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TRAINING NEEDS ASSESSMENT  
for  
EDUCATION AND TRAINING SECTOR

SULTANATE OF OMAN

1985

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MANPOWER DEVELOPMENT STUDY

and

Training Needs Assessment

For the Education and Training Sector

Ministry of Education and Youth Affairs  
Ministry of Social Affairs and Labour  
(Vocational Training Department)  
Ministry of Royal Diwan Affairs  
(Institute of Public Administration)

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## TABLE OF CONTENTS

### Glossary

- A. INTRODUCTION
- B. BACKGROUND
  - 1. Education in Oman
  - 2. National Development Plans
  - 3. Present status of Education in Oman
- C. INVENTORY OF HUMAN RESOURCES
- D. PROJECTION OF MANPOWER NEEDS
- E. TRAINING GUIDELINES
- F. DIRECTORATE GENERAL OF VOCATIONAL TRAINING, MINISTRY OF SOCIAL AFFAIRS AND LABOUR
  - 1. Contribution to Education and Training Sector
  - 2. Inventory of Human Resources
  - 3. Projected needs for 1990
- G. INSTITUTE OF PUBLIC ADMINISTRATION, MINISTRY OF ROYAL DIWAN AFFAIRS
  - 1. Contribution to Education and Training Sector
  - 2. Inventory of Human Resources
  - 3. Projected needs for 1990
- H. CONSIDERATIONS AND RECOMMENDATIONS
  - 1. Considerations
  - 2. Recommendations

## LIST OF TABLES

### Table No.

B-1	Scholarship Pipeline, Education Related Fields and Others
C-1	Summary Table of Ministry of Education Employees
C-1A	Number of Teachers and Administrators Assigned to Ministerial Duan and Administrative Areas
C-1B	Educational Level of Ministry Employees
C-1C	Number of Technicians and Ordinary Employees
C-1D	Nationality of Teachers and Administrators in Ministerial Duan and Administrative Areas
C-1E	Educational Qualifications of Teachers and Administrators Serving Schools and Institutions
C-2	Manpower Assessment Survey
D-1	Number of Employees Needed in 1990
D-2	Projection of Teacher Needs in 1990
E-1	Minimum Level of Education for Selected Positions
F-1	Manpower Assessment Survey, Ministry of Social Affairs and Labour, Directorate General of Vocational Education
F-2	Minimum Level of Education for Selected Positions
F-3	Number of Employees Needed in 1990
G-1	Training Report, Institute of Public Administration
G-2	Manpower Assessment Survey, Institute of Public Administration
G-3	Organization Chart, Institute of Public Administration
H-1	Number of Education Personnel Eligible for Degree Level Study
H-2	Recommended In-Country Courses to be Specially Organized by STP
H-3	Specially Organized In-Country Courses, Cost Factors

### APPENDIX

1. Organization Chart, Ministry of Education and Youth Affairs
2. Manpower Assessment Forms and allied materials
  - a. Letter of Transmittal
  - b. List of Addressees
  - c. Instructions for completing the form
  - d. Manpower Assessment Form in Arabic
  - e. Manpower Assessment Form in English
3. List of Interviewees
4. Civil Service Grades (Experience and/or Education for each Grade and Group)
5. Data Summary Sheet

## GLOSSARY

- Directorate General: A unit of the Ministry headed by a Director General.
- Department: A unit of the Ministry headed by a Director.
- Section: A unit of the Ministry headed by a Section Head.
- Diploma: A certificate awarded for the completion of a course after secondary school. For civil service grade purposes, the course must have a duration of not less than two years.
- Post Graduate Diploma: A certificate awarded for study after completion of the Bachelor's Degree.
- Primary School: An institution offering the first six grades of the formal education system.
- Primary School Certificate: A certificate awarded by the Ministry of Education upon successfully passing the National Examination.
- Preparatory school: An institution accepting graduates of the primary school for a three year program of study.
- Preparatory School Certificate: A certificate awarded by the Ministry of Education upon successfully passing the National Examination.
- Secondary School: An institution accepting graduates of the preparatory school for a three year program of study.
- Secondary School, Commercial: A secondary level institution preparing students for work in the field of business.
- Secondary school, Industrial: A secondary level institution preparing students for work in the field of industry.
- Secondary school, Agriculture: A secondary level institution preparing students for work in the field of agriculture.
- Vocational Training Centers: A secondary level institution, under the Ministry of Social Affairs and Labor, accepting preparatory school graduates for preparation for employment in a number of vocations.

## INTRODUCTION

The purpose of this study is to develop a Manpower Needs Assessment for the Education and Training Sector of Oman. This section includes the Ministry of Education and Youth Affairs (MOEYA), the Vocational Training Directorate of the Ministry of Social Affairs and Labour (MOSAL), and the Institute of Public Administration of the Ministry of Royal Diwan Affairs (IRDA). The Sultan Qaboos University Project was not included in the study as its personnel needs were in the process of development. For similar reasons, the Directorate General of Youth Affairs was not included in this paper. However, the Directorate General of Youth Affairs will be the subject of a later paper prepared by Mr. Lance Lindabury when the new organization has been approved.

The following outputs will be considered in this study, in accordance with the scope of work:

1. Categorized list of present jobs with indication of optimal type and level of education for each.
2. Definition of jobs not presently existing but which are or will be required.
3. Definition of number of employees by job at present and projected to 1990.
4. Determination of present level of Omanization and manpower available for training.
5. Definition, in light of the foregoing, of types and duration of training required and number of participants.
6. Recommendations on appropriate training resources--i.e., sites, materials, personnel.

Three methods of data collection were used in this study: (1) the use of a Manpower Assessment Form (which was designed to obtain information by job title and by small unit); (2) the analysis of information which was available in the Planning Department of the Ministry of Education and Youth Affairs; and (3) interviews with Director Generals, Directors and other relevant officials. (See List of Interviewees in Appendix).

The Manpower Assessment Form which had been developed by Mr. Lance Lindabury was further refined and was used to obtain the basic data for the study. Copies of these forms were distributed in Arabic. (See Appendix A for copies of the forms and the distribution list). The forms were distributed under cover of a letter from the Director General of Scholarships and Foreign Relations of the Ministry of Education and Youth Affairs.

Follow up calls were made as needed in order to obtain prompt return of the necessary information. Discussions were held with officials in selected units in order to more accurately determine the training needs which had been indicated by the assessment. After the assessment forms were collected and analyzed, the author returned for a number of interviews to discuss his anticipated recommendations.

The information collected from the Planning Department was for December 1, 1984. This information was of a more general form as it did not give findings by job title or by Ministry unit. However, the general information was more complete than it was possible to obtain from the Manpower Assessment Form.

In Chapter B, Background, there is a brief history of the education system in Oman. The relevance of this study to the National Development Plan is considered. The Present status of Education in Oman is described.

The Inventory of Human Resources (Chapter C) describes the education level of the present employees of the Ministry of Education as described in information collected by the Planning Department of the Ministry of Education. The results of the Manpower Assessment Survey conducted as a part of this study are also described.

Using information collected in the Manpower Assessment Survey and other information made available to the author, the personnel needs of the Ministry in 1990 were estimated (Chapter D).

With the information of Inventory as well as the projections of future manpower needs, Training Guidelines (Chapter E) were developed to assist in the development of a comprehensive Manpower Development Plan for the Ministry of Education.

There are two other smaller elements in the Education and Training Sector of the Sultanate. These are the Directorate of Vocational Training in the Ministry of Social Affairs and Labour and the Institute of Public Administration in the Ministry of Royal Diwan Affairs. These two elements and their contribution to the manpower of the Sultanate were considered in Chapters F and G.

In Chapter H, the author discussed two proposals which should be given prompt and serious consideration. Some principles of organization of short term courses were also included in this chapter for consideration when developing future programs.

## B. BACKGROUND

### 1. Education in Oman

At the time of the ascension of Sultan Qaboos in 1970, there were three secular primary schools in Oman, with an enrollment of 909 students. There were no preparatory (intermediate) or secondary schools in the Sultanate. There was begun an immediate expansion of the primary school system, with the result that in 1984/85, there were 308 primary schools in the public system, with an enrollment of more than 155,000 boys and girls. There are also some private elementary schools, though the private school enrollment is not high. A World Bank Manpower team in 1980/81 estimated that perhaps 52 percent of the boys and 28 percent of the girls in the 6-11 age group were enrolled in primary schools. Two factors indicate that this may have been an overestimation: the estimated population of Oman may have been too low and there is a high percentage of over-age boys and girls enrolled in the primary schools.

Preparatory schools (grades 7-9) were first opened in 1972/73. In 1984/85, there were 197 public preparatory schools with an enrollment of more than 28,000 pupils.

Secondary schools were opened in 1973/74 and now have an enrollment of more than 10,000 students. In addition to general secondary schools, there is an Islamic Secondary School, two Commercial Secondary Schools, one Agricultural Secondary School and one Industrial Secondary School. There are also two teaching training institutions for the preparation of teachers for the primary and preparatory schools.

The Ministry of Social Affairs and Labour operate nine Vocational Training Centers. These schools are presently at the preparatory level, however it is expected that they will soon accept graduates of the preparatory schools.

### Organization of Education and Training in Oman

The policy making body for the Education and Training Sector is the Inter-Ministerial Education and Training Council. This Council is chaired by the Sultan and is composed of the Minister of Education and Youth Affairs, the Minister of Social Affairs and Labour, the Minister of National Heritage and Culture, the Under Secretary of Finance. The Secretary of the Council is Mr. Jadiq Jaffar Mohammed from the Office of the Under Secretary of Education. Other Government Officials are invited to attend meetings of the Council in connection with their official duties.



Training for Personnel in the Ministry of Education and Youth Affairs

There are two teacher training schools, one for males and one for females. The curriculum has been changed several times since the institutions opened in 1976. The schools are now called Teacher Training Colleges, with a 2 year post secondary training program. The students under the old curriculum will graduate under that curriculum, but all new enrollees are graduates of the secondary school and will be enrolled in the two year program. The faculty at the two TTCs include 6 Omanis and 86 non-Omanis. Of the 25 administrators in the TTCs, 14 are Omanis and 11 are non-Omanis.

All the rest of the professional staff in the Ministry of Education and Youth Affairs have received their training outside the country. There is a large government scholarship under which more than 2500 Omanis were studying abroad in 1984/85.

The Sultan Qaboos University will open in September, 1986 with an anticipated beginning class of more than 500 students. Of these, 250 will be in the Faculty of Education, where they will begin a four-year program of study. The potential science teachers will come from the Faculty of Science, which has a five year course (one year of preparatory work and four years of university-level work).

## 2. National and Ministerial Development Plans

The current development plan of the Sultanate of Oman is the Second Five Year Development Plan, covering the years 1981-1985. The Third Five Year Development Plan is in the process of being written at this time. However, as the Second Five Year Development Plan says, "The long term development strategy does not change from one five-year plan to the other. Accordingly, those long-term objectives which ruled during the first five-year plan will continue to guide the second five-year plan." It is expected that the same strategy will be the basis for the Third Five Year Development Plan. An important aspect of the Second Five Year Development Plan was "To attach high priority to the development of local human resources, and to improve their capability to contribute to the national economy.

Another aspect of the long term strategy was "To improve the efficiency of the Government Administration.

These two aspects of the long-term strategy have been given strong consideration in the development of the Training Needs Assessment for Education and Training which has been developed in this study.

### 3. Present Status of Education in Oman

#### Primary education

Primary schools offer six years of education. There are 308 primary schools, of which 101 are for boys, 104 for girls and 103 are mixed. There are 89,492 boys and 65,897 girls enrolled at the present time. The teaching staff consists of 1,177 Omanis and 4,192 non-Omanis. There are 326 administrators in the primary schools, of which 189 are Omanis and 138 are non-Omanis. Of the 1,177 Omani teachers, 442 have education below teacher training. The Ministry of Education has an extensive in-service training program, particularly to assist under-qualified teachers to get up to full qualifications.

#### Preparatory education

Preparatory schools offer three years of education after passing the ~~national~~ national examination for completion of the primary school. There are 195 public preparatory schools, of which 91 are for boys, 43 for girls and 61 are mixed. The enrolment consists of 19,190 boys and 9,124 girls. The teaching staff consists of 2,054 teachers, of which 49 are Omanis and 2,005 are non-Omanis. There are 340 administrators in the preparatory schools, of which 122 are Omanis and 218 are non-Omanis. Of the 49 Omani teachers, 29 have University degrees or higher degrees.

#### Secondary education

The secondary schools offer three years of education after passing the national examination for completion of the preparatory school. There are 38 general secondary schools, of which 19 are for boys and 19 are for girls. The enrolment of 9,151 includes 6,208 boys and 2,943 girls. The teaching staff consists of 20 Omanis and 621 non-Omanis. There are 108 administrators in the general secondary schools, of which 31 are Omanis and 77 are non-Omanis. Of the 20 Omani teachers, 13 have a University degree or higher.

#### Other schools

Other schools in the Ministry of Education system include two Model Preparatory schools, 7 Religious Mosques, an Islamic Secondary school, two Commercial Secondary schools, an Agricultural Secondary school, an Industrial Secondary school and two special education schools.

There are 2,536 students enrolled in the other Ministry schools listed above. They are served by 310 teachers and 88 administrators. There are 39 Omanis teaching in these schools, as well as 271 non-Omanis.

#### Scholarship Program

A description of the efforts of the Sultanate in the area of Education and Training would be incomplete without reference to the Scholarship program which is administered by the Directorate General of Scholarships and Foreign Relations of the Ministry of Education. There are presently 2,332 Omanis enrolled in post secondary education in some 15 countries. The students are enrolled in more than 100 different subject matter areas. Of particular interest to this paper, there are 385 students enrolled in education or education related fields.

#### Adult Education and Literacy program

Through the Adult Education and Literacy program, it is possible for an Omani to continue his/her education through the National Secondary Examination Certificate.

Anyone 8 years of age or older can enroll in a literacy program. After the successful completion of a two year literacy program, the Omani enters the 5th grade in an Adult Education Center. These Centers are located in school buildings and are staffed by the same teachers as are assigned to the school. The adults are permitted to sit for the regular national examinations at the primary, preparatory and secondary levels.

For those adults who are unable to attend secondary level classes, there is a non-classroom program. Books are provided to the enrollees and television courses are given. When the adult feels qualified, he or she is permitted to sit for the National Secondary Examination with the students completing the formal secondary program.

In 1983-84, there were 245 Government Literacy Centers with an enrollment of 3,843 males and 5,739 females, for a total enrollment of 9,582. In the Adult Education Centers, there were 181 centers. There were 207 classes at the primary level, with 4,111 students; 166 classes at the preparatory level with 3,786 students; and 72 secondary classes with 1,268 students.

### Private schools

In 1983/84, there were 34 private schools in Oman, with a total enrollment of 7,576 students. There were 418 teachers in the private schools.

### Affiliated Students

There are many employees in the Ministry of Education who continue their study through various programs of guided self-study courses. According to the partial returns of the Manpower Assessment Survey, there were 37 employees enrolled in courses at the secondary level and 67 employees enrolled in courses at the university level. It should be noted that many respondents did not complete this section of the Manpower Assessment form so the above figures may be seriously understated. equivalent to correspondence courses, except

### C. INVENTORY OF HUMAN RESOURCES IN THE MINISTRY OF EDUCATION

On December 1, 1984, the Ministry of Education and Youth Affairs reported that its Education sector (excluding the Directorate General of Youth Affairs) had 13,955 employees. These could be divided into Administrators and Teachers, Technicians and Ordinary Employees. There were 10,606 Administrators and Teachers, with 672 employed in the Ministerial Diwan (Central Ministry of Education), 698 in the Administrative Areas, and 9,236 employed in schools and other institutions of the Ministry. There were 1,916 Technicians (skilled workers) and 2,333 ordinary employees. Of the Teachers and Administrators in the Ministry of Education, 2,743 were Omani and 7,963 were non-Omani, for an Omanization of 26 percent. See Table C-1.

Of the 4,192 Primary school teachers, 1,117 were Omanis, for a percentage of 28 percent. Of the Omani teachers 442 had less than a Teachers Training Institute education. Of the 188 Omani administrators, 150 had had no teacher training. It should be noted that in the Omani context, administrators include the secretaries, accountants and other skilled support staff in the school office.

