (0.80) for doctors and scientists which means that the educational system does not provide the

highly technically specialized staff that can replace expatriates. Kuwait was in need of manpower, which amounted to (221590) persons in the years 2000/2001, The various educational institutions graduated, then, (227530) persons. This means that there was a surplus over the local markets needs.

This results in unemployment as shown in tables (4) and (5).

Table 4
Unemployment as regards the nationality and sex in 2000.

Sex	Kuwaiti	%	N.K.	%	Total	
					Number	%
Male	1773	0.5	5694	0.6	7467	0.6
Female	578	0.1	126	0.3	1738	0.2
Total	2351	0.3	6954	0.5	9305	0.4

(Ministry of Planning, 2000, 9)

Table 5
Unemployment as regards the educational status and sex in 2000.

Educational Status	Non		Low		Medium		High		Total	
	N	%	N	%	N	%	N	%	N	%
Males	1016	57.31	583	32.88	124	6.99	50	2.82	1773	100
Females	376	65.05	1501	26.13	40	6.92	11	1.90	578	100
Total	1392	59.21	734	31.22	164	6.98	61	2.59	2351	100

(Ministry of Planning, 2000,10)

From tables (4&5) it can be noticed that the percentage of unemployment did not reach (1%). This doesnot represent an impressive problem. It can be noticed, too, that the most pressing unemployment problem concentrated in non-and low educational status. From table (3,4,5), we conclude that the Kuwaiti society suffers from some negative phenomena such as:

a. Concentration of the Kuwaiti Manpower in the Government Sector

The Percentage of the Kuwaiti manpower in the government in 2000 reached (94.22). But in the private sector, it was (5.6) and in the joint section it was (0.18). This creates problems in the employment policy. If the ratio in the government sector continues increasing, the percentage will rise to (96.6) in the middle of 2006; (Ministry of Planning, 2000,11).

b. Disruption in the profession equilibrium of the national manpower

In spite of the slight improvement in the profession distribution of the Kuwaiti manpower in favour of the scientific and technical professions (medicine, engineering, education, science), these professions occupied only (21.9%) of the total Kuwaiti manpower in 2000. Meanwhile the craftsmanship, semi skilled workers, service and agricultural workers do not represent but 6.6% of the total national manpower; (Ministry of Planning, 2000,11).

c. Relative concentration of Kuwaiti manpower in the less productive activities

The ratio of workers in the commodity activities (agriculture, mining, quarries, conversion industries, electricity, and construction) represented (7.7%) of the total Kuwaiti manpower. The ratio of people who worked in trade, transport, communications, finance and real estate represented (6.9%) of the Kuwaiti total manpower in 2000; (Ministry of Planning, 2000,12).

In return, the ratio of workers in the services sector increased in 2000 up to (85.4%). This is attributed to the fact that the Kuwaiti citizens still tend to work in the activities of general management, which represents the principal component of the social and personal activities.

It is expected, in case the state of affairs remains the same, that the ratio of workers in the commodity production, trade, transport and finance activities will decrease and reach (7.2%) and (6.2%) respectively in 2006, in return for (86.6%) for the social services activities.

Improvement in the educational level of the Kuwaiti nationals may lead to upgrading the quality of the national manpower. Moreover, the National Manpower Support Law which depends upon provision of organic conditions will certainly have positive effects on employment of the national labor.

d. The Unemployment Phenomenon

Nowadays in Kuwaiti society, there is a big problem facing the

government “idleness”. The government tries to overcome the problem by encouraging the youth not to depend on the government only and formal jobs, as well as, encouraging the small projects to create the suitable atmosphere for the youth, and to re-qualify some graduates to employ them in other jobs rather than those they were qualified to take up. The government tries to decrease the percentage of unemployment to 4% in 2006-2007; (Al-Wattan Journal, 2004, 5).

2. The Outputs of the Secondary Education

When we consider the output of the secondary education in the last four years 1997/1998 — 2000/2001, we notice that there is an increase in the graduates of the letters (arts) section over the graduates of the science section in the first three years. As for the fourth year, we notice the opposite. It can be noticed, too, that there is no fixed pattern for the graduates of the general secondary school education, generally speaking. For example the total of graduates in 1998/1999 was (3250) but in 1999/2000 the number was (2949) and in 2000/2001 the number of graduates was (3100); (Ministry of Education, 2001, 4).

