SDG 4: QUALITY EDUCATION

Introduction

Education is the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs and habits. Quality education specifically entails issues such as appropriate skills development, gender parity, provision of relevant school infrastructure, equipment, educational materials and resources, scholarships or teaching force.

Education is at the root of this SDG, which aims to ensure education for all, starting from basic education. Specific objectives include providing more opportunities for technical and vocational training to youth and adults so they can get better jobs; ending inequality in educational opportunities between men and women; providing the right education for children with disabilities, indigenous people and victims of conflict; improving school facilities to provide a safe and positive environment for everyone; increasing the number of trained and qualified teachers and promoting education for sustainable development.

Furthermore, lifelong learning is a major goal to achieve in this category. Instead of ending education at a specific age, people are now encouraged to continue learning throughout their lifetime, whether in adult education and continuing education classrooms or through their own self-directed learning.

Learning happens all the time, of course. Reading a book or completing crossword puzzles is considered informal lifelong learning. So in some ways, everyone is a lifelong learner. Most of all, lifelong learning is about creating and maintaining a positive attitude about learning. Basically, you're a lifelong learner if you're motivated to learn.

Education is a key door out of inequalities, especially multigenerational ones. In addition to improving the quality of life, access to inclusive education can help equip local people with the tools they need to develop innovative solutions to the world's biggest problems.

Goal 4 aims to ensure inclusive and equitable access to (and completion of) quality education. To try to meet this objective, PNU is working on: Supporting vulnerable and disadvantaged people to access and participate in the university; Provide education that improves literacy and education in communities and schools in the local area; and provide facilities that promote and encourage inclusion.

SDG4 in KSA

Saudi Arabia accords a high priority to education. Education accounts for the largest share of the 2018 state budget allocation. A total of USD 51 billion (SAR 192 billion) has been earmarked for general education, higher education and training sector. Moreover, a National Committee has been set up to track the implementation of SDG 4 That is to be added to a myriad of programs and initiatives meant to enhance the education sector, most notably:

1. Summer campaigns for promotion of awareness and eradication of illiteracy in the remote areas;

2. Prince Sultan bin Abdulaziz Center for Support Services to Special Education;

3. Independent school initiative, under which 25 government schools have been converted into schools run by the private sector;

4. Lifelong education initiative (Estidama);

5. Development of a national strategy for the education of people with disabilities;

6. An initiative to develop a practical framework that ensures the match between academic institutions' output and labor market needs;

7. Cooperation project between the Ministry of Education and the Saudi Arabian General Investment Authority (SAGIA) for the employment and training of graduates of scholarships;

In addition, the Kingdom, as represented by Ministry of Education, is committed to promoting a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Seeking to achieve this target, the Ministry has launched a number of initiatives, including:

1. Promotion of positive attitudes in schools: This project seeks to promote positive attitudes through a motivating environment and attractive guiding programs;

2. Aramco's environmental education initiative: Under this initiative, a school team called "Friend's of the environment club" is formed by students;

3. "Volunteering in education" program;

4. "My country protects my rights" initiative;

5. National project for protection from peer violence and bullying; and 6. Child support hotline program.

Education in Saudi Arabia

While Saudi Arabia has one of the largest economies [in the world](#), the country is wrestling with doubts about the sustainability of its economic prosperity. Saudi Arabia's immense oil reserves, discovered in the 1930s, helped propel the Persian Gulf country of [34 million people](#) from an underdeveloped desert nation to a major economic player within decades. According to the Organization of the Petroleum Exporting Countries, the Kingdom of Saudi Arabia (KSA) "possesses around 18 per cent of the world's proven petroleum reserves and ranks as the largest exporter of petroleum. The oil and gas sector accounts for about 50 per cent of gross domestic product, and about 70 per cent of [export earnings](#)."