Forty nine (2 percent) of the preparatory school teachers were Omanis, of whom 20 had less than a university degree. There were 122 Omani administrators, compared with 218 non-Omani administrators. Only 19 of the Omani administrators hold a university degree.

In the general secondary, there were 20 Omanis in a teaching force of 641. Thirteen of these Omanis hold a university degree. Of the administration staff, 31 of 108 were Omanis, of whom 7 hold a university degree.

In order to arrive at a reasonable estimate of the total training needs of the Ministry, a minimum level of education was proposed for those positions which were reported in the Manpower Assessment Survey. The bases for the proposal included such factors as the knowledge required to carry out the duties of a position, the educational level of incumbents, and the experience of the author.

It was determined that there were 118 positions at the Master's level, 258 positions at the Bachelor's level, and 59 positions at the post secondary diploma level. See Table E-1 for the list of positions for which a minimum educational level was suggested. The results of this study indicates that 25 Omanis are occupying positions for which they, or their successors, should have education at the Master's degree level and 132 should be trained at the Bachelor's level. Beyond this, there were 93 non-Omanis occupying Master's degree level positions and 126 non-Omanis occupying positions at the Bachelor's degree level.

As can be seen from the table, there are large numbers of staff members at the lower levels who appear to need additional education and training.

Manpower Assessment forms were returned covering 549 of the 672 administrators and teachers employed in the Ministerial Diwan. This represented a return of 82 percent. The Southern Region was the only administrative area which returned the forms. This region reported 107 of the 698 teachers and administrative personnel employed in the administrative areas or 15 percent of the total. The lack of returns from the administrative areas was the result of a lack of time to follow up in the area offices. The Manpower Assessment Survey results are reported in Table C-2.

#### D. PROJECTION OF MANPOWER NEEDS

The total number of personnel needed by the Ministry of Education in 1990 will be closely related to the numbers of primary, preparatory, and secondary teachers employed in the system at that time.

##### Primary Teachers

The Ministry of Education and a World Bank Team (Second Education Project) used 1982 data to estimate the need for teachers in future years. They projected a need for 1990 of 6,850 primary school teachers. As an indication of the accuracy of their predictions, it is noted that the estimate for 1985 was for 5,500 primary teachers. This compares with an actual supply of 5,369 primary teachers in the school year 1984-85. The MOE/Bank estimated enrolment in 1985 was 149,000. This compares with an actual enrolment in 1984-85 of 155,389. It is readily apparent that the anticipated pupil teacher ratio of 30 pupils for each teacher was not achieved.

##### Preparatory Teachers

The MOE/World Bank estimate for preparatory teachers in 1990 was 2,740. The estimate for 1985 was 1,850, which compares with an actual supply of 2,054 in 1984-85. The MOE/Bank estimated enrolment in preparatory schools in 1985 of 29,600, while the actual enrolment was 28,314.

##### Secondary Teachers

The Ministry of Education has estimated a need for 1,026 teachers in the general secondary schools in the school year 1990-91. Their estimate for 1984-85 was 686 teachers, which compares with a actual supply of 641. The Ministry estimated the number of classes in general secondary at 306, which compares with an actual number of 303 classes in 1984-1985. The estimated enrolment for 1990-91 was not available, thus the use of number of classes for this comparison.

##### Other Teachers

If we assume that the number of teachers in other Ministry of Education schools will increase at about the same rate as the primary, preparatory and secondary teachers, then we can use a rate of 32 percent. If applied to the 1984-85 number of 310 teachers, that gives an estimation for 1990 of 408 teachers.



### Ministry of Education Staff

The return of the Manpower Assessment forms represented 549 of 672 actual employees in the Ministerial Diwan. These forms showed an increase from 549 in 1985 to an estimated 776 in 1990. When extrapolated to the entire Ministerial Diwan, there would be an estimated 948 in the Diwan in 1990.

In 1984 the Ministry reported 696 professional staff in the nine educational administration areas (provinces). The only region reporting in the Manpower Assessment survey, the Southern Region, expected an increase from 107 in 1985 to 192 in 1990 or an increase of 79 percent. When extrapolated to the entire administration area staff, this would indicate a total professional staff in the areas of 1250 in 1990.

The professional staff needs for the Ministry of Education as reported in the Manpower Assessment Survey is summarized in the following table. The Table shows the number of employees projected by those organizations reporting in the Manpower Assessment Survey. This table does not project the total expected Ministry staff in 1990 as this would be too tentative for such detailed manpower planning.

## E. TRAINING GUIDELINES

As was indicated in the Inventory of Ministry of Education personnel, this study was performed in order to assess the training needs of Omani personnel in the Ministry of Education and the administrative areas. There were, on December 1, 1984, 672 teachers and administrators assigned to the Ministerial Diwan (the Ministry of Education organization in the Capital area). There were 698 teachers and administrators assigned to the nine administrative area offices. There were also 436 technicians and 132 ordinary employees assigned to the Ministerial Diwan and 397 technicians and 229 ordinary employees assigned to the administrative areas. There were also 9,236 teachers and administrators assigned to schools and other institutions, as well as 1,016 technicians and 2,333 ordinary employees. This accounted for 13,955 employees in the Education organizations in the Ministry of Education and Youth Affairs. (See Table C-1)

In order to obtain further information about the training needs of Education personnel, a Manpower Assessment Form was distributed to all Directorate Generals in the Ministry of Education and Youth Affairs, to the Vocational Training Directorate of the Ministry of Social Affairs and Labour and to the Institute of Public Administration in the Ministry of Royal Diwan Affairs. These units constitute the Education and Training Sector of the Sultanate of Oman. The reference to training needs in the Vocational Training Directorate and the Institute of Public Administration can be found in Chapters F and G of this report.

Three types of training will be discussed in these training guidelines: degree training, non-degree training and study tours.

For a number of reasons, degree training is not appropriate for all personnel who need additional education or training to meet the demands of their work. There are many Omanis who did not have the opportunity to obtain a high level of training during their youth. In spite of this lack of formal education, they have persevered through reading, experience (on-the-job training), affiliated study (correspondence courses or extension programs offered by educational institutions outside the country), and other personal efforts. They now hold responsible positions and can not be released for the three to five years which would be required for them to attain a degree in education. Some of these staff members have passed the age for advanced study at the degree level (the Government maximum for degree study is understood to be 35 years of age).

Nevertheless, as the educational level of teachers, administrators, specialists, and other educational leaders rises, the upper administrative levels will need to have a sound background in the field of education. It would be advisable to provide such training through innovative means, as will be discussed in the section on non-degree training.

### Degree Training

There are certain fields of work in which a given level of education is desirable, if not necessary in terms of long range planning.

For example, the professional staff in Educational Research, and similar types of positions, need at least a Master's degree in Education, Psychology or other professional field. The rigorous training in research is not generally available at the undergraduate level in universities.

Administrative staff such as accountants, auditors, architects and engineers in the Ministry of Education require the same level of professional training as is required of similar staff in other Ministries and in the private sector. These personnel, therefore, should have at least a Bachelor's degree in the specific field in which they are working.

Table E-1 gives a suggested level of education for a number of selected positions in the Ministry of Education. The suggested levels of education for these positions are for long term consideration and are subject to amendment as a result of further study.

It is recognized that, at the present time, it is difficult for high officials to be released from their duties for the one to three years which would be required to obtain higher degrees. However, as more Omanis return from overseas training and as the Sultan Qaboos University begins to turn out Omanis with professional training in education, it will become extremely important for the leaders of the Ministry to have higher professional degrees.

Each organization will have its own problems in scheduling the release of Omanis for long term training. As Omanis return from study abroad with University degrees, they might be assigned temporarily to positions which would permit others to be sent abroad for further study. Another possibility for higher level positions could be the assignment of senior officials who are nearing retirement to positions which could permit the release of Omanis for further study abroad.

#### Suggested areas of study for degree training

A number of areas of study were identified for which degree training should be provided. These areas include the following:

- Educational Administration
- Examinations
- Adult Education
- Home Economics
- Statistics and Planning
- Computer Programming
- Curriculum Development
- Educational Technology
- Educational Methods
- Educational Research
- Guidance
- Teaching English as a Foreign Language (TOEFL)
- Master's degree in Languages
- Special Education Teachers
  - Blind
  - Deaf and Dumb
  - Blind
- Technical Education Supervisors
  - Technical
  - Commercial
  - Home Economics
  - Agriculture

Though no specific numbers were given, as the number of Teacher Training Colleges was under serious discussion at the time this report was written, it was noted that the teaching staff at the Teacher Training Colleges was almost completely non-Omani (6 Omanis on a staff of 92). This indicated a serious need for Omani staff, even if there were no expansion in the number and size of Teacher Training Colleges.

With specific reference to the Scholarship and Training Project, there are a number of fields of study in which American Universities are particularly well qualified to provide training. These fields would include:

- Educational Administration
- Educational Measurement and Evaluation
- Educational Research
- Educational Statistics
- Educational Technology
- Teaching of English as a Foreign Language
- Adult Education (especially in the areas of vocational education at a non-degree level)

#### Short term training (non-degree)

Many of the Omanis occupying higher professional and administrative posts in the Ministry are capably filling their positions regardless of the level of their education. These people should not be required to obtain more formal education. For one thing, the higher degree is not needed for promotion purposes. For another thing, they can not be spared easily from their positions for long periods of time. Some of these officials would benefit from well-planned study tours. Others should have the benefit of short term, professional level courses in their area of responsibility\*.

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\* These courses might be available in other countries, such as the Intern training program at the International Institute of Educational Planning sponsored by UNESCO, the Economic Development Institute sponsored by the World Bank, ISFEC (Literacy and Adult Education) at Sirsal-ayan, Egypt, the United States Department of Agriculture, the United States Geological Survey, and other specific in-service training courses.

Some officials need specially designed courses which could be taught in Oman. Although in many cases the expertise needed is available in the Ministry of Education, the potential trainers often can not be released from their jobs for the 8 to 12 week periods that would be necessary to develop and present a program of instruction. A careful search should be made for potential trainers in such institutions as Qaboos University, The Oman Technical Institute College and the Institute of Public Administration. In some cases it may be necessary to locate trainers from other countries.

The in-country training programs should consider the need for refresher training and up-dating, as well as the introduction of new concepts and ideas.

Justification for certain short term, in country courses.

1. Educational Administration for Directors and Deputy Directors.

There are 28 Directors, 8 Area Directors and 17 Deputy Directors. Of these 51 officials, 22 have had university degree training and most have had limited exposure to instruction in educational administration. It was suggested that there might be as many as 40 such officials who would be interested in a course of this nature. One proposal was that the course be planned for eight weeks for three days each week. One instructional staff could offer the course to two groups--one Saturday, Monday and Wednesday and the other Sunday, Tuesday and Thursday. This would enable the officials to continue their official duties while taking the course. Otherwise, it might not be possible to obtain a sufficient number of participants to justify the offer of the course.

2. Educational Inspection.

There is a need to expand the inspection staff in all areas of education. The present career path is from teacher to assistant headmaster to headmaster to inspector. Omanis are often promoted, because of the need for more inspectors, before obtaining an adequate level of experience in the positions in the career path. There are presently 40 staff members who have been identified as inspectors, tutors or field representatives (all of whom could benefit from this type of training. In these same categories, there are 221 non-Omanis presently working. This indicates a need for rapid expansion of the Omani inspection force. A well-organized workshop conducted by a recognized expert in inspection and assisted by experienced inspectors could give a significant increase in the efficiency of the new inspection staff members.

### 3. Educational Statistics.

There is a need for trained statisticians, particularly in the Planning Department and in the Educational Research Department. A review of the partial returns of the Manpower Assessment Forms indicates a minimum of 12 planning and statistics staff members on the professional level. A further consideration is the indicated increase to 26 in this category in the Planning and Research Departments by 1990. This increase will likely be met by recruiting newly graduated university graduates. They will need some specific training in educational planning and statistics. A course in basic statistics would be very useful. It is estimated that 15 to 20 participants could be made available for a 6 to 8 week course.

### 4. Examinations.

There is a need for a number of Omanis to be prepared to assist teachers in developing classroom tests for students to go from grade to grade within a school. These specialists in test construction and evaluation will be newly graduated teachers who need additional training in measurement and evaluation. A course might include simple terminology, beginning theory of educational evaluation and measurement and practical applications which could be used in the work of the participants. It is estimated that some 15 Omanis will be needed for this purpose, none of whom are trained at the present time.

### 5. Educational Research.

There are a number of Ministry employees, in the Department of Educational Research as well as in the regional offices, who have degrees in subject matter fields but are expected to work in assessment and evaluation. These staff members need a short course in educational research which will make them more acceptable for on the job training by the present Educational Research staff.

### 6. In-Service Teacher Training.

The Teacher Preparation and Direction Department provides an in-service training program with a wide variety of activities for teachers in the primary schools. Because of the differences in educational programs for primary teachers which have been given over the past fifteen years, teachers have many different training needs. Field tutors help to organize courses, observe teachers in the field and otherwise assist in the in-service training process. New field tutors will have had training in subject matter fields, but have had no specific educational background in in-service teacher education.

## 7. Training for Section Heads.

There were about 110 Section Heads in the Ministerial Diwan and the Administrative Areas. Of the 51 reported in the Manpower Assessment Survey, only 12 had the Bachelor's degree. Section Heads have a wide variety of responsibilities. All are involved in personnel, finance and administration, as well as in the particular area of specialization which they carry. A course should include office organization and management, personnel administration and financial record-keeping. Other special areas of concern will be determined when a specific course is organized.

### In-country courses given at existing institutions

#### Institute of Public Administration

The Institute of Public Administration has given 45 courses to 926 participants in their 1984-85 academic year. (See Table 6-1) Courses given there which Ministry of Education staff members might need include:

#### Name of Course

Administrative Organization  
Methods of Modern Administration  
Evaluation of Administrative Performance  
Unified Accounting System in Arab Countries  
Modern Methods in Library Administration  
Librarians  
Modern Methods in Library Administration  
Accounting Clerks and Bookkeepers  
Purchasing Officers  
Budgeting and Financial Rights  
Government Storekeepers  
Purchases and Store Clerks  
Financial Section Heads  
Statistics for Administrators  
Organization Research and Administrative Analysis  
Project Administration  
Section Heads--Personnel Affairs  
Manpower Planning  
Arabic Typing  
English Typing  
Clerical Practice  
Secretarial Practice  
Elementary English  
Intermediate English

In addition to the above listed courses, the Institute will assist in the organization of other general interest courses which might be required by the Ministry.



The Oman Technical Industrial College has a two year business course, which requires a secondary school certificate for admission. The College might also be able to provide the space and teaching staff for certain courses which need to be offered.

Of particular interest in this connection, the following types of courses are discussed.

Librarians. The Ministry of Education plans to have a library in each Preparatory and Secondary school. The teachers who are responsible for the libraries need some training in the skills required for organizing and maintaining library materials, as well as for teaching students to use the library.

Accountants. There are at least 29 accountants in the Ministry of Education, of whom 10 are Omani. Of these 10 accountants, only one has the minimum training of a Bachelor's degree. In addition, there are at least 13 accounting clerks and financial employees who could benefit from training in bookkeeping.

Typists. Although 59 typists were reported in the survey, 51 of these were non-Omani. Of the 7 Omani typists reported, five of them had less than a secondary education.

Secretaries. The number of secretaries reported in the survey appears to be extremely low. At any rate, there is a need for additional secretarial service.

Computer Training. The installation of computers is just getting under way in the Ministry of Education and there is no clear understanding at this time as to the number and types of personnel who will be required to effectively operate them. As decisions are made as to the use of the computers, it is important that the personnel be properly trained in their utilization, and operation.

#### Study Tours.

There are some Ministry of Education officials who would benefit from seeing how their work is done in other countries. While there are numerous international conferences which are attended by Omani officials, the kind of tours suggested here would send a small group of persons interested in a specific subject, such as adult education, to visit selected adult education programs in order to observe certain practices.

F. DIRECTORATE GENERAL OF VOCATIONAL TRAINING  
- MINISTRY OF SOCIAL AFFAIRS AND LABOUR

1. Contribution to Education and Training Sector

There are presently 9 Vocational Training Institutes (VTI) in operation. The students have completed primary school and have a three year program in the VTI. There are programs in auto mechanics, electricity, mechanical trades, carpentry and building. There are also some courses available in secretarial work and accounting. In the near future, it is planned to upgrade the VTI to accept preparatory graduates, still for a three year program. In 1983-84, the latest data available, there were 621 students in the first grade, 443 in the second grade and 240 in the third grade, for a total of 1,304 students. This number had grown from a total enrollment in 1979-80 of 575. It is estimated that there are 2,000 students this year. The schools have a capacity of about 4,000 students.