From the statistical information about the graduates of the GSEC for the six years from 2000/2001 to 2006/2007, as shown in table 6, the number of graduates will go up till it reaches (11131) students in the school year 2006/2007. This will add a new burden to the existing higher education institutions, which are currently working at full capacity. This will require the establishment of new institutions. It is worth noting that not all the secondary education graduates join higher education, for part of them go directly to the labour market, (Ministry of Education, 2001, 5).

Table 6
Expected data about the graduates of secondary education

School Year	Number of Graduates
2000/2001	9108
2001/2002	9417
2002/2003	9738
2003/2004	10069
2004/2005	10765
2005/2006	11131

(Ministry of Education, 2000, 6)

We notice that two thirds of the graduates of secondary education certificate came from the arts section. This must be reflected on the proportional structure of those who join the university, and in turn the ability of the university to produce technological cadres capable of leading the developmental processes. It is reflected, too, on the enrollment policy of PAAET.

3. The Outputs of Higher Education

Higher education has an important role in developing the Kuwaiti individual together with developing his abilities. The following is a display of the outcomes of Kuwaiti University and the Public Authority of Applied Education and Training (PAAET)

a. The graduates of Kuwait University

The graduates of Kuwait University in 1993 were (492) males and females. In 2001, they were (1123). The number is (516) in 2003 as shown in table 7.

Table 7
The number of Kuwaiti University graduates through
the academic years 1993/1994- 2000/2001.

College	1993 / 1994		2000 / 2001		2003	
	M	F	M	F	M	F
Commerce	19	17	37	29	16	4
Law	-	-	-	-	1	-
Arts	74	21	234	70	74	21
Science	48	10	108	23	51	6
Medicine	24	46	16	23	-	-
Engineering	37	30	83	48	30	32
Allied Medicine	4	1	3	12	-	-
Education	90	20	256	51	120	20
Sharia & Islamic Studies	38	38	45	39	34	33
Administration Sciences	26	20	63	34	55	15
Social Sciences	-	-	-	-	1	-
Total	329	163	829	294	387	129

(Kuwait University, 2001, 10)

From the table, we notice the following most significant indicators:

- 1 - The majority of graduates are in the theoretical colleges; i.e. Arts and Education, where the number of graduates in the College of Education was (110) both males and females in 1993/1994, and (307) of both sexes in 2000/2001. In the College of Arts the number was (95) males and females in 1993/1994, and (304) of the two sexes in 2000/2001.
- 2 - The majority of graduates from the scientific colleges are in the College of Science where the number increased from (58) males and females in 1993/1994 to (131) in 2000/2001. And in the College of Engineering the number grew from (67) in 1993/1994 to (131) males and females in 2000/ 2001.
- 3 - The graduates of the College of Medicine and Allied Medicine are too few where the number came down from (70) in 1993/1994 to (39) in 2000/ 2001 in the College of Medicine, and the number increased from (5) to (15) for Allied Medicine.

4. The Outcomes of PAAET

The graduates of PAAET represent a considerable part of the Kuwaiti manpower. The graduates are divided into two groups:

a. The Graduates of PAAET Colleges

The following table shows the numbers of graduates from the colleges for the years 1998/1999 to 2000/2001

Table 8
The number of the colleges graduates in the academic years
1998/1999 - 2000/2001
(PAAET)

College		1998/1999			1999/2000			2000/2001		
		K	N.K	Total	K	N.K.	Total	K	N.K.	Total
Basic Education	M	205	66	271	256	58	314	367	61	428
	F	858	97	955	838	96	934	988	95	1083
	T	1063	163	1226	1094	154	1248	1355	156	1511
Commer- cial Studies	M	487	50	537	447	51	498	446	59	505
	F	836	84	920	965	113	1078	1092	97	1189
	T	1323	134	1457	1412	164	1576	1538	156	1694
Hygienic Science	M	26	13	39	34	18	52	41	25	66
	F	123	64	187	143	65	208	136	51	187
	T	149	77	226	177	83	260	177	76	253
Technolo- gical Studies	M	425	56	481	425	93	518	481	83	564
	F	94	19	113	98	26	124	141	23	164
	T	519	75	594	523	119	642	622	106	728
Total	M	1142	1185	1327	1162	220	1382	1335	228	1563
	F	1911	264	2175	2044	300	2344	2357	266	2623
	T	3053	449	3502	3206	520	3726	3692	494	4186