However, given that the Saudi crude oil reserves are a finite resource estimated to be depleted [within 90 years](#), the KSA now urgently seeks to diversify its oil-dependent economy. The country's official development plan for the coming decade, [Saudi Vision 2030](#), intends to internationalize the Saudi economy, boost foreign investment, privatize state-owned assets, create private sector jobs, and increase non-oil-related exports to 50 percent of all Saudi exports to ensure that the Kingdom is on the right trajectory to thrive in a post-oil era.
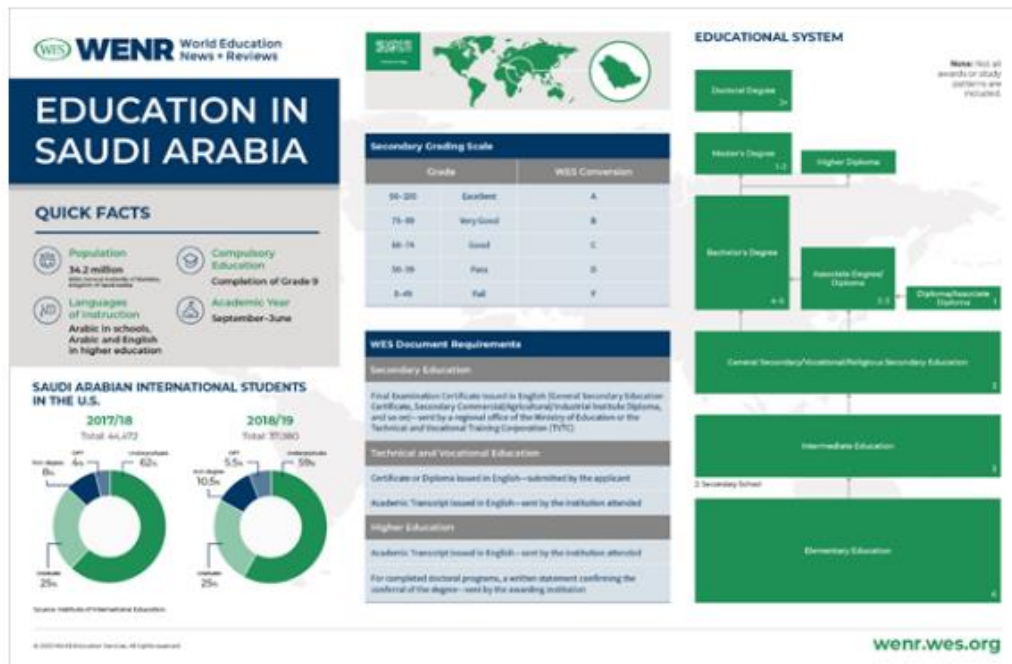
The modernization of Saudi Arabia's education system and the upskilling of the Saudi population are major aspects of this drive and considered vital for Saudi Arabia's economic transformation. To ensure that Saudi youth are "equipped for the jobs of the future" in a knowledge-based economy, the government is pursuing far-reaching education reforms, including the rollout of modernized school curricula that emphasize critical thinking, the re-training of teachers, and the construction of new schools, as well as the decentralization of Saudi Arabia's rigid, centrally steered school system.

The Future Gate initiative, implemented by the company Tatweer Educational Technologies (TETCO) on the behest of the Saudi government, is ushering in smart classrooms and digital education management systems across Saudi Arabia: "'Textbooks are being swapped out for mobile devices that provide up-to-date content in real time. Printed exams are transitioning to online assessments.'"

In higher education, the government has invested heavily in research and the establishment of new and more specialized universities. Its aim is to boost tertiary enrollments and accommodate surging demand, which is driven by population growth and other factors. Education is the largest sector on Saudi Arabia's government budget. The country spends more on education than most Arab countries.

While declining oil prices have strained public finances and overall education spending has decreased in recent years, Saudi Arabia built 719 new schools in 2018 alone. Increasing educational attainment rates is crucial for a country where more than half of the population is under the age of 25 and youth unemployment is sky-high. While most of Saudi Arabia's non-oil-related workforce is made up of low-paid migrant workers, 25 percent of Saudi nationals were unemployed as of late 2018. One objective of recent reforms is therefore to boost enrollments in "fields of study related to the job market," like computer science or business administration. Traditionally, many Saudi students preferred to study fields like social sciences, religious studies, history, or literature.
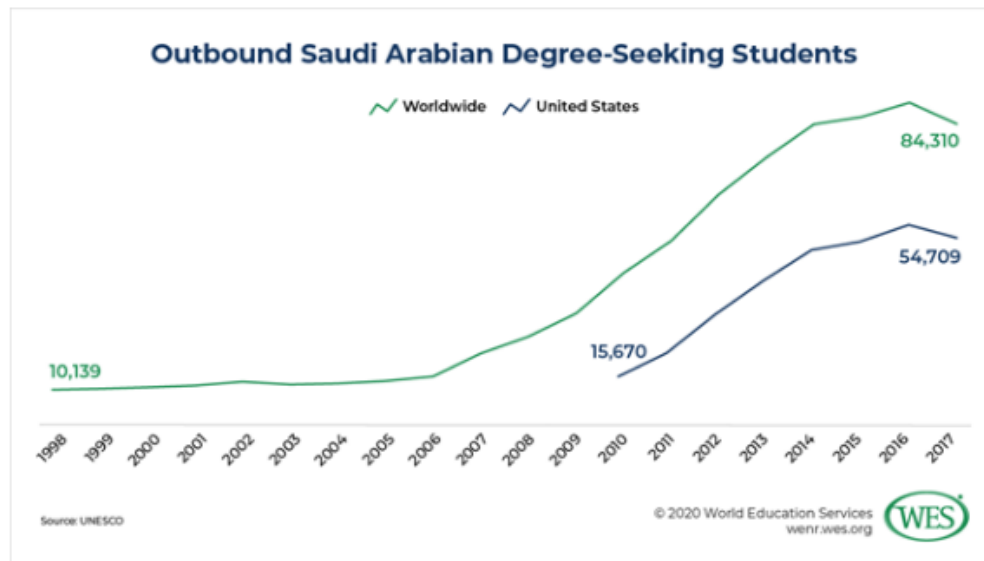
INTERNATIONAL STUDENT MOBILITY