The Directorate also operates the Oman Technical Industrial College (OTIC) which opened in November, 1984. The College accepts secondary school graduates for a two year program of study in various branches of engineering and in business studies. The college has a capacity of 220 students, with hostel facilities for 200 students. The specific areas of study include: Civil, electrical and electronic, mechanical, and automotive engineering and laboratory technology, as well as banking, hotel management, business administration, marketing and personnel administration. The syllabuses for the courses were prepared by the North Wales Institute of Britain and staff is being provided from that institution while Omani staff is being trained.

2. Inventory of Human Resources

According to the Manpower Assessment Survey, there were 366 professional staff members in the VTIs in May, 1985. Of these, 60 were Omanis. Fifty-five of the Omanis had secondary education and 5 had post-secondary diplomas. Of the non-Omani professional staff, 200 held a Bachelor's degree, while 70 had a post-secondary diploma.

In the Oman Technical Industrial College at the present time, there are 19 professional staff members, of whom one (the principal) is Omani. Of the 18 non-Omani staff members, 1 has the Bachelor's degree, 12 have post-graduate diplomas and 5 have the Master's degree.

The staff of the Vocational Training Directorate, including some administrative staff who are assigned to the College and the VTIs, total 165 persons. Of these 89 are Omanis, of whom 4 hold the Bachelor degree, and 21 have completed secondary education.

Projected Needs for 1990

The Manpower Assessment Survey indicated that the Directorate General of Vocational Training expected to increase from a total of 550 employees in 1985 to 637 in 1990. A decrease was projected in the number of non-Omanis to be employed in the Directorate. This indicates a need for extensive recruitment of Omanis to fill positions requiring a high level of training and education, as well as a need to train present staff to handle a higher level of responsibility. See Table F-3.

G. INSTITUTE OF PUBLIC ADMINISTRATION  
MINISTRY OF ROYAL DIWAN AFFAIRS

1. Contribution to Education and Training Sector

The Institute of Public Administration is responsible for the provision of in-service training to employees of the Government of the Sultanate. The Institute is under the direction of a board composed of the following:

Minister of Royal Diwan Affairs, Chairman  
Minister of Education and Youth Affairs  
Minister of Social Affairs and Labour  
Under Secretary of Finance  
Director General, Personnel Diwan Affairs  
Director General, Institute of Public Administration,  
Reporter of the Board

The training year of the Institute is from September 1 to May 1. In 1984-85, the Institute offered 45 courses, 35 at the Institute and 10 at Salalah. The courses covered a wide variety of subjects. A summary of the seminars and courses and number of participants is given below. See Table G-1 for more detail.

Sections	Number of Participants
Seminars	188
Local Administration	61
Documentation and Publication	32
Financial Administration	113
Organization and Methods	49
Personnel Affairs	145
Office Procedures	191
English Language	43
	-----
TOTAL PARTICIPANTS	826

In Chapter E, Training Guidelines, there are several suggestions for the use of the Institute to provide training for Ministry staff members.

## 2. Inventory of Human Resources

The Institute reported a staff of 45 employees, of whom 33 were Omanis. One of the Omanis had the Doctor's degree, one the Master's degree and 10 held the Bachelor's degree. The Omanis on the instructional staff of the Institute appeared to be moving toward a high degree of Omanization throughout the organization.

## 3. Projected Needs for 1990

There were no projected needs included in the Manpower Assessment forms which were returned. However, since the organization is relatively small, no additional follow up was done.

## H. CONSIDERATIONS AND RECOMMENDATIONS

### 1. Considerations

#### A. Ideas deserving of further study.

In the process of conducting this study, the author identified two ideas which were not in his terms of reference, but further development of which deserve further study: vocational guidance and junior colleges.

##### (1). Vocational Guidance.

As more students graduate from the preparatory school and as a wider variety of secondary institutions become available for further study, the question of proper guidance will become even more important than it is today. There have been some steps taken toward a vocational guidance program in the schools of Oman. The Examinations Department is responsible for a student affairs unit in each school. This unit maintains records on each student, follows up on each dropout, and provides counselling to students as needed. The Educational Activities Department has a social services division which, among other duties, maintains a cumulative record for each student. The Department provides one person in each school to perform the social services functions. As a part of the social services, the Department has developed a pamphlet for parents with information about the schools and what the child should know about the school program. Other educational leaders have expressed concern about the need for providing information to students about career possibilities, particularly in the period preceding graduation from the preparatory and secondary schools.

To be effective, the guidance program should be based upon the classroom teacher. Each teacher should have an understanding of the vocational guidance and counselling program and the part he or she should play in it. A unit in the Ministry should prepare or otherwise make available, such materials as career information, aptitude examinations, and other predictive materials and information. Since many students do not continue their education past each breakpoint, post school employment information and guidance should be made available. There are 195 preparatory schools, 39 general secondary schools and 4 specialized secondary schools which should have a vocational guidance and counselling program. A vocational guidance unit in the Ministry of Education should have a trained staff to provide professional leadership and to collect and develop materials for the support of the guidance program. This is a long term development. However, in the short term, a 6-week course in vocational guidance for about 20 interested teachers could start a professional base.

## 2. Junior College Education.

As far as could be determined, there is one Junior College in Oman, the Oman Technical Industrial College in the Ministry of Social Affairs and Labour. This is a well equipped institution, staffed largely by expatriate personnel under a contract with a British University. While the capacity of 160 students has not been reached, it has been opened only two years and the enrollment is increasing each year. The College offers courses in Engineering and in Business.

The other institution of higher education in Oman is the Sultan Qaboos University which will open in September, 1986. When it is fully operational, it is designed to accept 580 students per year.

According to Ministry of Education/World Bank projections (Second Education Project Staff Appraisal Report), there will be 3,900 graduates from the General Secondary Schools in 1990. By 1994, when newly planned general secondary schools are in full operation, there will be 7,200 graduates each year.

There are many fields of study in which two years of post secondary education are adequate for employment. A few of these fields are laboratory technicians, instrument repairmen, bookkeepers, high level secretaries, junior administrators, and computer personnel. The junior college can also provide entrants to university programs at the upper division level, where most universities have vacant seats. It is more effective to send upper division students for university study abroad than to send recent secondary school graduates. The upper division students, junior college graduates, have proved their ability and interest in post secondary study. Such students are usually more successful in higher education programs than are recent secondary school graduates. From a cost-effectiveness standpoint, two years of junior college in Oman should be considerably less expensive than the same two years in a foreign university.

### B. Principles of organization of short term courses

The short term courses to be organized under this project should follow a few common planning principles:

1. Participants should be selected on the basis of the need for the subject matter of the course in their present jobs.

2. Participants should be nominated from any elements of the Government having personnel needing this subject matter.

3. The Instructor should, in most cases, speak Arabic. Most of the participants do not use English in their work and would need to study English for the specific purpose of taking the course.

4. A qualified Omani should be assigned to assist the Instructor. This will give valuable experience to the Omani professional and will, in many cases, provide the qualified instructor for follow-up courses.

5. The instructor should arrive in Oman two to three weeks before the date set for the beginning of the course. He should interview the proposed participants so that the course can be tailored to the needs of the participants. One of the reasons for offering the course in Oman is that many of the participants will not have had the academic background for a regular, professional level course in the subject matter of the proposed course. For example, while most professional level courses in education are offered at the Master's degree level in other countries, many of the participants have secondary or post secondary educational background.

6. Courses proposed to be given under this program should be limited to those for which a definite need has been demonstrated and sufficient interest on the part of possible participants has been indicated.

## 2. Recommendations

Finally, as a result of this study, the following recommendations are made:

### A. Degree Training

There is a serious need for more Omanis to degree training in the various disciplines of education. There were 118 positions which were identified as needing education at the Master's degree level. Of these 118 positions, only 25 were occupied by Omanis and 7 of the Omanis had achieved the Master's degree. Of the other Omanis holding these positions, 5 have the Bachelor's degree and 5 more have Post Graduate diplomas. These ten Omanis seem to be logical candidates for Master's degree training. In addition, there will be new university graduates joining the Ministry of Education later this year. After the requisite experience, some of these new employees should be sent abroad for additional degree training. See Table H-1.



At the Bachelor's degree level, there were 258 positions which were identified as needing training at that level. Of these 258 positions, 132 were occupied by Omanis. There were 47 Omanis in the Bachelor's level positions who had achieved that degree or higher. There were 15 Omanis in these positions who have the post secondary diploma and an additional 40 who have completed secondary education. These employees should be considered for additional study abroad.

#### B. Non-degree Training.

There was an identified need for 8 courses which are not presently offered in Oman. See Table H-2. These courses could be given in Oman by trainers. In some cases, a trainer might be found in Oman among those Omanis holding higher degrees in the subject field. Other possible sources would be the non-Omanis teaching in the Teacher Training Colleges, the Oman Technical Industrial College and the incoming staff of the Sultan Qaboos University.

These eight courses would serve 165 trainees for which a specific need was identified in this study. These courses could be spread over several years, but generally would have to be taught during the summer school vacation.

The costs of the in-country courses are estimated at \$317,720. See Table H-3.

#### C. Vocational Guidance.

A study should be conducted of the need for a vocational guidance program in the schools of Oman. In order to develop a cadre of interested education personnel, a 6-8 week course should be provided for 20 teachers interested in participating in a vocational guidance program.

#### D. Junior College.

A study should be made of the need for one or more junior colleges in Oman. The study should include an investigation of fields of study for which two years post secondary education is deemed to be sufficient for employment in Oman and an indication of the numbers of those persons who could be employed.

#### E. Scholarship Policies.

There are areas of personnel needs in the Ministry of Education which are not being met by graduates returning from university training abroad. A scholarship program which recruits young Omanis to study in these fields with scarce personnel, with a commitment to serve in that area upon return from training, would be of benefit to the Government and to the people being served.

Table 0-1

SCHOLARSHIP PIPELINE  
EDUCATION RELATED FIELDS AND OTHERS  
Academic Year 1984-85

Field /Specialization	Egypt	USA	Britain	Morocco	Jordan	Saudi	Bahrain	Qatar	U.A.E.	Other	TOTAL
EDUCATION											
Education	53	5	1						2	1	62
Educational Psychology									10		10
Physical Education	3										3
Education Totals	56	5	1	0	0	0	0	0	12	1	75
EDUCATION RELATED SUBJECTS											
Arabic Lang & Lit	11				21	5					37
English Lang & Lit	4	5	5			1	2	1	1		19
French Lang & Lit										1	1
History	17				14	7		7	2		47
Geography	8				3	11		4	2		28
Psychology	21	1			29	6					57
Mathematics			3		2	6			3		14
Physics		7			1						8
Chemistry	1	2				2	1	1		1	8
Zoology								1			1
Botany								2			2
Biology	3	9	2		5	8	4	2	1		34
Library Science						3		1			4
Education Related Totals	65	24	10	0	75	46	7	18	9	2	260
COMPUTER											
Computer Diploma	32										32
Computer Science		29	10		1	2				1	43
Computer Eng		18	26				5			5	54
Computer Totals	32	47	36	0	1	2	5	0	0	6	129

Table B-1

SCHOLARSHIP PIPELINE  
EDUCATION RELATED FIELDS AND OTHERS  
Academic Year 1981-85

Field /Specialization	Egypt	USA	Britain	Morocco	Jordan	Saudi	Bahrain	Qatar	U.A.E.	Other	TOTAL
ARTS											
Arts (Major unspec.)	41	1		7				9	1	2	61
Islamic Studies	1					7		3	1		12
Philosophy	4										4
Community Service	48							5			53
Sociology	51	2	3		15	2		10	4		87
International Relations		2	22							1	25
Political Science	9	12	8		11	1			2		43
Archaeology/Antiquities	1				2	1				1	5
Anthropology	2										2
Cinema	5										5
Criminology		1									1
Law	108	1		167	5				4		285
Sharia					9	9		2	1		21
Information	3	1		3	8	7		1	1		24
Arts Totals	273	20	33	177	50	27	0	30	14	4	628
SCIENCE											
Science (Major unspec.)	23		8		5	4	8	4	2	2	56
Micro-Biology			1								1
Marine Science		1				2		8			11
Marine Geology								1			1
Optics			1								1
Meteorology		3				2					5
Environmental Eng		1									1
Science Totals	23	5	10	0	5	8	8	13	2	2	76

Table B-1

SCHOLARSHIP PIPELINE  
EDUCATION RELATED FIELDS AND OTHERS  
Academic Year 1981-85

Field /Specialization	Egypt	USA	Britain	Morocco	Jordan	Saudi	Bahrain	Qatar	U.A.E.	Other	TOTAL
<b>ENGINEERING</b>											
General Eng	3		5		1	10			2	1	22
Construction Eng		2	5								7
Architectural Eng		42	22							2	66
Civil Eng	1	37	41			1	10			5	95
Electrical Eng		25	22				1				48
Electronic Eng		45	13				1			10	69
Broadcasting Eng			1								1
Mining Eng			3								3
Mechanical Eng	1	21	20			2					44
Aeronautical Eng		11	1							5	17
Chemical Eng	1		10								11
Production Eng			1								1
Measurements & Instruments			4								4
Technical Eng		11	2								13
Transportation Eng		1									1
Highway Eng			3								3
Marine Eng			1								1
Petroleum Eng		23	18			1					42
(Tele)communications Eng		13	9							2	24
Engineering Totals	6	231	181	0	1	14	12	0	2	25	472
<b>AGRICULTURE</b>											
Agricultural Eng	54	6	17			1				5	83
Plant Production	10					4					14
Animal Production	1				1						2
Agricultural Economics	1										1
Nutritional Science	1										1
Agriculture Totals	67	6	17	0	1	5	0	0	0	5	101

Table B-1

SCHOLARSHIP PIPELINE  
EDUCATION RELATED FIELDS AND OTHERS  
Academic Year 1984-85

Field /Specialization	Egypt	USA	Britain	Morocco	Jordan	Saudi	Bahrain	Qatar	U.A.E.	Other	TOTAL
<b>MANAGEMENT, ADMINISTRATION AND FINANCE</b>											
Administrative Science	2		34			1					37
Public Administration		7		32	26	5	2				72
Business Administration		44			2	1			5		52
Personnel Administration		1									1
Public Relations					2						2
Marketing			1								1
Finance		1									1
Accounting	1	13	6		1	2	2				25
Commerce	144		5			3	3			2	157
Economics		22	36		13				6	2	79
Industrial Eng		4	4								8
Hotel Management										1	1
Cooperatives	4										4
<b>Business Totals</b>	<b>151</b>	<b>92</b>	<b>86</b>	<b>32</b>	<b>44</b>	<b>12</b>	<b>7</b>	<b>0</b>	<b>11</b>	<b>5</b>	<b>440</b>
<b>WATER RESOURCES</b>											
Sanitary Eng			1								1
Hydrology			1								1
Water Desalination		3									3
Geology	5		3		3	6		1		1	19
Geological Eng		9									9
<b>Water Resources Totals</b>	<b>5</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>33</b>
<b>HEALTH</b>											
Medicine	17		38		5	1	25			22	108
Pharmacy	1				1					2	4
Dentistry	2		1								3
Environmental Health		3									3
<b>Health Totals</b>	<b>20</b>	<b>3</b>	<b>39</b>	<b>0</b>	<b>6</b>	<b>1</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>118</b>
<b>GRAND TOTALS</b>	<b>698</b>	<b>445</b>	<b>418</b>	<b>209</b>	<b>106</b>	<b>121</b>	<b>64</b>	<b>62</b>	<b>50</b>	<b>75</b>	<b>2332</b>

26-May-85

p. 1

Excluding the following:

Britain: 1 (Interior Decorating)

Jordan: 9 (Special Studies)

France: 3 (Pre-University)

Italy: 1 (Interior Decorating)

Holland: 5 (Pilot Training)

Egypt: 1 (Police)

32 (University Preparatory)

Total: 52

#### 1985 SCHOLARSHIP PIPELINE

#### SUMMARY

Education Totals	75
Education Related Totals	260
Computer Totals	129
Arts Totals	628
Science Totals	76
Engineering Totals	472
Agriculture Totals	101
Business Totals	440
Water Resources Totals	33
Health Totals	118
GRAND TOTALS	2332

TABLE C-1

SUMMARY TABLE OF MINISTRY OF EDUCATION EMPLOYEES  
December 1, 1984

	Administrators & Teachers			Other Employees Technicians			Ordinary			TOTAL EMPLOYEES			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
	MOE Building	565	107	672	436		436	122	10		132	1123	117
Other Offices	639	59	698	397		397	229			229	1265	59	1324
Schools, etc	5840	3300	9236	166	17	183	1560	412		1972	7574	3817	11391
GRAND TOTAL	7052	3554	10606	999	17	1016	1911	422		2333	9962	3993	13955

Director General Youth Affairs not included in the above figures.