(PAAET, 2001, 2)

We notice from the table the following most significant indicators:

- 1 - The number of Kuwaiti graduates is growing up from (3053 to 3692) in the academic year 1998/1999 to 2000/2001. Where in the College of Basic Education, the numbers were (1063 & 1355), in the College of Commercial Studies (1323 & 1538), in the College of Hygienic Sciences (149 & 177) and in the College of Technological Studies, (519 & 622) respectively.
- 2 - The majority of graduates are concentrated in the College of Basic Education and the College of Commercial Studies where the ratio in the College of Basic Education reached (43%) of all the PAAET graduates, whereas it was (35%) in the College of Commercial Studies.

- 3 - There is a noticeable decrease in the graduates of the College of Hygienic Sciences where the ratio is (6.7 %) and in the College of Technological Studies it is (15.3 %). This indicates that there is a lack of Kuwaiti manpower in these domains.

b. The Outcomes of Institutes and Special Training Courses

The following table shows the numbers of graduates from Training Institutes and Special Training Courses for the years from 1998/ 1999 to 2000/ 2001.

Table 9
The number of graduates from Training Institutes and Special Courses for the years from 1998/1999 to 2000/2001

Institutes Course	1998/1999		1999/2000		2000/2001	
	M	F	M	F	M	F
Institute of Communications and Navigation	274	115	263	169	266	417
Electricity and Water Training Institute	110	-	70	-	201	-
Industrial Training Institute, Sabah Al-Salem *	134	-	129	-	170	-
Industrial Training Institute, Shuwaikh * *	169	-	144	-	335	-
Special Training Courses	870	1152	399	568	741	1705
Nursing Institute	20	9	27	22	18	25
Parallel Education	102	-	122	-	139	-
Total	1680	1276	1154	759	1870	247

* To produce technicians

* * To produce assistant technicians

(PAAET, 2001, 3)

We can notice from this table the following indicators:

- 1 - The majority of graduates are concentrated in the Special Training Courses where the number was (2022) trainees both males and females in 1998/1999, and it grew up to (2446) in 2000/2001. These courses are provided after the students get the intermediate or secondary certificates to produce different levels of technicians.

- 2 - There is a noticeable few number of the Nursing Institute graduates, both males and females. This is due to the attitude of the society towards this profession. Therefore, the numbers of graduates in 1998/1999 up to 2000/ 2001 were (29 & 33) respectively.
- 3 - There are no females neither in the Electricity and Water Institute, nor in the Industrial Institutes with their two levels.

The Third Question: What is the Role of the Educational and Development Plans in Developing Kuwaiti Individual

To answer this question, we should look at the Kuwait current educational plan 2000/2006 in terms of the long-term plan of developing the Kuwaiti individual, we shall notice the following indicators:

1. Goals and Policies

- a - The goals and policies are reiterated and extensive, for example: coping up with the innovations of the age, and providing the training needs for the graduates from different educational levels with the aim of ensuring suitability between the available Kuwaiti manpower and the various needs of the labour market of the different specializations and professions, (Ministry of Planning, 2000).
- b - There is deficiency in defining the quantitative objectives of the number of graduates.
- c - Setting policies not applicable for a system of moral incentives for students to face the problem of dropping out. Encouraging students of join the scientific section, and supporting the potentials of the private sector to contribute in developing general education, (Ministry of Planning, 2000).

2. Human Development and Educational Problems

In spite of the efforts exerted by the State of Kuwait to raise the efficiency of the educational system, and in spite of the educational plans set for this purpose, we notice the failure of the labor market to absorb the increasing numbers of graduates, whether from the general secondary schools or the higher education institutes and colleges.