According to UNESCO statistics, Saudi Arabia is among the 10 biggest sending countries of international degree-seeking students worldwide. Fully 5 percent of all Saudi tertiary students were studying abroad in 2017—a high outbound student mobility ratio by global standards sustained by extensive government funding. The Saudi government has long used its petrol dollars to send students overseas on scholarship programs in order to bridge capacity shortages at home and develop the KSA's human capital base. While early programs after independence were small in scope and focused on undergraduate studies, they expanded significantly throughout the 20th century and increasingly shifted to postgraduate studies following the establishment of Saudi Arabia's first university, King Saud University, in 1957.[1]

In 2005, Saudi Arabia eventually launched what is known as one of the largest scholarship programs ever initiated by a government, the massive multi-billion dollar King Abdullah Scholarship Program (KASP), which allowed more than 200,000 Saudi citizens to earn degrees in more than 30 countries during the first decade of its existence alone. A crash in global crude oil prices and budget constraints forced the Saudi government to scale back the program in 2016, but KASP support nevertheless continues today, providing recipients with an unprecedented level of funding: Qualified students receive monthly stipends for living expenses, payment of tuition fees, and other study-related expenses, including annual round-trip airfare for students and their spouses.[2] What has changed since 2016 is that the program now supports fewer students and focuses on sending them to universities

ranked among the [top 200 in international university rankings](#) or to programs in the top 50 in their field.

The impact of KASP was profound. Whereas the number of Saudi international students had hovered around 10,000 to 12,000 in the late 1990s and early to mid-2000s, scholarship funding helped boost this number to 52,000 by 2011 before it eventually peaked at 90,245 students in 2016.

The vast majority of Saudi international students are enrolled in the United States, Saudi Arabia's main military ally. The growing influx of these students has made Saudi Arabia the fourth-largest sending country of international students to the U.S., beginning in 2011/12. In fact, the KASP scholarship program was initiated by the U.S. and Saudi governments with [the intention](#), in part, of [strengthening bilateral relations](#) following the 9/11 terror attacks, which were perpetrated mostly by Saudi nationals.

Education for All

According to PNU, education must be available for all with no restrictions or any discrimination.

The Princess Nourah Bint Abdulrahman University targets all the community regardless of ethnicity, religion, disability, or gender. "No one left behind" is a goal that every leader at the PNU wants to approve. Free education is given to local and international students equally. Males and females can visit the central library and get the knowledge they seek.

PNU have a policy that ensures accessibility and inclusion regardless of ethnicity, religion, disability or gender.

The policy includes the institutional guidelines for implementing public policy on standards, awareness, prevention and punishment of forms of violence and discrimination based on gender at the University. These guidelines contribute to improving the quality of life of the academic community in accordance with the commitment assumed in the Institutional Development Plan to guarantee human dignity from a biopsychosocial and cultural perspective. This policy seeks to transform social relations between people in the university community, through the implementation of equitable and inclusive practices for gender equality.

[The purposes equity policy are:](#)

• Strengthen the generation of knowledge through research and extension processes by promoting the practice of inclusion in the areas of scientific development and innovation.