Source: Planning Department, Ministry of Education  
Directorate General, Educational Development



Table C-1A

NUMBER OF TEACHERS AND ADMINISTRATORS ASSIGNED TO  
MINISTERIAL DIWAN AND ADMINISTRATIVE AREAS  
December 1, 1984

Unit of MOE		D-G	Dir Area Director	Consult	Expert	Dep Dir	Unit Head	Administrative	Technical Assistant	Section Head	Supervisor
Ministry	Male	4	20	2	18	10	1		1	48	6
	Female		4		3	1	1			7	1
	Total	4	24	0	21	11	2	0	1	55	7
Capital	Male			1		1			1	1	5
	Female										1
	Total	0	0	1	0	1	0	1	1	6	0
Batinah	Male			1		1			1	1	10
	Female										1
	Total	0	0	1	0	1	0	1	1	11	0
Rustaq	Male			1		1			1	1	4
	Female										
	Total	0	0	1	0	1	0	1	1	4	0
Dakhiliya	Male			1					1	1	4
	Female										
	Total	0	0	1	0	0	0	1	1	4	1
Sharqiya	Male			1		1			2	1	9
	Female										
	Total	0	0	1	0	1	0	2	1	9	0
Wasta	Male			1		1			2	1	3
	Female										
	Total	0	0	1	0	1	0	2	1	3	0
Dhahira	Male			1					2	1	8
	Female										
	Total	0	0	1	0	0	0	2	1	8	2
Southern	Male	1	4							1	14
	Female										
	Total	1	4	0	0	0	0	0	1	14	0
Musandan	Male			1		1				1	4
	Female										
	Total	0	0	1	0	1	0	0	1	4	0
TOTAL AREAS	Male	1	4	8	0	6	0	10	9	61	3
	Female	0								2	0
	Total	1	4	8	0	6	0	10	9	63	3
GRAND TOTAL	Male	5	24	8	2	18	16	10	10	109	9
	Female	0	4	0	0	3	1	0	0	9	1
	Total	5	28	8	2	21	17	10	10	118	10

#Member includes Professional level officials not otherwise classified

@Employee includes personnel such as secretaries, clerks, typists, etc.

Unit of MOE		Field Tutor	Inspector	Member#	Division Head	Employee@	Engineer	Building Supervisor	TOTAL
Ministry	Male	9	18	52	18	348	10		565
	Female	1	6	4	2	77			107
	Total		24	56	20	425	10	0	672
Capital	Male		31	10		21			71
	Female		8	1		10			20
	Total	0	39	11	0	31	0	0	91
Batınah	Male		26	8		28		1	77
	Female		4			5			10
	Total	0	30	8	0	33	0	1	87
Rustaq	Male	1	20	7		25			61
	Female		4			1			5
	Total	1	24	7	0	26	0	0	66
Dakhlıya	Male	1	19	10	1	31		1	71
	Female		5			1			6
	Total	1	24	10	1	32	0	1	77
Sharqiya	Male	1	19	5	7	50		1	97
	Female		2			2			4
	Total	1	21	5	7	52	0	1	101
Wasta	Male	1	19	6		31		1	66
	Female		2			1			3
	Total	1	21	6	0	32	0	1	69
Dhahira	Male	1	27	7	3	15		1	68
	Female		1			3			4
	Total	1	28	7	3	18	0	1	72
Southern	Male	1	18	6	2	39	1	1	88
	Female		3			2			5
	Total	1	21	6	2	41	1	1	93
Musandan	Male		13	7	1	11		1	40
	Female					2			2
	Total	0	13	7	1	13	0	1	42
TOTAL AREAS	Male	6	192	66	14	251	1	7	639
	Female	0	29	1	0	27	0	0	59
	Total	6	221	67	14	278	1	7	698
GRAND TOTAL	Male	15	210	110	32	599	11	7	1204
	Female	1	35	5	2	104	0	0	166
	Total	16	245	123	34	703	11	7	1370

#Member includes Professional level officials not otherwise classified

@Employee includes personnel such as secretaries, clerks, typists, etc.

Table C-10

EDUCATIONAL LEVEL OF MINISTRY EMPLOYEES  
December 1, 1984

	Omanis			Non-Omanis			Total Ministry Employees		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Below Primary	109	1	110	2		2	111	1	112
Primary	213	9	222	1		1	214	9	223
Preparatory	153	11	164	1		1	154	11	165
Secondary	151	26	177	77	47	124	228	73	301
Studying Preparatory	6	1	7			0	6	1	7
Studying Secondary	8	1	9			0	8	1	9
Teacher Training + 5 Years after Primary			0	1	2	3	1	2	3
Teacher Training + 3 Years after Preparatory	9	1	10	4	5	9	13	6	19
Teacher Training + 5 Years after Preparatory			0	6	3	9	6	3	9
Teacher Training 1 Year after Secondary	7	1	8			0	7	1	8
Teacher Training 2 Years after Secondary	1	5	6	57	4	61	58	9	67
University Degree	40	15	55	171	11	182	211	26	237
University Degree in Education	9	4	13	42	11	53	51	15	66
University Degree plus Diploma	4	2	6	110	1	111	114	3	117
Master's Degree	5	3	8	9	1	10	14	4	18
Doctor's Degree	1	1	2	7		7	8	1	9
TOTAL	716	81	797	488	85	573	1204	166	1370

Table C-1C

NUMBER OF TECHNICIANS AND ORDINARY EMPLOYEES  
IN MINISTERIAL DIWAN AND ADMINISTRATIVE AREAS  
December 1, 1984

MINISTRY	Technicians			Ordinary			AREAS Technicians			Ordinary			
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
	Ministry	436		436	122	10	132				0		
Capital			0				30		30	27		27	
Batinah			0				51		51	32		32	
Rustaq			0				33		33	16		16	
Dakhiliya			0				72		72	41		41	
Sharqiya			0				58		58	44		44	
Wasta			0				30		30	16		16	
Dhahira			0				23		23	30		30	
Southern			0				68		68	5		5	
Musandan			0				24		24	18		18	
TOTAL	436	0	436	122	10	132	397	0	397	229	0	229	

SCHOOLS & INSTITUTIONS	Technicians			Ordinary			GRAND TOTALS Technicians			Ordinary			MINISTRY TOTAL
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
	Ministry			0			0	436	0	436	122	10	
Capital	75	17	92	318	156	474	113	17	130	345	156	501	631
Batinah	14		14	225	35	260	65	0	65	257	35	292	357
Rustaq	5		5	164	27	191	38	0	38	180	27	207	245
Dakhiliya	25		25	280	53	333	97	0	97	321	53	374	471
Sharqiya	9		9	177	36	213	67	0	67	221	36	257	324
Wasta	8		8	101	17	118	30	0	30	117	17	134	172
Dhahira	14		14	123	28	151	37	0	37	153	28	181	218
Southern	12		12	108	51	159	80	0	80	113	51	164	244
Musandan	4		4	64	9	73	28	0	28	82	9	91	119
TOTAL	166	17	183	1560	412	1972	999	17	1016	1911	422	2333	3349

Table C-10

NATIONALITY OF TEACHERS AND ADMINISTRATORS IN  
 MINISTERIAL DIWAN AND ADMINISTRATIVE AREAS  
 December 1, 1984

Unit of MOE		D-G	Dir Area Director	Consultan	Expert	Dep Dir	Unit Head	Admin	Technical Assistant Head	Section	Supervisor	
OMAN	Male	5	24	8	2	2	16	1	10	1	107	
	Female		4			3	1	1			9	
	Total	5	28	8	2	5	17	2	10	1	116	
Egypt	Male					9					1	9
	Female											1
	Total	0	0	0	0	9	0	0	0	0	1	10
Jordan	Male					1						
	Female											
	Total	0	0	0	0	1	0	0	0	0	0	0
Sudan	Male					4				9	1	
	Female											
	Total	0	0	0	0	4	0	0	0	9	1	0
Saudi Arabia	Male											
	Female											
	Total	0	0	0	0	0	0	0	0	0	0	0
Other Arab	Male					1						
	Female											
	Total	0	0	0	0	1	0	0	0	0	0	0
Pakistan	Male											
	Female											
	Total	0	0	0	0	0	0	0	0	0	0	0
India	Male											
	Female											
	Total	0	0	0	0	0	0	0	0	0	0	0
Other Foreign	Male					1						
	Female											
	Total	0	0	0	0	1	0	0	0	0	0	0
GRAND TOTAL	Male	5	24	8	2	18	16	1	10	10	109	9
	Female	0	4	0	0	3	1	1	0	0	9	1
	Total	5	28	8	2	21	17	2	10	10	110	10

\*Member includes Professional level officials not otherwise classified.

ØEmployee includes personnel such as secretaries, clerks, typists, etc

Unit of MOE		Field Tutor	Inspector	Member*	Division Head	Employee@	Engineer	Building Super	TOTAL
OMAN	Male	1	26	7	29	475		2	716
	Female	1	12		2	48			81
	Total	2	38	7	31	523	0	2	797
Egypt	Male	2	147	96	3	93	1	3	364
	Female		21	4		52			78
	Total	2	168	100	3	145	1	3	442
Jordan	Male		2	1		3		1	8
	Female			1					1
	Total	0	2	2	0	3	0	1	9
Sudan	Male	12	29	12		5	1		73
	Female		2						2
	Total	12	31	12	0	5	1	0	75
Saudi Arabia	Male								0
	Female								0
	Total	0	0	0	0	0	0	0	0
Other Arab	Male					1			2
	Female					1			1
	Total	0	0	0	0	2	0	0	3
Pakistan	Male					5	3		8
	Female								0
	Total	0	0	0	0	5	3	0	8
India	Male		1			17	6	1	25
	Female					3			3
	Total	0	1	0	0	20	6	1	28
Other Foreign	Male		5	2					8
	Female								0
	Total	0	5	2	0	0	0	0	8
GRAND TOTAL	Male	15	210	118	32	599	11	7	1204
	Female	1	35	5	2	104	0	0	166
	Total	16	245	123	34	703	11	7	1370

\*Member includes Professional level officials not otherwise classified.

@Employee includes personnel such as secretaries, clerks, typists, etc

Table C-1E

EDUCATIONAL QUALIFICATIONS  
TEACHERS AND ADMINISTRATORS  
SERVING IN SCHOOLS AND INSTITUTIONS

## PRIMARY SCHOOLS

	Teachers						Administrators						TOTAL			
	Omanis			Non-Omanis			Omanis			Non-Omanis						
	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT	
Below Primary	47	3	50				0	2	2				0	49	3	52
Primary	43	5	48				0	9	3	12			0	52	8	60
Preparatory	34	5	39		1	1	21	14	35				0	55	20	75
Secondary	44	20	64	121	76	200	14	12	26	1	3	4	183	111	294	
Studying Preparatory	104	24	120				0	33	10	43			0	137	34	171
Studying Secondary	30	83	113				0	17	15	32			0	47	98	145
Teacher Training	1	2	3	29	63	92	1		1	1			1	32	65	97
+ 5 Years after Primary																
Teacher Training	279	262	541	412	200	612	15	3	18	5	1	6	711	466	1177	
+ 3 Years after Preparatory																
Teacher Training	1	3	4	539	569	1108	1		1	6	7	13	547	579	1126	
+ 5 Years after Preparatory																
Teacher Training	71	78	149	223	132	355	2	3	5	9	3	12	305	216	521	
+ 1 Year after Secondary																
Teacher Training	21	6	27	1124	535	1659			0	46	17	63	1191	558	1749	
+ 2 Years after Secondary																
University Degree	2	6	8	47	19	66	4	7	11	8	4	12	61	36	97	
University Degree in Education		3	3	51	37	88		2	2	9	9	18	60	51	111	
University Degree plus Diploma			0	7		7			0	6	3	9	13	3	16	
Master's Degree			0	3	1	4			0			0	3	1	4	
Doctor's Degree			0			0			0			0	0	0	0	
TOTAL	677	500	1177	2559	1633	4192	119	69	188	91	47	138	3446	2249	5695	
Teachers with less than Teacher Training			442						150							

PREPARATORY SCHOOLS

	Teachers						Administrators						TOTAL		
	Omanis			Non-Omanis			Omanis			Non-Omanis					
	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT
Below Primary			0			0	6	6				0	6	0	6
Primary			0			0	11	12				0	11	1	12
Preparatory			0			0	35	44			1	1	35	10	45
Secondary	1	1	2	16	1	17	17	18	15	3	18	49	6	55	
Studying Preparatory	3		3			0	6	8			0	9	2	11	
Studying Secondary	1	1	2			0	4	5			0	5	2	7	
Teacher Training + 5 Years after Primary			0		1	1		0	2		2	2	1	3	
Teacher Training + 3 Years after Preparatory	3		3	12	2	14	4	1	5	2	1	3	21	4	25
Teacher Training + 5 Years after Preparatory			0	7	13	20		1	1	5		5	12	14	26
Teacher Training + 1 Year after Secondary			0	3	4	7		2	2			0	3	6	9
Teacher Training + 2 Years after Secondary	3	7	10	46	28	74	1	1	2	12		12	62	36	98
University Degree	4	8	12	488	235	723	6	7	13	51	18	69	549	268	817
University Degree in Education	7	9	16	715	318	1033	1	5	6	40	23	63	763	355	1118
University Degree plus Diploma	1		1	73	12	85			0	23	16	39	93	28	125
Master's Degree			0	27	4	31			0	4	2	6	31	6	37
Doctor's Degree			0			0			0			0	0	0	0
<b>TOTAL</b>	<b>23</b>	<b>26</b>	<b>49</b>	<b>1387</b>	<b>618</b>	<b>2005</b>	<b>91</b>	<b>31</b>	<b>122</b>	<b>154</b>	<b>64</b>	<b>218</b>	<b>1655</b>	<b>739</b>	<b>2394</b>
Teachers with Less than University degree			20						103						



SECONDARY SCHOOL

	Teachers						Administrators						TOTAL		
	Omanis			Non-Omanis			Omanis			Non-Omanis					
	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT
Below Primary			0			0	2	2				0	2	0	2
Primary			0			0	3	3				0	3	0	3
Preparatory			0			0	6	3	9	1		1	7	3	10
Secondary		1	1			0	1	6	7	13	2	15	14	9	23
Studying Preparatory	2		2			0	2	2				0	4	0	4
Studying Secondary			0			0	1	1				0	1	0	1
Teacher Training			0			0			0			0	0	0	0
+ 5 Years after Primary															
Teacher Training			0	1		1			0	2	3	5	3	3	6
+ 3 Years after Preparatory															
Teacher Training			0	1	1	2			0			0	1	1	2
+ 5 Years after Preparatory															
Teacher Training			0	1		1			0			0	1	0	1
+ 1 Year after Secondary															
Teacher Training	2	2	4	9	12	21			0	1	1	2	12	15	27
+ 2 Years after Secondary															
University Degree	3	5	8	150	93	243	1	5	6	20	8	28	174	111	285
University Degree in Education	2	1	3	200	113	313		1	1	11	8	19	213	123	336
University Degree plus Diploma		1	1	17	3	20			0	5	1	6	22	5	27
Master's Degree		1	1	14	6	20		0	1		1	15	7	22	
Doctor's Degree			0			0		0			0	0	0	0	0
TOTAL	9	11	20	393	228	621	16	15	31	54	23	77	472	277	749