On the other side the Development Plan for the State of Kuwait for the years 2001/2002 - 2005/2006 referred to some problems from which education in Kuwait suffers.

3. The Most Pressing Problems in Public Education

The most pressing problems in public education are:

a. Decrease in absorption rate

During the period from 1995/1996 to 1999/2000 there appeared a general tendency towards the regression of quasi absorption rates in both the elementary and intermediate stages. In the elementary stage, it was (82%) in 1994/95 and it receded to (76%) in 1999/2000 (Ministry of Education, 2001,13). As regards the intermediate stage absorption rate receded from (83%) to (75%) in 1997/98 and it receded quickly to (69%) in 1999/2000. The above-mentioned data shows clearly that there is a remarkable gap as regards absorption of students in the various educational stages in Kuwait.

b. Dropping out

Dropping out is the second danger which threatens to increase the ratio of illiteracy and at the same time it affects the compulsory education policy. Dropping out amounted to (1.1%) in 1995/1996 in the elementary stage. In the intermediate stage it decreased from (2.8%) to (1.3%) and in the secondary school it came down from (11.7%) to (6.5%) in 1999/2000, (Ministry of Education, 2000,10).

This ratio of dropping out is considered a significant source of waste for educational opportunities and it highly threatens the educational structure of Kuwaiti manpower, especially when it occurs in relatively advanced age groups which cannot be qualified on returned to classrooms.

c. The ratio of the graduates of the science sector.

The ratio of the graduates of the science sector was (57%) in 2000/2001 (Ministry of Education, 20001, 6). Yet, it is not up to the needs of the society.

4. The Most Pressing Problems in Higher Education

We will divide the problems in higher education into two sectors:

A. Kuwait University

- Development of enrollment rates

There is a constant increase in enrollment for it went up from (16.29%) in 1994/1995 to (18.82%) in 1999/2000. When we add the

College of Basic Education, the ratio became about (26.6%) in 1999/2000 and this is considered a high rate at the level of the developing countries and it is one of the universally accepted rates. This may cause unemployment problem in the Kuwait society, (Kuwait University, 2000, 5).

- The ratio of students joining scientific studies to the total of students

This indicator reflects the nature of technological trends of university education, consequently it reflects the extent of the linkage of education with the attitudes of development, where it amounted to (37.19%) in the academic year 1999/2000; ((Kuwait University, 2000, 6). Yet it is not up to the needs of development of technological sector.

- Dropping out from university education

The number of the dropouts from the university through the period from 1996/1997 to 1999/2000 amounted to (5563) both males and females. The ratio went up from (8.96%) in 1996/1997 to (9.30%) in 1997/1998, and it reached (7.9%) in 1999/2000; (Kuwait University, 2000, 7). It is noticeable that half the dropouts are from the scientific colleges (50.1%). While (21.3%) were from human studies colleges and (28.6) were from the literary ones.

B. The Public Authority for Applied Education and Training

- Enrollment rates and spatial capacity

The enrollment rates were (17.44%) in 1995/1996 and (18.27%) in 1999/2000 (PAAET, 2000, 5). This overloads the burden on the academic staff.

- The hierarchy of training and educational activities

The numbers of students increased in the College of Commercial Studies from (31.27%) in 1995/1996 to (34.92%) in 1999/2000; (Kuwait University, 2000, 12). This is due to the intensity of the graduates who prefer to work in the governmental departments and offices. This rush for clerical jobs in the governmental institutions leads to marked unemployment.

The Fourth Question: What is the Role of the Educational Plan in Facing the 21st Century?

To answer this question, we will discuss the role of education in developing the Kuwaiti individual:

1. Education and the Technological Revolution

Education in the State of Kuwait is currently endeavoring to prepare the Kuwaiti individual for dealing with technology and informative resources. The educational authorities have introduced computer as a teaching and learning tool in schools and kindergartens. They have generalized computer-aided teaching in the intermediate and secondary stages. Colleges and Higher Institutes have been doing the same as regards providing computer courses so that the graduates can face the challenges of the technological revolution. In fact, Kuwait possesses a good store in these fields to develop the technological structure of databases and the infra-structure of communication network. In this respect, education has to make students compatible with technological instrument.