• Develop actions that promote equal opportunities for the academic community in training, research, extension, professional, labor, academic and administrative management activities, and harmonize work, family and academic life

• Strengthen measures for the care, assistance, monitoring and referral of acts of gender-based violence, committed in any physical or virtual space, in the institution or outside it, within the framework of missionary functions

• Transform gender notions, imaginations and practices through the implementation of education and communication strategies that affirm a university culture that values and respects difference and rejects all forms of discrimination

- Progressively incorporate the differential approach to human rights in the design processes, curricular reform, teaching-learning processes and in the analysis of indicators in institutional processes.

Out of its keenness to provide its services to all members of society and contribute to enhancing cultural awareness in various fields; Princess Nourah Bint Abdulrahman University, represented by the Deanship of Library Affairs, inaugurated the open doors of the Central Library [1] for men of researchers, educated and interested men. The central library is located in the university city. In this regard, the Dean of Library Affairs, Dr. Hanan Al-Sakia, stated that the decision to open the doors of the Central Library to serve male researchers and beneficiaries came in support of the Kingdom's 2030 vision, which seeks to make knowledge available to all members of society and to achieve the university's strategic goal of supporting local research and increasing its dissemination globally, and its interest in the main role It is occupied by supporting researchers and improving the quality of scientific research. The University Agency for Postgraduate Studies and Scientific Research represented by the Deanship of Library Affairs has worked to complete the requirements necessary to launch this service.

Figure 1. Source [1]

Al-Sakia explained that the Central Library will provide researchers and male beneficiaries with all its informational and cognitive services, including, for example: borrowing, reading, photography, digital databases service, and library catalog searches, and it will also provide access to university theses and scientific journals, noting that the central library contains more than About ten reading halls that contain information resources covering all branches of human knowledge, in addition to a number of specialized halls, such as the Hall of Manuscripts, the Hall of Teaching Technologies and a Hall for Governmental Publications.

The Dean of Library Affairs stated that the Central Library is distinguished by the availability of an automated storage and retrieval system (the automated arm), as it is the first library in the Middle East to have this system and the third in the world, with a storage capacity of five million books, whose users can request and receive the book in a maximum period of 15 minutes as this system can. Storage and retrieval of one thousand books per hour. It is worth noting that the Central Library is distinguished by the diversity of its holdings of manuscripts, books, university letters, and digital resources available through the university's participation in the Saudi libraries consortium through the Saudi Digital Library.

In addition to the diversity and multiplicity of information services provided to university employees and researchers from outside the university.

PNU, being a public university, welcomes and complies all government policies of Saudi Arabia, therefore it is consistent with the policies and guidelines established by the Ministry of Education [2], which have mission is "Make education available to all and raise the quality of its processes and outputs. Develop an educational environment that stimulates creativity to meet the requirements of development. In addition to improving the education system governance, develop the employees' skills and capabilities. Lastly, provide the learners with values and skills necessary to become good citizens who are aware of their responsibilities towards family, society, and homeland ". The ministry has the following strategic objectives, among which objective 6 stands out, which seeks to ensure education for all and promoting lifelong learning opportunities. All strategic objectives are shown below.

Strategic Goals

1.	Promoting values and national belonging.

2.	Improving learning outcomes and the global positioning of the educational system.

3.	Developing the education system to meet the requirements of the labor market.

4.	Developing the capabilities of the educational cadres.

5.	Enhancing participation in teaching and learning.

**6.	Ensuring education for all and promoting lifelong learning opportunities.**

7.	Empowering the private and non-profit sectors and increasing their participation to improve the financial efficiency of education.

8.	Raising the quality and effectiveness of scientific research and innovation.

Developing the university system and educational and training	9. institutions.

Figure 2. Source [2]

Equality and diversity statement

[STUDENTS' CONFIDENTIALITY BOOKLET (1).pdf (pnu.edu.sa)](STUDENTS' CONFIDENTIALITY BOOKLET (1).pdf)

 College of medicine is committed to the advancement and promotion of equality and diversity. We aim to provide a learning and working environment which values individuals equally.

It is our duty and obligation to:

• Eliminate discrimination, harassment and victimization.

• Advance equality of opportunity.

• Foster good relations between different groups.

The College does not disadvantage individuals by discriminating on any grounds, particularly:

Disability, Age, Race, Gender (Sex), Religion and Belief, Pregnancy & Maternity and Marriage.

This procedure is implemented in accordance with our policies on equality and diversity, disability and race equality. Decisions/actions taken in relation to a student grievance are not influenced by the student's background or situation, and each case is dealt with on its own merits.