## OTHER SCHOOLS

	Model		Religious		Isl		Tchr Ing			Comm		Agri		Indus		Special		TOTAL		TOTAL	
	Prep		Prep		Second		New			Second		Second		Second		Educ		M	F		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F					
Below Primary			13															13	0	13	
Primary			1															1	0	1	
Preparatory			2															2	0	2	
Secondary	2	1	2		2						1	1		1				8	2	10	
Studying Preparatory			2															2	0	2	
Studying Secondary			1															1	0	1	
Teacher Training																		0	0	0	
+ 5 Years after Primary																					
Teacher Training														1				5	1	6	
+ 3 Years after Preparatory																					
Teacher Training			2															1	4	1	6
+ 5 Years after Preparatory																					
Teacher Training					1													1	1	1	2
+ 1 Year after Secondary																					
Teacher Training	2		3						3			1		6		1	3	16	3	19	
+ 2 Years after Secondary																					
University Degree	4	1	19							12	13	8	11	2				49	21	70	
University Degree in Education	5	20	21		12			2	20	23	3	7	1	2	1	2	65	54	119		
University Degree plus Diploma	3		2		10		1	21		7		1					45	0	45		
Master's Degree			1					2	3									4	2	6	
Doctor's Degree					1		4	1				1						5	2	7	
TOTAL	16	24	68	0	25	0	5	5	47	35	23	17	15	0	12	0	3	15	214	96	310

SUMMARY TOTALS

	Teachers									Administrators						TOTAL	OTHER SCHOOLS			GRAND TOTAL
	Omanis			Non-Omanis			Omanis			Non-Omanis			Total							
	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT	M	F	TOT					
Below Primary	47	3	50	0	0	0	10	0	10	0	0	0	57	3	60	13	0	13	73	
Primary	43	5	48	0	0	0	23	4	27	0	0	0	66	9	75	1	0	1	76	
Preparatory	34	5	39	0	1	1	62	26	88	1	1	2	97	33	130	2	0	2	132	
Secondary	45	22	67	140	77	217	32	19	51	29	8	37	246	126	372	8	2	10	302	
Studying Preparatory	109	24	133	0	0	0	41	12	53	0	0	0	150	36	186	2	0	2	188	
Studying Secondary	31	84	115	0	0	0	22	16	38	0	0	0	53	100	153	1	0	1	154	
Teacher Training	1	2	3	29	64	93	1	0	1	3	0	3	34	66	100	0	0	0	100	
+ 5 Years after Primary																				
Teacher Training	282	262	544	425	202	627	19	4	23	9	5	14	735	473	1208	1	5	6	1214	
+ 3 Years after Preparatory																				
Teacher Training	1	3	4	547	583	1130	1	1	2	11	7	18	560	594	1154	1	6	7	1161	
+ 5 Years after Preparatory																				
Teacher Training	71	78	149	227	136	363	2	5	7	9	3	12	309	222	531	1	1	2	533	
+ 1 Year after Secondary																				
Teacher Training	26	15	41	1179	575	1754	1	1	2	59	18	77	1265	609	1874	16	3	19	1893	
+ 2 Years after Secondary																				
University Degree	9	19	28	685	347	1032	11	19	30	79	30	109	784	415	1199	49	21	70	1269	
University Degree in Education	9	13	22	966	468	1434	1	8	9	60	40	100	1036	529	1565	65	54	119	1684	
University Degree plus Diploma	1	1	2	97	15	112	0	0	0	34	20	54	132	36	168	45	0	45	213	
Master's Degree	0	1	1	44	11	55	0	0	0	5	2	7	49	14	63	4	2	6	69	
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	2	7	7	
TOTAL-REGULAR SCH	709	537	1246	4339	2479	6818	226	115	341	299	134	433	5573	3265	8838	214	96	310	9148	

Abbreviations used in Table C-2

No.	Number
Emp.	Employees
TOT	Total
O	Omani Employees
F	Non-Omani Employees
Prim	Primary School Education
Prep	Preparatory School Education
Diploma	Post secondary study of at least two years
PG Diploma	Post Graduate study of at least one year
CS	Civil Service
GP	Civil Service Group
GD	Civil Service Grade

TABLE C-2

MANPOWER ASSESSMENT SURVEY  
MINISTRY OF EDUCATION  
May, 1985

SUMMARY	No. Emp TOT		Emp 1990		HIGHEST DEGREE																TOTAL
	O F		O F		Tot	Prim		Prep	Secondary		Diploma		Bachelor		PGDiploma		Masters		Doctorate		
						O	U	O	F	O	F	O	F	O	F	O	F	O	F	O	
General Education	47	65	112	147	64	211	6	6	12	9	6	16	11	31	1	5	3	2	0	0	108
Administration	131	60	191	131	60	191	34	73	21	20	1	35	1	5	0	0	0	0	0	0	190
Financial Affairs	33	29	62	55	26	81	8	9	5	6	1	9	7	14	0	0	0	0	0	0	59
Educational Development	46	77	123	120	97	225	3	5	7	7	2	14	13	26	5	14	5	6	1	2	110
Scholarships/Foreign																					
Relations	37	16	53	61	4	65	11	4	12	3	3	4	5	8	0	0	1	1	0	0	52
Southern Region	59	48	107	121	71	192	26	10	12	1	3	14	8	28	1	2	0	0	0	0	105
Miscellaneous Units	19	35	54	29	33	62	6	1	4	1	1	5	2	12	1	12	1	0	1	1	48
TOTAL RECEIVED	372	330	702	672	355	1027	94	108	73	47	17	97	47	124	8	33	10	9	2	3	672
Less Southern Region	59	48	107	121	71	192	26	10	12	1	3	14	8	28	1	2	0	0	0	0	105
Total Diwan	313	282	595	551	284	835	68	98	61	46	14	83	39	96	7	31	10	9	2	3	567

DIRECTORATE GENERAL  
GENERAL EDUCATION

JOB TITLE	CS		No. Emp				HIGHEST DEGREE												TOTAL			
	GP	GD	TOT		Emp 1990		Tot	Prim		Secondary		Diploma		Bachelor		PGDiploma		Masters		Doctorate		
			O	F	O	F		O	F	O	F	O	F	O	F	O	F	O		F	O	F
Director General	1	4	1	1	1	1													1			1
Expert, Tech	1	6		1	1	1	1												1			1
Director	2	1	1	1	1	1							1									1
Asst Dir	2	2	1	1	1	1				1												1
Section Head	2	3	2	2	4	4							2									2
Expert, Educ	1	4		1	1	1	1													1		1
Expert, Spec Edu	1	5		1	1	1	1									1						1
Expert, Tech Aff	1	5		1	1	1	1													1		1
Expert, Science				2	2	2	1	3						1		1						2
Expert, Arabic				1	1	1	1	2											1			1
Expert, Kindergarten				1	1	1	1	2						1								1
Tutor, Math	1	6		1	1	1	1	2											1			1
Tutor, Arabic	1	6		1	1		0												1			1
Tutor, Educ	2	1	1	1	1	1	2				1											1
Accountant	2	8	1	1	1	1	1				1											1
Clerk, Spec Edu	2	8		2	2	1	1	2					1		1							2
Clerk, Secretarial	2	8	1	1	1	1	1			1												1
Typist	2	8		1	1	2	2				1											1
Principal, Prep	2	1	1	1	1	1	1												1			1
Asst Prin	2	2	1	1	1	1	1							1								1
Principal, Primary	2	2	1	1	1	1	1			1												1
Secretary, Prep	2	8	1	1	1	1	1	1														1
Teacher, Art	2	3	2	2	2	2	2					2										2
Teacher, Math	2	3	1	1	1	1	2						1									1
Teacher, Domestic Sci	2	3	1	1	1	1	2							1								1
Teacher, Commercial	2	3	1	1	1	1	2							1								1
Teacher, Hearing	2	3	1	11	12	20	10	30					1	10		1						12
Teacher, Mental retard	2	3		1	1	8	3	11						1								
Expert, Social Stud				0	1	1	2															0
Tutor, Deaf, Dumb, Blind				0		3	3															0
Director	2	1	1	1	1	1	1									1						1
Asst Director	2	2	1	1	1	1	1					1										1
Section Head	2	3	2	2	3	3	3	1		1												2
Tutor	2	3	1	7	8	6	9	15			3			1	4							8
Expert, Tech (Female)	2	2		1	1	2	2							1								1
Employee	2	5	1	1	4	4	4		1													1
Typist	2	5	1	1	2	2	2	2		1		1										2
Director	2	1	1	1	1	1	1							1								1
Asst Director	2	2	1	1	1	1	1															0
Section Head Gen Exam	2	3	1	1	1	1	1			1												1
Section Head, Transfer	2	3	1	1	1	1	1															0
Section Head, Equiv	2	3	1	1	1	1	1			1												1
Expert, Tech (General)	2	2		5	5	10	5	15			1				4				3			5
Expert, Tech (Transfer)	2	2		5	5	10	6	16							5							5
Expert, Tech (Equiv)	2	2		2	2	3	3	6							2							2
Clerk	2	4	4	1	5	7	1	8		1	3	1										5
Typist	2	7	1	2	3	4	2	6	1			2										3
Director	1	4	1	1	1	1	1							1								1
Asst Dir	2	1	1	1	1	1	1				1											1
Section Head	2	3	5	5	5	5	5		1	2				2								5

30

DIRECTORATE GENERAL  
GENERAL EDUCATION

JOB TITLE	CS		No. Emp				TOT	HIGHEST DEGREE												TOTAL			
	GP	GD	0		F			Prim	Prep	Secondary		Diploma		Bachelor		PGDiploma		Masters			Doctorate		
			0	F	0	F				0	F	0	F	0	F	0	F	0	F		0	F	
Employees, Tech	2	3	1		1	5	5		1													1	
Tutors	2	2		13	13	11	9	20							11							11	
Clerks	2	4	4		4	6	6	3	1													4	
Typists	2	6		3	3	2	1	3					3									3	
TOTAL GENERAL ED			47	65	112	147	64	211	6	6	12	9	6	16	11	31	1	5	3	2	0	0	108







DIRECTORATE GENERAL  
EDUCATIONAL DEVELOPMENT

JOB TITLE	CS		No. Emp 1989				No. Emp 1990				HIGHEST DEGREE												TOTAL						
	GP	GO	0		1		0		1		Tot		Prim		Prep		Secondary		Diploma		Bachelor			PGDiploma		Masters		Doctorate	
			O	F	O	F	O	F	O	F	O	F	O	F	O	F	O	F	O	F	O	F		O	F	O	F	O	F
Member, Technical				1	1	2		2																		1			1
Director General			1		1	1		1																					0
Typist	2	6		1	1	1		1							1														1
Secretary, DG	2	6	1		1	2		2					1																1
Director	1	4	1		1	1		1									1											1	
Member, Statistics	2	3	1	2	3	2	5	7					1								2								3
Typist	2			2	2		2	2								2													2
Deputy Director	2	1	1		1	1		1									1												1
Member, Studies	2			1	1	1	4	5													1								1
Secretary	2	8	1	2	3	2	3	5					1																1
Member, Planning	2	2	1	5	6	3	11	14													1	3		2					6
Expert	1	4	1		1	1		1																					1
Expert, Subject Matter	1	5		4	4	11	4	15																					0
Expert, Eng Lang	1	5	1		1	1		1																	1				1
Member, Statistics	2	2			0	1		1																					0
Director	2	2	1		1	1		1														1							1
Deputy Director	2	2	1		1	1		1																					1
Typist	2	5		1	1	4		4								1													1
Technical Asst	2	3	1		1	1		1																	1				1
Technician, Micro	2	4			0	1		1																					0
Section Head, Res	2	3	1		1	1		1														1							1
Member, Docu	2	2			0	3		3																					0
Section Head, Eval	2	3	1		1	1		1																					1
Translator	2	2			0	1		1																					0
Section Head, Docu	2	3	1		1	1		1																					1
Secretary	2	4		1	1		1	1								1													1
Computer Operator	2	4			0	2		2																					0
Member, Educ Info	2	2			0	1		1																					0
Librarian	2	2			0	2		2																					0
Researcher, Edu	2	2	3		3	15		15																					0
Computer Programmer	2	3		1	1	2		2																					0
Section Head	2	3	2		2	4		4																					2
Librarian	2	3	1	1	2	1	1	2					1																2
Deputy Director	2	2	1		1	1		1																					1
Lab Chief	2	4		2	2	1	2	3																					2
Member, Curriculum	2	2	3	11	14	6	19	25																		2	2		14
Member, Aids & Labs	2	4		12	12	3	18	21																					12
Director	2	1	1		1	1		1																					1
Head, Labs/Edu Aids	2	4	3		3	5		5																					3
Secretary	2	6		1	1			0																					1
Stencil Operator	2	3	3	1	4	4	1	5	3																				4
Typist	2	7		4	4			0																					4
Head, Textbook Unit	2	4	1		1	2		2																					0
Director	1	5	1	1	2			0																					1
Librarian	1	5	1		1	1		1																					1
Section Head	2	2	1		1	2		2																					1
Employee, Admin	2	7	1		1	2		2																					1

DIRECTORATE GENERAL  
EDUCATIONAL DEVELOPMENT

JOB TITLE	CS		No. Emp TOT Emp 1990			HIGHEST DEGREE												TOTAL					
	GP	GO	O	F	O	F	Tot	Prim Prep		Secondary		Diploma		Bachelor		PGDiploma			Masters		Doctorate		
								O	F	O	F	O	F	O	F	O	F		O	F	O	F	
Instructor, Field	2	2	1	11	12	3	13	16						1	4		7						12
Typist	2	5		1	1	1	1	2				1											1
Employee, Finan	2	4			1	2	2			1													1
Typist	2	6		1	1	1	1	2			1												1
Employee, Admin	2	5	1		1	2	2			1													1
Employee, Admin	2	3	1		1	2	2		1														1
Instructor, field	2	3		3	3		3	3			2						1						3
Instructor, Field	2	1	1		1	3	3									1							1
Head, Exams					0	1	1																0
Producer, Edu TV					0	1	1																0
Head, Admin (Cap)					0	1	1																0
Teacher Trainer, Asst					0	1	1																0
Librarian					0	1	1																0
Writer, Edu TV					0		1	1															0
Head, Curricula					0	1	1																0
Translator					0	1	1																0
Inspector, Central					0	1	1																0
Deputy Director					0	1	1																0
Inspectors, Eng Lang	1	6	3	1	4	4	3	7							3				1				4
Teacher Trainer, Chief	1	4		1	1		1	1											1				1
Director	1	4	1		1	1	1												1				1
Head, Curr/Exams	1	4		1	1			0												1			1
Typist, Arabic	2	5		1	1		2	2			1												1
Administrator	2	4		1	1			0							1								1
Typist, English	2	6		2	2			0			1				1								2
Secretary, Exams	2				0		1	1															0
<b>TOTAL EO DEVELOPMENT</b>	<b>46</b>	<b>77</b>	<b>123</b>	<b>128</b>	<b>97</b>	<b>225</b>	<b>3</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>2</b>	<b>14</b>	<b>13</b>	<b>26</b>	<b>5</b>	<b>14</b>	<b>5</b>	<b>6</b>	<b>1</b>	<b>2</b>		<b>110</b>	