2. Education in Kuwait and the Accelerating Social Change

Education is responsible for narrowing the gap between social and economic changes and Information Technology (IT) so that it can develop the Kuwaiti individual, making him capable of facing all the social, physical and technological changes. It is taken for-granted that education formulates human behaviour and produces the human personality that can be compatible with the modern values, attitudes and changes that prevail the society. The success of education depends on the speed at which it can respond to the changes, which arise in the society and affect its values, attitudes and customs. In this way, the individual in Kuwait is prepared in a way that makes him assimilate such changes so that he becomes more flexible and faster in thinking, more capable to move, more willing to be requalified, more socially mobile after obtaining the right education and more open minded as regards informative explosion and the high speed of change of concepts to co-exist peacefully with the world. The school curricula and programmes, and those of various colleges and institutes aim at preparing the individual who can deal with high tech and information tools and mechanisms. They, too, develop in the individual certain basic

behavioural habits such as appreciating modern societal values, advocated by the modern world, for such values will lead the individual to production, innovation and creativity.

3. Education and information and cultural openness

Education in Kuwait has included in its programmes and curricula some enlightening techniques to make the Kuwaiti individual in touch with worldly cultural creativity to form the national cultural identity and formulate the wary perceptive Kuwaiti character, capable of value selection within a framework of flexibility and effectiveness. In this respect, education in Kuwait has to change teaching techniques, which should encourage research, exploration and the formation of the logical and responsible mentality.

4. Education and changing the relative importance of production powers and relationships

Education in Kuwait, as in many other countries, is the source that provides the labour market with the qualified manpower, which the society is in need of. But there is still a surplus in some specializations which Kuwaiti labour market does not need, whereas there is lack in some others which development needs. Therefore, it is necessary that some labourers must be requalified to acquire the required new skills. There is another remark, i.e. the accelerating innovation in labour sectors and slow innovation in educational programmes, which should prepare the Kuwaiti individual for the market. This causes a gap between education and the requirements of the society and the challenges of the 21st century.

In this respect, the education institutions, particularly the training ones in PAAET endeavor to prepare and qualify their graduates to create the balance between the market requirements and the quality of the outcomes. PAAET too is interested in coordinating with labour market and its various sectors to prepare manpower for the local market needs. It produces graduates who respond to the needs of the changing working sectors, specially the professions which the 21st century requires such as those related to communications, computers, scientific research, the medical profession and the technological activities.

5. Reinforcement of the requirements of national security

Education is very closely related to national security, for the successful education is that which prepares the individual who has a national identity. Education, too, produces people who are capable of production, able to run social and economic institutions, and able as well to shoulder the civic responsibility and protect the society from dangers threatening it. This responsibility must be held by education in Kuwait, which has to provide protection and care for the Kuwaiti individual to face the challenges of the new century. For so, doing education has to provide programmes and curricula in schools and higher institutions related to human and societal needs which are represented in the system of values as regards work, freedom and participation, and the scientific values system represented in applied science, criticism and analysis so that the Kuwaiti individual can be prepared well to assimilate these value systems.

Education is the best means possible with which Kuwaiti society can actualize itself, face the security challenges and step forward to the future, facing the problems and threats that embrace it, and the economic issues, the problems of the demographic structure and unemployment and any other similar problems. In order to play its vital role, education in Kuwait must prepare the Kuwaiti individuals, through well designed and planned programmes, to be qualified for facing these issues and problems and shouldering the responsibilities of safeguarding the country against any foreign threats, besides satisfying the needs of the society as regards the productive manpower so as to amend the demographic structure.

6. The role of education in development

The futuristic vision of the State of Kuwait emphasizes the importance of causing gradual change in the course of development from the type which consumes wealth to development by man which sets up the productive society through deep rooted change in the patterns of production, employment and consumption. This change imposes new roles for the society, the citizen and the state, where the society is productive, holding to its heritage, values and identity and able to distinguish its options in a practical and rational way. The

citizen is initiative and creative characterized by loyalty and intimacy to the country. He is self-relying and he deals positively with the new implications of the scientific and technological revolution.