DIRECTORATE GENERAL  
SCHOLARSHIPS AND FOREIGN RELATIONS

JOB TITLE	CS		No. Emp TOT Emp 1990				HIGHEST DEGREE												TOTAL				
	GP	GD	O	F	O	F	Tot	Prim		Secondary		Diploma		Bachelor		PGDiploma		Masters		Doctorate			
								O	F	O	F	O	F	O	F	O	F	O		F	O	F	
Director General	1	4	1		1	1	1								1								1
Typist	2	8		1	1	1	1							1									1
Telex Operator	2	4		1	1	1	1							1									1
Secretary to DG	2	8	1		1	1	1	1															1
Office Director	2	3	1		1	1	1	1															1
Head CAO	2	1	1		1	1	1			1													1
Employee	2	5	2		2	2	2	2															2
Director	1	6	1		1	1	1												1				1
Secretary	2	8	1		1	1	1	1															1
Section Head, Stud Act	2	3	1		1	1	1							1									1
Typist	2	6		1	1		1	1						1									1
Section Head, Results	2	3	1		1	1	1							1									1
Specialist, Statistics	2	3		1	1		1	1							1								1
Section Head, Sch Stud	2	3	1		1	1	1							1									1
Member, Stud Act	2	4	1		1	1	1				1												1
Division Head, Archives	2	4	1		1	1	1				1												1
Division Head, Books	2	4	1		1	1	1	1															1
Division Head, Foreign	2	4	1		1	1	1				1												1
Section Head (Affil)	2	3	1		1	1	1				1												1
Deputy Director	2	2	1		1	1	1							1									1
Division Head, Arab Count	2	4	1		1	1	1				1												1
Employee, Archives	2	5	1		1	1	1			1													1
Member, Tech Reports	2	4		1	1		1	1							1								1
Section Head, Cul Rel	2	3	1		1	2	2							1									1
Director	2	1	1		1	1	1							1									1
Member, Technical	2	1		1	1	1	1													1			1
Typist, Arabic	2	6		1	1	1	1							1									1
Comm, Arab Bureau	2	4	1		1	1	1				1												1
Employee, Arab Count	2	4	1		1	2	2				1												1
Comm. For Countries	2	4	1		1	2	2				1												1
Translator	2	2		2	2	1	1	2							2								2
Accountant	2	4		4	4	6	6				1				4								5
Deputy Director	2	2	1		1	2	2	1															1
Typist	2	5		1	1	3	3							1									1
Section Head	2	3	1		1	2	2																0
Clerk	2	5	7		7	10	10	3	3	1													7
Director	2	1	1		1	1	1																0
Messenger	2	8	1		1	1	1	1															1
Typist	2	7		1	1	1	1							1									1
Secretary	2	7		1	1	1	1				1												1
Project Coordinator	2	2	1		1	1	1				1												1
Director	2	1	1		1	1	1							1									1

TOTAL SCHOLARSHIPS/FOR REL 37 16 53 61 4 65 11 4 12 3 3 4 5 8 0 0 1 1 0 0 52

5/4





MINISTRY OF EDUCATION  
MISCELLANEOUS UNITS

JOB TITLE	CS		No. Emp 1990				HIGHEST DEGREE												TOTAL				
	GP GU		191		1990		Total																
	O	F	O	F	O	F	0	0	0	0	0	0	0	0	0	0	0	0		0			
Director	2	1	1	1			0		1											1			
Cons. Edu Affairs	E		1	1	2	1	1	2										1	1	2			
Cons. Curric Affairs	E		1	1	1		1	1												1			
Expert, Admin	E			1	1		1	1									1			1			
Expert, Finan	E			1	1		1	1					1							1			
Expert, Tech	E		1		1	1		1									1			1			
Sec to Minister	2	1	1		1	1		1	1											1			
Head, Secretariat	2	3	1		1	1		1	1											1			
Typist, Arabic	2	3	1	1	2		1	1					1							1			
Telex Oper/Eng Typist	2	8		1	1		1	1				1								1			
Employee, Bookkeeper	2	8	2		2	1		1	2											2			
Director	2	1	1		1	1		1					1							1			
Deputy Director	2	2	1		1	1		1					1							1			
Asst Administrator	2	5	1		1	1		1				1								1			
Technician, Laboratory	2	5		1	1	1	1	2									1			1			
Librarian	2	5		1	1	1	1	2					1							1			
Specialist, Social	2	5		1	1		1	1												0			
Teacher, Secondary	2	4	2	23	25	5	25	30				1		1	10	1	10			23			
Rep to Immigration	2	6	1		1	2		2	1											1			
Photographer				1	1	1		1												0			
Employee, Reception	2	4	1		1	3		3				1								1			
Employee, Passport	2	3	1		1	2		2				1								1			
Head, Info/Pub				1	1	1		1					1							1			
Secretary	2	3	1		1	1		1					1							1			
Typist, Arabic				1	1	1		1											1	1			
Typist, English				1	1	1		1											1	1			
Director			1		1	1		1												0			
<b>TOTAL MISCELLANEOUS</b>			<b>19</b>	<b>35</b>	<b>54</b>	<b>29</b>	<b>33</b>	<b>62</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>2</b>	<b>12</b>	<b>1</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>48</b>

Table D-1

NUMBER OF EMPLOYEES NEEDED  
in  
1990

JOB TITLE	No. Emp. 1985		TOT	No. Employees 1990		
	O	F		O	F	Tot
Accountant	10	19	29	17	16	33
Admin Researcher		1	1		1	1
Administrator		1	1			0
Architect		2	2	2	1	3
Asst Administrator	1		1	1		1
Asst Prin	1		1	1		1
Clerk	113	10	123	139	9	148
Computer Operator			0	2		2
Computer Programmer		1	1	2		2
Computer Technician			0	1		1
Cons. Curric Affairs	1		1	1		1
Cons. Edu Affairs	1	1	2	1	1	2
Deputy Director	17	0	17	21	0	21
Director	26	0	26	26	0	26
Director General	6	0	6	6	0	6
Director, Education Aff	1		1	1		1
Division Head	37	2	39	55	1	56
Edu Supervisor		8	8		8	8
Employee	18	1	19	32	0	32
Engineer, Civil	1	4	5	5	3	8
Engineer, Construction		2	2			0
Engineer, Electrical		1	1			0
Expert	3	30	33	50	30	80
Inspector	6	24	30	20	46	66
Instructor, Field	2	15	17	7	18	25
Islamic Affairs O	1	2	3	3		3
Lab Chief		2	2	1	2	3
Librarian	2	2	4	6	2	8
Member	6	38	44	30	60	90
Messenger	1		1	1		1
Nutrition Supervisor	4	5	9	4	5	9
Office Director	1		1	1		1
Photographer		1	1	1		1
Principal, Prep	1		1	1		1
Principal, Primary	1		1	1		1
Producer, Edu TV			0	1		1
Project Coordinator	1		1	1		1
Projects Officer		1	1	1		1
Rep to Immigration	1		1	2		2
Researcher, Edu	3		3	15		15
Sec to Minister	1		1	1		1
Secretary	7	5	12	10	5	15
Section Head	51	0	51	64	0	64
Specialist, Social		1	1		1	1



Table D-1

NUMBER OF EMPLOYEES NEEDED  
in  
1990

JOB TITLE	No. Emp. 1985		TOT	No. Employees 1990		
	O	F		O	F	Tot
Specialist, Statistics		1	1		1	1
Stencil Operator	3	1	4	4	1	5
Storekeeper	4	7	11	4	7	11
Storekeeper, Maint	1		1	2		2
Storekeeper, Spares	1		1	2		2
Supervisor	1		1	3		3
Teacher Trainer, Asst			0	1		1
Teacher Trainer, Chief		1	1		1	1
Teacher, Art	2		2	2		2
Teacher, Commercial	1		1	1	1	2
Teacher, Domestic Sci	1		1	1	1	2
Teacher, Hearing	1	11	12	20	10	30
Teacher, Math	1		1	1	1	2
Teacher, Mental retard		1	1	8	3	11
Teacher, Secondary	2	23	25	5	25	30
Technical Assistant		1	1		1	1
Technical Asst	1		1	1		1
Technician, Laboratory		1	1	1	1	2
Technician, Micro			0	1		1
Telex Oper/Eng Typist		1	1		1	1
Telex Operator		1	1	1		1
Translator	0	2	2	3	1	4
Tutor	2	22	24	19	23	42
Typist	7	51	58	34	32	66
Writer, Edu TV			0		1	1
TOTAL RECEIVED	353	303	656	648	320	968
Less Southern Region	59	48	107	121	71	192
Ministerial Diwan	294	255	549	527	249	776

26-May-85

Table D-2

PROJECTION OF TEACHER NEEDS IN 1990  
MINISTRY OF EDUCATION  
Comparison of 1984-85 actual figures

Level	ENROLMENT FIGURES			Teacher Needs		
	Actual 1984-85	1985	1990	Actual 1984-85	MOE/Bank 1984-85	Estimate 1990
Primary	155399	149000	205000	5369	5500	6850
Preparatory	28314	29600	54800	2054	1850	2740
Secondary	9151	7100	16900	641	686	1026
Subtotal	192864	185700	276700	8064	8036	10616
Other	2536			310		408
TOTAL	195400			8374		11024
School Administrative Personnel				862		1138
Ministerial Diwan				672		959
Administrative Areas				698		1138
TOTAL				10606		14259

TABLE E-1

MINIMUM LEVEL OF EDUCATION  
for  
SELECTED POSITIONS

JOB TITLE	No. Emp		TOTAL Educational Qualifications 1984	Educational Qualifications		
	O	F		Minimum Level	No. Omanis At Minimum	No. Omanis Needing Training
Consultant, Curricular Affairs	1		1 M.S.	0	1	1
Consultant, Educational Affairs	1	1	2 M.S.	1	0	1
Director General	6	0	6 M.S.	1	5	5
Expert	3	30	33 M.S.	3	0	30
Inspector	6	24	30 M.S.	0	6	30
Instructor, Field	2	15	17 M.S.	1	1	16
Principal, Preparatory	1		1 M.S.	1	0	0
Researcher, Education	3		3 M.S.	0	3	3
Teacher Trainer, Chief		1	1 M.S.	0	0	1
Tutor	2	22	24 M.S.	0	2	24
Writer, Edu TV			0 M.S.	0	0	0
Total M.S.	25	93	118	7	18	111

JOB TITLE	No. Emp		TOTAL Educational Qualifications	Minimum No. Omanis		
	O	F 1984		Level	At Minimum	Needing Training
<b>BACHELOR DEGREE LEVEL</b>						
Accountant	10	19	29 B.S.	1	9	28
Admin Researcher		1	1 B.S.	0	0	1
Administrator		1	1 B.S.	0	0	1
Architect		2	2 B.S.	0	0	2
Assistant Principal	1		1 B.S.	1	0	0
Deputy Director	17	0	17 B.S.	5	12	12
Director	26	0	26 B.S.	17	9	9
Director, Education Aff	1		1 B.S.	0	1	1
Education Supervisor		8	8 B.S.	0	0	8
Engineer, Civil	1	4	5 B.S.	1	0	4
Engineer, Construction		2	2 B.S.	0	0	2
Engineer, Electrical		1	1 B.S.	0	0	1
Islamic Affairs Officer	1	2	3 B.S.	1	0	2
Librarian	2	2	4 B.S.	1	1	3
Member	6	38	44 B.S.	4	2	40
Nutrition Supervisor	4	5	9 B.S.	0	4	9
Office Director	1		1 B.S.	0	1	1
Principal, Primary	1		1 B.S.	0	1	1
Producer, Edu TV			0 B.S.	0	0	0
Project Coordinator	1		1 B.S.	0	1	1
Projects Officer		1	1 B.S.	0	0	1
Section Head	51	0	51 B.S.	12	39	39
Specialist, Social		1	1 B.S.	0	0	1
Specialist, Statistics		1	1 B.S.	0	0	1
Teacher Trainer, Asst			0 B.S.	0	0	0
Teacher, Art	2		2 B.S.	0	2	2
Teacher, Commercial	1		1 B.S.	1	0	0
Teacher, Domestic Sci	1		1 B.S.	1	0	0
Teacher, Hearing	1	11	12 B.S.	0	1	12
Teacher, Mathematics	1		1 B.S.	0	1	1
Teacher, Mental retard		1	1 B.S.	0	0	1
Teacher, Secondary	2	23	25 B.S.	1	1	24
Technical Assistant	1	1	2 B.S.	1	0	1
Translator	0	2	2 B.S.	0	0	2
<b>Total B.S.</b>	<b>132</b>	<b>126</b>	<b>258</b>	<b>47</b>	<b>85</b>	<b>211</b>

JOB TITLE	No. Emp		TOTAL	Educational Qualifications		
	O	F		1984	Minimum Level	No. Omanis At Minimum

OTHER EDUCATIONAL LEVELS

Administrator, Asst	1		1	Diploma	0	1	1
Computer Operator			0	Diploma	0	0	0
Computer Programmer		1	1	Diploma	0	0	1
Computer Technician			0	Diploma	0	0	0
Division Head	37	2	39	Diploma	3	34	36
Laboratory Chief		2	2	Diploma	0	0	2
Secretary, Minister	1		1	Diploma	0	1	1
Secretary	7	5	12	Diploma	1	6	11
Technician, AC		1	1	Diploma	0	0	1
Technician, Laboratory		1	1	Diploma	0	0	1
Technician, Microfiche			0	Diploma	0	0	0
<b>Total Diploma</b>	<b>46</b>	<b>12</b>	<b>58</b>		<b>4</b>	<b>42</b>	<b>54</b>
Clerk	113	10	123	Sec.	14	99	109
Electrician	2	5	7	Sec.	0	2	7
Employee	18	1	19	Sec.	6	12	13
Foreman	4	2	6	Sec.	0	4	6
Mechanic	11	17	28	Sec.	0	11	28
Painter, Cars			0	Sec.	0	0	0
Photographer		1	1	Sec.	0	0	1
Plumber		1	1	Sec.	0	0	1
Representative to Immigration	1		1	Sec.	0	1	1
Stencil Operator	3	1	4	Sec.	0	3	4
Supervisor	1		1	Sec.	0	1	1
Telex Oper/Eng Typist		1	1	Sec.	0	0	1
Telex Operator		1	1	Sec.	0	0	1
Tinsmith			0	Sec.	0	0	0
Typist	7	51	58	Sec.	1	6	57
Welder			0	Sec.	0	0	0
<b>Total Secondary</b>	<b>160</b>	<b>91</b>	<b>251</b>		<b>21</b>	<b>139</b>	<b>230</b>
Storekeeper	4	7	11	Prep.	4	0	7
Storekeeper, Maint	1		1	Prep.	0	1	1
Storekeeper, Spares	1		1	Prep.	0	1	1
<b>Total Preparatory</b>	<b>6</b>	<b>7</b>	<b>13</b>		<b>4</b>	<b>2</b>	<b>9</b>
Messenger	1		1	Prim	1	0	0
Tyre Repairer			0	Prim.	0	0	0
<b>Total Primary</b>	<b>1</b>	<b>0</b>	<b>1</b>		<b>1</b>	<b>0</b>	<b>0</b>

Table F-1

MINISTRY OF SOCIAL AFFAIRS AND LABOUR  
Directorate General of Vocational Training  
MANPOWER ASSESSMENT SURVEY

JOB TITLE	CS		No. Emp 1990				HIGHEST DEGREE										TOTAL					
	GP	GO	1989		1990		Prim	Prep	Secondary	Diploma		Bachelor		PG/Diploma		Masters		Doctorate				
			O	F	O	F				O	F	O	F	O	F	O		F	O	F		
Director General			1	1	1	1							1								1	
Deputy Director Gen	1	6	2	7	2	2			2												2	
Inspectors	1	6		9	9	9	9			1				8							9	
Expert, Curricula	1	6		6	6								6								6	
Director, Admin	2	1	4	4	4	4			3				1								4	
Section Head	2	3	26	26	40	40	3	9	14												26	
Supervisor, Boarding	2	3		2	2	2	2	4					1	1							2	
Administrators	2	4	6	2	8	10	10		2	2				2	2						8	
Typist (Eng/Arab)	2	5	4	25	29	32	32	1	3		25										29	
Storekeepers	2	5	18	22	40	50	50	3	15		22										40	
Accountant	2	5	3	10	13	17	17		3					10							13	
Clerks	2	8	25	25	50	50	5	20													25	
Total Voc Ing Department			89	76	165	208	11	219	12	52	21	48	0	1	4	27	0	0	0	0	0	165
OMAN TECHNICAL INDUSTRIAL COLLEGE																						
Director, College	1	2	1	1	1	1							1								1	
Lecturer, Commerce			4	4		6	6						1					3			4	
Lecturer, Computer			2	2		4	4							2							2	
Lecturer, English			7	7		10	10							7							7	
Lecturer, Technology			2	2		4	4							2							2	
Lecturer, Construction			1	1		3	3							1							1	
Lecturer, Social Subj	1	2		2	2	4	4											2			2	
Total College Professional Staff			1	18	19	1	31	32	0	0	0	0	0	0	1	1	0	12	0	5	0	19
VOCATIONAL TRAINING CENTERS																						
Director, Institute	2	2	5	4	9	9	9				5	4									9	
Teacher, Academic	2	2	128	128		150	150					3	125								128	
Librarian	2	3		11	11		11	11				2	9								11	
Head, Technical	1	6		42	42		8	34	42			16	18								34	
Head, Commer	2	1		10	10		5	5	10				9							1	10	
Teacher, English Lang	1	6		24	24		24	24				5	19								24	
Trainer, Tech	2	3	27	87	114	00	60	140		27		40	20								87	
Trainer, Asst	2	5	28	28						28											28	
Total Professional Staff			60	306	366	126	260	386	0	0	55	0	5	70	0	200	0	0	0	0	1	331
TOTAL MOSAL			150	400	550	335	302	637	12	52	76	48	5	71	5	228	0	12	0	5	0	515

Table F-2

MINIMUM EDUCATIONAL LEVEL FOR SELECTED POSITIONS  
 MINISTRY OF SOCIAL AFFAIRS AND LABOUR  
 Directorate General of Vocational Training

JOB TITLE	No. Emp TOT			Educational Qualifications			
	O	F		Minimum Level	No. Omanis At Minimum	No. Omanis Needing Training	No. Omanis Needed for Total
Director General	1		1	M.S.	0	1	1
Deputy Director Gen	2		2	M.S.	0	2	2
Inspectors		9	9	M.S.	0	0	9
Expert, Curricula		6	6	M.S.	0	0	6
Director, Admin	4		4	B.S.	1	3	3
Section Head	26		26	B.S.	0	26	26
Supervisor, Boarding		2	2	Diploma	0	0	2
Administrators	6	2	8	Diploma	4	2	4
Typist (Eng/Arab)	4	25	29	Diploma	0	4	29
Storekeepers	18	22	40	Sec	0	18	40
Accountant	3	10	13	B.S.	0	3	13
Clerks	25		25	Sec	0	25	25
Total Voc Tng Department	89	76	165		5	84	160
OMAN TECHNICAL INDUSTRIAL COLLEGE							
Director, College	1		1	M.S.	0	1	1
Lecturer, Commerce		4	4	M.S.	0	0	4
Lecturer, Computer		2	2	M.S.	0	0	2
Lecturer, English		7	7	M.S.	0	0	7
Lecturer, Technology		2	2	M.S.	0	0	2
Lecturer, Construction		1	1	M.S.	0	0	1
Lecturer, Social Subj		2	2	M.S.	0	0	2
Total College Professional Staff	1	18	19		0	1	19
VOCATIONAL TRAINING CENTERS							
Director, Institute	5	4	9	B.S.	0	5	9
Teacher, Academic		128	128	B.S.	0	0	128
Librarian		11	11	B.S.	0	0	11
Head, Technical		42	42	B.S.	0	0	42
Head, Commer		10	10	B.S.	0	0	10
Teacher, English Lang		24	24	PG Dip	0	0	24
Trainer, Tech	27	87	114	B.S.	0	27	114
Trainer, Asst	28		28	B.S.	0	28	28
Total Professional Staff	60	306	366		0	60	366
TOTAL MOSAL	150	400	550		5	145	545

Table F-3

NUMBER OF EMPLOYEES NEEDED IN 1990  
MINISTRY OF SOCIAL AFFAIRS AND LABOUR  
Vocational Training Department

JOB TITLE	No. Emp		TOT	Emp. 1990		TOT	TOTAL NEW POSTS
	0	F		0	F		
Director General	1		1	1		1	0
Deputy Director Gen	2		2	2		2	0
Inspectors		9	9		9	9	0
Expert, Curricula		6	6		6	6	0
Director, Admin	4		4	4		4	0
Section Head	26		26	40		40	14
Supervisor, Boarding		2	2	2	2	4	2
Administrators	6	2	8	10		10	2
Typist (Eng/Arab)	4	25	29	32		32	3
Storekeepers	18	22	40	50		50	10
Accountant	3	10	13	17		17	4
Clerks	25		25	50		50	25
Total Voc Tng Department	89	76	165	208	17	225	60
OMAN TECHNICAL INDUSTRIAL COLLEGE							
Director, College	1		1	1		1	0
Lecturer, Commerce		4	4		6	6	2
Lecturer, Computer		2	2		4	4	2
Lecturer, English		7	7	10	10	10	3
Lecturer, Technology		2	2		4	4	2
Lecturer, Construction		1	1		3	3	2
Lecturer, Social Subj		2	2		4	4	2
Total College Professional Staff	1	18	19	1	31	32	13
VOCATIONAL TRAINING CENTERS							
Director, Institute	5	4	9	9		9	0
Teacher, Academic		128	128		150	150	22
Librarian		11	11		11	11	0
Head, Technical		42	42	8	34	42	0
Head, Commer		10	10	5	5	10	0
Teacher, English Lang		24	24	24		24	0
Trainer, Tech	27	87	114	80	60	140	26
Trainer, Asst	28		28			0	-28
Total Professional Staff	60	306	366	126	260	386	20
TOTAL MOSAL	150	400	550				



TABLE G-1

INSTITUTE OF PUBLIC ADMINISTRATION  
1984/85 TRAINING YEAR

1.	SEMINARS	Site*	No. of Participants
1/1	Development and Environmental Protection	S	36
1/2	Local Development Deputy Wali	S	21
1/3	Library Activities in Development	M	Postponed
1/4	Administrative Organization	S	23
1/5	Methods of Modern Administration Regional Muni Officers	M	Postponed
1/6	Evaluation of Administrative Performance	M	34
1/7	Unified Accounting System in Arab Countries	M	38
1/8	Modern Methods in Library Administration	M	36
	TOTAL		188
2.	LOCAL ADMINISTRATION		
2/1	Municipality Officers Basic Course	M	26
2/2	Municipality Branch Officers	S	12
2/3	Municipality Officers Refresher Course	M	Postponed
2/4	Deputy Walis--Refresher Course	M	23
	TOTAL		61
3.	DOCUMENTATION & PUBLICATION		
3/1	Librarians	M	11
3/2	Advanced Course in Documentation and Publication	M	21
	TOTAL		32

4.	FINANCIAL ADMINISTRATION		
4/1	Accounting Clerks and Bookkeepers	M	22
4/2	Purchasing Officers	M	13
4/3	Budgeting and Financial Rights	M	19
4/4	Government Storekeepers	M	23
4/5	Purchases and Store Clerks	S	19
4/6	Financial Section Heads	S	17
	TOTAL		113
5.	ORGANIZATION AND METHODS		
5/1	Statistics for Administrators	M	13
5/2	Organization Researcher & Administration Analysts	M	17
5/3	Project Administration	M	19
5/4	Director of Offices of High Ranking Personnel	M	Postponed
	TOTAL		49
6.	PERSONNEL AFFAIRS		
6/1	Section Heads--Personnel Aff	M	19
6/2	Direct Administration of Personnel Affairs	M	29
6/3	Organizing Programs & Admin of Training	M	14
6/4	Manpower Planning	M	18
6/5	Special Program for Admin Officers & Assistants	M	19
6/6	Section Heads--Personnel Aff	S	23
6/7	Public Relations	S	27
	TOTAL		149

26-May-85

p. 1

7. OFFICE PROCEDURES

7/1	Arabic Typing Level II	S	10
7/2	Secretarial & Archiving Clerks	S	27
7/3	Arabic Typing Level I	M	23
7/4	Section Heads--Secretarial	M	26
7/5	Arabic Typing Level II	M	21
7/6	Secretarial Practice Clerks	M	27
7/7	Arabic Typing Level II	M	16
7/8	English Typing (Elementary)	M	13
7/9	Private Secretaries	M	28
TOTAL			191

8. ENGLISH LANGUAGE

8/1	Elementary English	M	14
8/2	Secretarial Practice	M	Postponed
8/3	Elementary English	M	18
8/4	Intermediate English	M	11
8/5	Advanced English	M	Postponed
TOTAL			43

TOTAL PARTICIPANTS 826

SUMMARY

SEMINARS AND COURSES  
1984/85

	Site of Course			No. of Participants	
	Muscat	Salalah	Total		
1	Seminars	5	3	8	188
2	Local Administration	3	1	4	61
3	Documentation & Publication	2		2	32
4	Financial Administration	4	2	6	113
5	Organization & Methods	4		4	49
6	Personnel Affairs	5	2	7	149
7	Office Procedures	7	2	9	191
8	English Language	5		5	43
TOTAL				0	
		35	10	45	826

Table G-2

INSTITUTE FOR PUBLIC ADMINISTRATION  
MANPOWER ASSESSMENT SURVEY

JOB TITLE	CS		No. Emp 1990				HIGHEST DEGREE												TOTAL				
	GP	GD	0	F	0	F	Tot	Prim	Prep	Secondary	Diploma	Bachelor	PGDiploma	Masters	Doctorate								
							0	0	0	F	0	F	0	F	0	F	0	F					
Dir Gen	1	4	1	1	0							1							1				
Expert	1	5		1	1	0			1										1				
Section Head Loc Adm	1	5	1	1	0												1		1				
Lecturer	1	5	1	1	0									1					1				
Lecturer	1	6		1	1	0							1						1				
Lecturer	1	6		2	2	0									2				2				
Lecturer	1	6		1	1	0									1				1				
Section Head O&M	1	6	1	1	0						1								1				
Lecturer	1	6		1	1	0						1							1				
Director Finan Adm	1	6	1	1	0			1											1				
Section Head Finan	2	1	1	1	0							1							1				
Registrar	2	1	1	1	0				1										1				
Section Head Pers Aff	2	1	1	1	0							1							1				
Statistician	2	1		1	1	0								1					1				
Asst Trainer	2	2	2	2	0							2							2				
Section Head Docum	2	2	1	1	0							1							1				
Section Head Off Work	2	2	1	1	0							1							1				
Section Head Pub Rel	2	2	1	1	0				1										1				
Librarian	2	2	1	1	0							1							1				
Asst Trainer	2	2	1	1	0							1							1				
Section Head Archives	2	3	1	1	0				1										1				
Section Head Finan	2	3	1	1	0			1											1				
Personnel Emp	2	4	1	1	0	1													1				
Section Head Sectrt	2	4	1	1	0				1										1				
Personnel Clerk	2	4	1	1	0	1													1				
Secretary	2	5		1	1	0				1									1				
Clerk	2	5	1	1	0			1											1				
Clerk	2	5	1	1	0	1													1				
Clerk	2	6	1	1	0			1											1				
Storekeeper	2	6	1	1	0			1											1				
Purchasing Rep	2	7	1	1	0	1													1				
Budgeting Emp	2	7	1	1	0	1													1				
Typist	2	7	1	1	0	1													1				
Clerk Archives	2	7	1	1	0			1											1				
Public Rel Rep	2	7	1	1	0	1													1				
Typist	2	8	2	2	4	0	2			2									4				
Clerk	2	8	1	1	0	1													1				
Clerk	2	8	1	1	0	1													1				
Expert Audio-Vis	5	E		1	1	0													0				
Training Expert	5	E		1	1	0								1					1				
TOTAL			33	12	45	0	0	0	11	6	4	4	0	0	10	1	0	2	1	4	1	0	44

Table G-3

INSTITUTE OF PUBLIC ADMINISTRATION  
 MINISTRY OF ROYAL DIWAN AFFAIRS  
 ORGANIZATION CHART

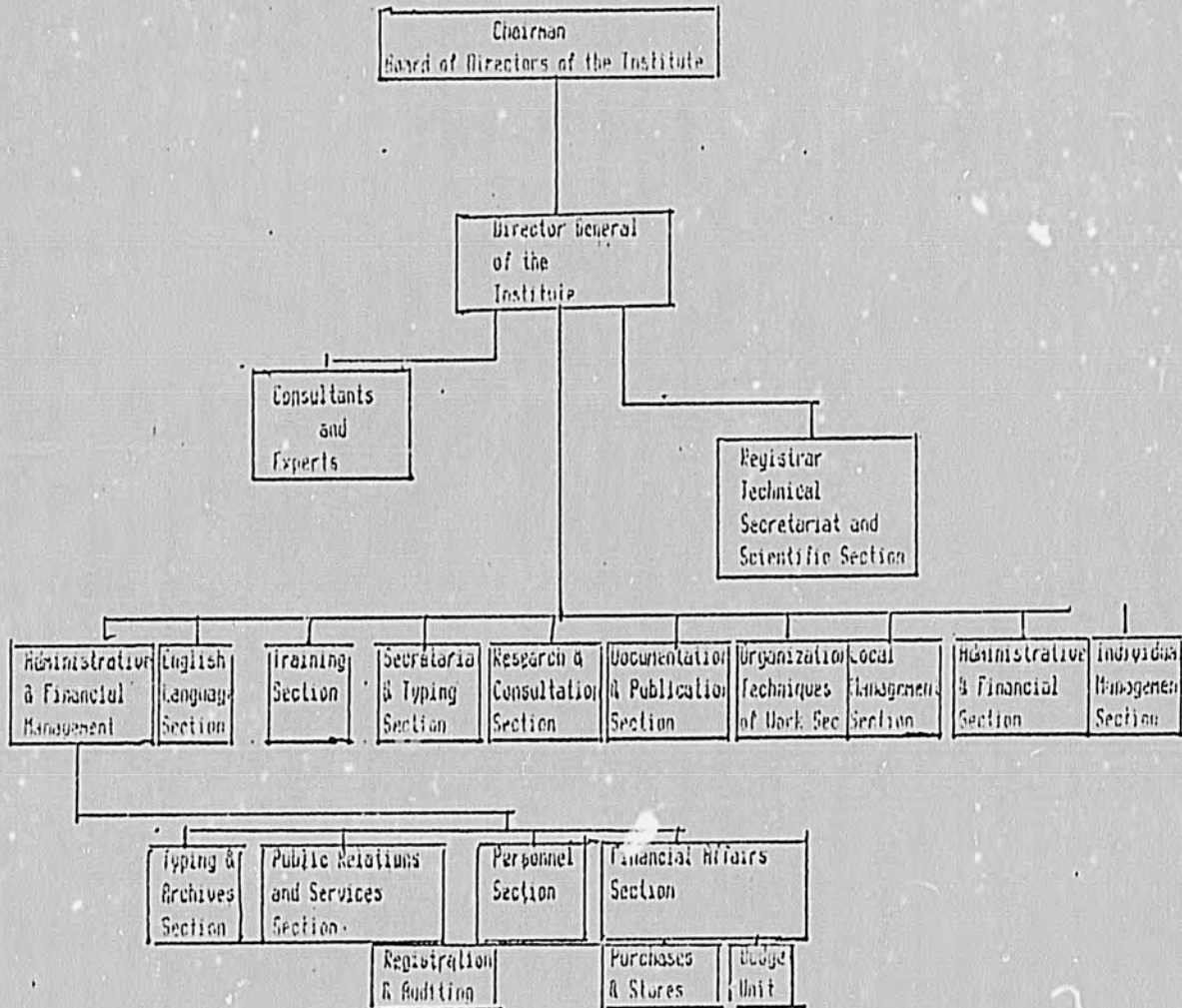


Table H-1

NUMBER OF EDUCATION PERSONNEL ELIGIBLE FOR  
DEGREE LEVEL STUDY

JOB TITLE	No. Emp 101 Educational Qualifications			Educational Qualifications			Bachelor PG Diploma Total		
	O	F	Minimum Level	No. Omnis At Minimum	No. Omnis Meeting Training	No. Omnis Needed for Total			
Cons. Curric Affairs	1		1 M.S.	0	1	1			0
Cons. Edu Affairs	1	1	2 M.S.	1	0	1			0
Director General	6	0	6 M.S.	1	5	5	2	1	3
Expert	3	30	33 M.S.	3	0	30	0	0	0
Inspector	6	24	30 M.S.	0	6	30	1	3	4
Instructor, Field	2	15	17 M.S.	1	1	16	1	1	2
Principal, Prep	1		1 M.S.	1	0	0			0
Researcher, Edu	3		3 M.S.	0	3	3			0
Teacher Trainer, Chief		1	1 M.S.	0	0	1			0
Tutor	2	22	24 M.S.	0	2	24	1	0	1
Writer, Edu TV			0 M.S.	0	0	0			0
Total	25	93	110	7	18	111	5	5	10