The State of Kuwait prepares the environment suitable for the course of development which focuses on the human resources in the light of a free economic system reinforced by the power of law and the power of local and external competition and the market mechanisms, supported by national security.

7. Education and reinforcing societal participation and developing the role of the civil society

Education in Kuwait has an effective role in causing participation in developing the formulae of the voluntary programmes of the popular bases with the aim of ensuring social welfare and developing technology, this necessitates that education should implement the developmental activities based on self dependence and maximum benefit from knowledge and local resources. In this respect, the civil society organizations represent the effective role that reinforce popular participation. They, too, change the social role in the development process to effective action subject to evaluation and follow up and able to affect the decision making process.

8. Developing schooling and training

The educational system copes with the present and expected changes in the society, such as boosting the tendency towards technological studies and providing for the training needs of graduates from different educational levels to develop the Kuwaiti manpower abilities for facing the needs of the labour market and developing the professional standards of the present and the expected Kuwaiti labourers, together with developing the human abilities and initiatives to satisfy the broader needs of the development process, update the human abilities and put them in the framework of the professional levels according to the modern standards.

9. Developing the national resources

The State of Kuwait believes that the human manpower capable of leading the development processes is the necessary condition for the sustainable development. Building upon this, the Kuwaiti citizen is then

the true element of wealth for his society. He is the target of the development effort. Success in realizing the goals of development depends upon success in upgrading the abilities and potentials of the Kuwaiti individual.

Essential Results of Study

The following results are concluded from the study:

- 1 - The Kuwaiti educational system suffers from some problems, such as the low standard of the outcomes of the scientific sections meeting the labour market needs, admission ratios and dropping out from secondary education and higher education.
- 2 - The educational system endeavors to face the changes and challenges of the 21st century, and develop its curricula and educational programmes so as to develop the human resources.
- 3 - The educational plan has no effective role in developing Kuwaiti individual because of the absence of an education strategy.
- 4 - There is no link between the graduates and the labour market.

Suggestions and Recommendations of Study

Based on the results of the study the following suggestions and recommendations can be drawn:

A. Suggestions: Proposed Features of Strategy for facing the 21st century challenges

In order to face the challenges of the 21st Century, educational system in Kuwait can adopt the following proposed strategy to face these challenges:

1. Creating a learning society

The idea of creating a learning society means Kuwait should adopt life long learning philosophy. Where education includes both formal and informal schooling.

2. Strengthening the role of schools and higher institutions

Educational policies must be formulated so as to endeavor to make use of the potential positive effects of all the other educational powers.

Planners and decision-makers in the society must consider education as a constant process, which continues providing education to the Kuwaiti individual.

3. Participation by the school, the family and the group

Participation should be made by the school, the family and the group to improve the chances of childrens success in life and school. Parents and the other family members should learn certain skills so as to obtain the knowledge that will help them in bringing up their children, improving their standard of living, and making them good citizens. This requires support from the society and its institutions and organizations. This will also boost the support of the schools activities and save expenses by using the schools facilities and experiences.

4. Applying new curricula on learning

Curriculum designers and planners can benefit from the scientific and technological accumulations to update the curricula, so that education can be efficient and capable enough to face the challenges.

5. Learning how to learn

Here the student must recognize how to learn. Johe (2000), in his work with the British Education Organization, emphasized the concept of weaning. He says that in the formal education, there must be a process through which pupils must be weaned or separated from their teachers in a way that can help them to learn adaptation and flexibility.

6. Speedy Changes

Adaptation with speedy changes is one of the most important challenges of the 21st century whether socially, economically, politically or technologically. Skill and knowledge necessary to adapt with speedy changes are vital, not for the leaders of development only, but for everybody.

7. Cultural Conflict

Education has an important role in preparing individuals and providing them with knowledge, skills and attitudes necessary to make their behaviours humanly, co-operative, peaceful or tending to resolve these conflicts. Teachers, too, must be regarded as means of cultural and democratic understanding.

8. Protection of the Environment

Knowledge is considered the means towards enlarging our options to reach techniques and procedures to conserve the environment. It is the knowledge, which should be applied in a systematic and wary way. Education can contribute in making Kuwaiti individuals and the society the safeguards of the natural environment. The responsible attitudes and the academic knowledge are considered the means to know how to manage the natural environment. Environmental projects in schools and universities represent good opportunities for participation with the families and the society.

9. Catching up with Sciences and Technology

Education, in all its stages is necessary to provide the individual with skills, situations and incentives that are inevitable for reinforcing the social system and narrowing the gap between researchers and practitioners in education and a lot of social services studies.

10. Schooling at the Right Time

The idea of schooling at the right time must be adopted. It means the existence of an educational system, which responds readily and with flexibility to the changing societal needs. Concepts, ideas, views and teaching aids are provided at the right time to solve realistic problems. The internet contributes by facilitating the communication of learners with knowledge producers and finding access to information whenever and wherever they need, together with diminishing dependence on schools and teachers as means to attain such information.

11. Flexibility in the Education System Structure

There must be some portion of flexibility in the structure of the educational system, besides sufficient chances of self and continuous learning. This means that if any change takes place in the general or professional life of the inhabitants, they will be prepared by having the necessary skills to add to their learning through the traditional and non-traditional means.

Such flexibility necessitates the provision of techniques to follow up instruction in the educational system in an unsystematic way. The most important thing is that graduates must be geared with abilities necessary to develop themselves independently, and upgrade and boost their own

original efforts so that they may be able to choose whatever courses or types of education they need for helping them to change, develop or upgrade themselves professionally or acquire more of the general knowledge. Flexibility, too, leads to make the individual changeable enough.

Another important point worth noting here is that the Kuwaiti individual must be provided, through education with creative competencies.

B. Recommendations

- 1 - Reconsidering the general goals of education according to the requirements of the 21st century, which call for enabling the individual to possess certain skills and abilities needed in this century.
- 2 - Formulating school programmes and curricula which help learners to deal successfully with the acceleration development of technology.
- 3 - Concentrating on the curricula that develop the Kuwaiti individuals critical and analytical abilities, and which are, at the same time, the basis of creativity.
- 4 - Directing scientific research in the higher education institutions towards dealing with the challenges that face the Kuwaiti society.
- 5 - Shifting from the traditional educational system to the one that leads to research, reading, production, work and innovation.
- 6 - Boosting coordination between the labour market and the higher education and training institutions, besides studying the specifications of the jobs that the local market needs so as to plan the educational and training programmes that can satisfy these needs.
- 7 - Organizing training courses for specialists who work in the fields of instruction and training to upgrade their professional efficiency to cope with the scientific and technological development trends.
- 8 - Emphasizing self-learning on the part of the Kuwaiti individual to be well prepared to face the challenges of the current age.
- 9 - Setting an educational philosophy according to the philosophy of the society which copes with the requirements of the 21st century.
- 10 - Improving of the components of education according to the requirements of the 21st century

التربية والتنمية البشرية في الكويت في إطار تحديات القرن الواحد والعشرين

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دولة الكويت

الملخص

يتميز القرن الحادي والعشرون بتغيرات وتطورات متسارعة في جميع مناحي الحياة الإنسانية. ويعد التعليم الوسيلة التي تمكن الناس من مواجهة هذه التغيرات والتطورات، ولذلك يجب أن يكون التعليم الذي تقدمه الدولة، قادراً على إعداد الأفراد الإعداد السليم الذي يمكنهم من مواجهة هذه التحديات والتغلب عليها. ويأتي هذا البحث ليجيب عن الأسئلة التالية: ما تحديات القرن الحادي والعشرين التي تواجه المجتمع الكويتي؟ ما وضع تطوير الفرد الكويتي من خلال التعليم؟ ما الدور الذي يلعبه التعليم في إعداد الفرد الكويتي لمواجهة متطلبات القرن الحادي والعشرين؟ ما الدور المتوقع للتعليم، من خلال الخطط التربوية المستقبلية التي تعمل على تحسين مستوى مخرجات مؤسسات التعليم المختلفة في البلاد، بالإيفاء بمتطلبات سوق العمل من العمالة المنتجة؟. وقدم البحث بعض التوصيات، وملامح لاستراتيجية تربوية مقترحة لمواجهة تحديات القرن الحادي والعشرين.

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