						Secondary Diploma			Total
Accountant	10	19	29 B.S.	1	9	28	3	2	5
Admin Researcher		1	1 B.S.	0	0	1			0
Administrator		1	1 B.S.	0	0	1			0
Architect		2	2 B.S.	0	0	2			0
Asst Prin	1		1 B.S.	1	0	0			0
Deputy Director	17	0	17 B.S.	5	12	12	4	2	6
Director	26	0	26 B.S.	17	9	9	6	1	7
Director, Education Aff	1		1 B.S.	0	1	1		1	1
Edu Supervisor		8	8 B.S.	0	0	8			0
Engineer, Civil	1	4	5 B.S.	1	0	4			0
Engineer, Construction		2	2 B.S.	0	0	2			0
Engineer, Electrical		1	1 B.S.	0	0	1			0
Islamic Affairs U	1	2	3 B.S.	1	0	2			0
Librarian	2	2	4 B.S.	1	1	3	1	0	1
Member	6	38	44 B.S.	4	2	40	2	0	2
Nutrition Supervisor	4	5	9 B.S.	0	4	9	2		2
Office Director	1		1 B.S.	0	1	1			0
Principal, Primary	1		1 B.S.	0	1	1	1		1
Producer, Edu TV			0 B.S.	0	0	0			0
Project Coordinator	1		1 B.S.	0	1	1	1		1
Projects Officer		1	1 B.S.	0	0	1			0
Section Head	51	0	51 B.S.	12	39	39	19	6	25
Specialist, Social		1	1 B.S.	0	0	1			0
Specialist, Statistics		1	1 B.S.	0	0	1			0
Teacher Trainer, Asst			0 B.S.	0	0	0			0
Teacher, Art	2		2 B.S.	0	2	2		2	2
Teacher, Commercial	1		1 B.S.	1	0	0			0
Teacher, Domestic Sci	1		1 B.S.	1	0	0			0
Teacher, Hearing	1	11	12 B.S.	0	1	12		1	1
Teacher, Math	1		1 B.S.	0	1	1			0
Teacher, Mental retard		1	1 B.S.	0	0	1			0
Teacher, Secondary	2	23	25 B.S.	1	1	24	1		1
Technical Assistant		1	1 B.S.	0	0	1			0
Technical Asst	1		1 B.S.	1	0	0			0
Translator	0	2	2 B.S.	0	0	2	0	0	0
<b>Total</b>	<b>132</b>	<b>126</b>	<b>258</b>	<b>47</b>	<b>85</b>	<b>211</b>	<b>40</b>	<b>15</b>	<b>0 55</b>

Table H-2

RECOMMENDED IN-COUNTRY COURSES  
TO BE SPECIALLY ORGANIZED BY STP

Name of Course	No. of Trainees	Length of Course	Trainer Time	Estimated Cost
Educational Administration for Directors and Deputy Directors	40	8 weeks	12 x 2	\$70,880
Educational Inspection	40	6 weeks	10 x 2	\$60,400
Educational Statistics	20	8 weeks	12 weeks	\$35,440
Examinations	15	6 weeks	10 weeks	\$30,200
Educational Research	15	6 weeks	10 weeks	\$30,200
In-Service Teacher Training	15	6 weeks	10 weeks	\$30,200
Section Head	20	6 weeks	10 weeks	\$30,200
Vocational Guidance	20	6 weeks	10 weeks	\$30,200
Total Participants	185			
Total Costs				\$317,720



Table H-3  
 SPECIALLY ORGANIZED IN-COUNTRY COURSES  
 COST FACTORS

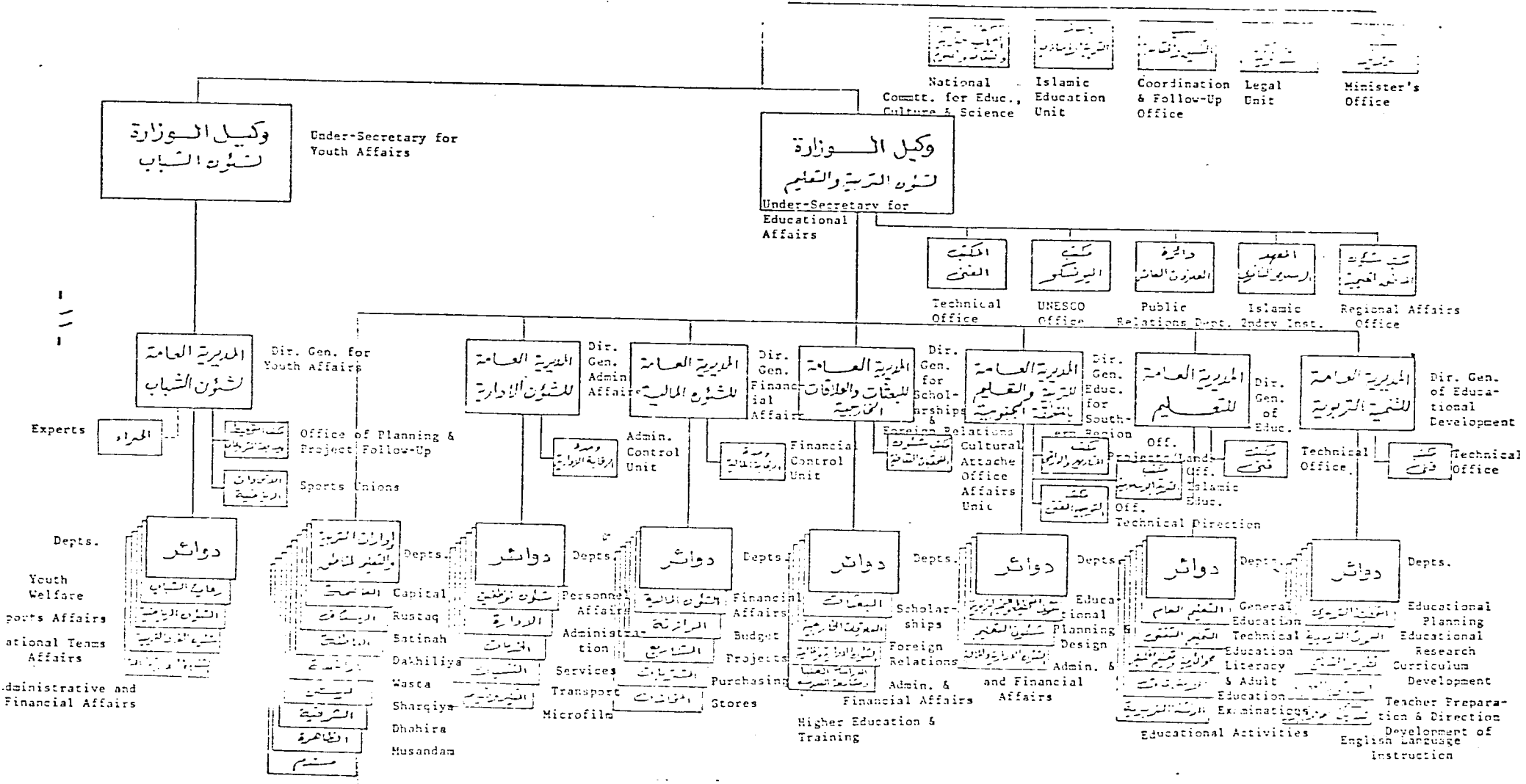
Cost Factors

Instructor Costs	6-week course	8-week course
One week		
6 days @ \$250 per day	\$15,000	\$18,000
Per diem		
7 days @ \$160 per day	\$11,200	\$13,440
Travel	\$3,000	\$3,000
Other Costs		
Materials	\$1,000	\$1,000
Total Costs	\$30,200	\$35,440

# Best Available Document

**الوزير**  
Minister

سلطنة عمان  
وزارة التربية والتعليم وشؤون الشباب  
Ministry of Education & Youth Affairs  
Organization Chart  
الهيئة التنظيمية



## Appendix 2

To: Director Generals, Ministry of Education

The Education and Training Sector has been selected by the Omani-American Joint Commission Scholarship and Training Project as a priority area for support. In this connection, Dr. Alwin V. Miller is serving as a consultant to develop a training plan to help meet the need for trained manpower.

Much of the information needed for the development of the training plan can be obtained from the manpower assessment forms which are attached to this letter. Sets of the assessment forms are included herewith for distribution to each of the Departments under your supervision. A set of forms is also included to cover the staff of your office and for other units which have not otherwise been included. Please include information on all advisors who are working with your staff.

Due to the urgent need for this information, your cooperation in promptly completing this assessment and returning it to this office will be greatly appreciated.

For Director Generals of General Education  
Technical Education  
Teacher Preparation and Direction  
add the following sentence:

Please submit separate forms to cover the teaching and administrative staff of schools, institutions and colleges under your department.

LIST OF ADDRESSEES FOR MANPOWER ASSESSMENT FORMS

Director of Minister's Office

- Minister's Office
- Coordination & Follow-up Office
- Legal Unit

Secretary General, National Committee for Education, Culture & Science

Islamic Education Unit

Director, Office of Under Secretary for Educational Affairs

- Director, Technical Office
- Islamic Secondary Institute

Director, Public Relations Department

Director, Regional Affairs Office

- Capital Area
- Rustaq
- Batinah
- Dakhiliya
- Wasta
- Sharqiya
- Dhahira
- Musandam

Director General, Administrative Affairs

- Administrative Control Unit
- Personnel Affairs Department
- Administration Department
- Services Department
- Microfilm Department

Director General, Financial Affairs

- Financial Control Unit
- Financial Affairs Department
- Budget Department
- Projects Department
- Purchasing Department
- Stores Department

Director General, Scholarships and Foreign Relations

- CAO Affairs Department
- Scholarship Department
- Foreign Relations Department
- Administration and Financial Affairs Department
- Higher Education and Training Department

Director General, Education for the Southern Region  
Office of Projects/Lands  
Office of Islamic Education  
Office of Technical Direction  
Educational Planning and Design Department  
Administration and Financial Affairs Department

Director General, Education  
Technical Office  
General Education Department  
Technical Education Department  
Education Literacy and Adult Education Department  
Examinations Department  
Educational Activities Department

Director General, Educational Development  
Technical Office  
Educational Planning Department  
Educational Research Department  
Curriculum Development Department  
Teacher Preparation and Direction Department  
Development of English Language Instruction Department

Director General, Youth Affairs  
Director, Office of the Under Secretary  
Office of Planning and Project Follow-Up  
Sports Unions  
Youth Welfare Department  
Sports Affairs Department  
National Teams Affairs Department  
Administrative and Financial Affairs Department

Director General of Vocational Training, Ministry of Social  
Affairs and Labour  
Vocational Training Centers  
Oman Technical Industrial College

Director, Institute of Public Administration, Ministry of Royal  
Diwan Affairs

Instructions for completing the Manpower Assessment form

Note 1: This assessment is restricted to employees in Groups 1 and 2

Institution: Indicate the major unit of which you are a part, e.g., Directorate General

Unit: Indicate the unit for which this information is provided, e.g., Department.

Assessment Date: Indicate the latest date for which the information is valid.

Employees Enrolled in Studies: Indicate by level and year of graduation, the number of employees who are presently enrolled in studies leading to higher qualifications.

Job Title: Indicate the specific job function, i.e., do not enter merely "employee".

Minimum Qualification for Omani Citizens: Enter the Civil Service Group and Grade which defines the least level of schooling and experience required of an Omani citizen for employment in the position in question.

Employees at Present: Enter the number of Omani employees, of non-Omani employees and the total number of employees beside each job title.

Employees in 1990: Enter an estimate based on the expected workload of the unit in 1990 and on a reasonable level of Omanization achieved during the next five years.

Number of Employees Holding Referenced Degree as Last Degree Obtained: Indicate the highest level of schooling reached by the employees holding the job in question.

Short term training: Indicate, to the extent known, the number of Omanis who have received any short term training for their position, regardless of the length of the program or whether it was given in Oman or in another country.







### Appendix 3

#### LIST OF INDIVIDUALS INTERVIEWED DURING PREPARATION OF REPORT

##### Office of Under Secretary for Educational Affairs

Sadiq Jaffar Mohammed, Secretary General, Council on  
Education and Training and Education Expert, Office of  
the Under Secretary

##### Public Relations Department

Suleiman al Salmani, Director

##### Directorate General, Administrative Affairs

Darwish Eidook Hassan, Director General  
Bakheet Ali Al Shanfari, Director of Personnel  
Said Saif Nasir al Ghafiri

##### Directorate General, Financial Affairs

Mustafa Abdul Latif, Director General  
Hassan Abdallah, Director, Financial Affairs  
Zyad Talib Al-Magwal, Director, Budget  
Ali Hamad Abdullah, Director, Projects  
Al Walid Al-Hinai, Director, Purchasing

##### Directorate General, Scholarships and Foreign Relations

Saud bin Ibrahim Al Busaidi, Director General  
Saud Timami, Director, Higher Education and Training  
Ali Muhammed Al Busaidi, Higher Education and Training  
Ahmed Asabri, Financial Affairs

##### Directorate General, Education for the Southern Region

Abdulkadir Salim Al Ghassani, Director General

##### Directorate General, Education

Murad bin Ali Murad, Director General  
Mrs. Bedria Ahmed Khalfan, Director, General Education  
Ali Bin Said Al-Kindy, Director, Literacy and Adult  
Education  
Mohamed Badir Shaath, Deputy Director, Literacy and Adult  
Education  
Mrs. Samira Mohammed Amin Abdullah, Director, Educational  
Activities  
Said Nasser Al Maskary, Director, Examinations  
Yusuf Sabeel, Acting Director, Technical Education  
Rashid Mohamed Said, Vice Principal, Agricultural Secondary  
School, Nizwa  
Omarabi, Education Expert, Directorate General of Education  
Talballa, Education Expert, Directorate General of  
Education

Director General, Educational Development

Ahmed Al Rawas, Director General  
Rahila al-Riyami, Director, Planning  
Abdul Aziz, Deputy Director, Planning  
Khalid El Hinaï, Member, Planning Department  
Badria al-Kindy, Educational Research  
Lubena Aziz, Educational Research  
Ahmed Noosa, Educational Research  
Mohammed Saleem Hamad, Head, Audio Visual Aids and Science  
Laboratories  
Khalid Tabash, Head, Curriculum Development  
Mrs. Janet Mohammed Al Lamki, Director, English Language  
Training  
Ibrahim Abdullah, Director, Teacher Preparation and  
Direction  
Sadik Abdul Halil, Assistant Director, Teacher Training  
Ahmed Khogali, Field Representative, Teacher Preparation  
Awad Mohammed, Education Expert, Directorate General of  
Educational Development

Directorate General, Youth Affairs

Omar Sulaiman, Director, Finance and Administration

Directorate General of Vocational Training, Ministry of Social  
Affairs and Labour

Khalid Hassan Hassoun, Deputy Director General, Technical  
Affairs  
Brial Khamis Al-Khaboni, Director, Curriculum Development  
Saleh A. Al-Kindy, Director, Manpower Development  
Abdul Karim bin Hassan bin Suliman, Director, Oman Technical  
Industrial College  
Dr. Maurice Boissiere, Manpower Specialist, World Bank  
Project, Manpower Planning Department

Directorate General, Institute of Public Administration, Ministry  
of Royal Diwan Affairs

Mohamed Farid Abul-Naga, Training Expert

The Omani-American Joint Commission

Gary Towery, U. S. Representative  
Raouf Youssef, Project Officer

## Appendix 4

CIVIL SERVICE GRADES  
With respect to Grades

Group/ Grade	Experience	Primary or Equal	Preparatory or Equal	Secondary or Equal	Post-Secondary Diploma	Bachelors Degree	Masters Degree	Doctors Degree
1 - 1 Appointment by Royal Decree								
1 - 2				18	16	14	12	8
1 - 3				15	13	11	9	5
1 - 4				12	10	8	6	2
1 - 5				10	8	6	4	0
1 - 6				8	6	4	2	
2 - 1			10	6	4	2	0	
2 - 2			8	4	2	0		
2 - 3	20	10	6	2	0			
2 - 4	16	8	4	0				
2 - 5	12	6	2					
2 - 6	10	4	0					
2 - 7	8	2						
2 - 8	6	0						
	or Typing Certificate							

Note: The figures represent the number of years of experience which are required, in addition to the requisite certificate or degree, for recruitment at the specified group/grade.

Post-secondary diploma: A general post-secondary diploma must have had a duration of not less than 2 years.

CIVIL SERVICE GRADES  
With respect to non-Cranis

Group/ Grade	Experience or Equal	Primary or Equal	Preparatory or Equal	Secondary or Equal	Post-Secondary Diploma	Bachelors Degree	Masters Degree	Doctors Degree
1 - 2						18	14	10
1 - 3						15	11	7
1 - 4						12	8	4
1 - 5						10	6	2
1 - 6						8	4	0
2 - 1				12	10	6	2	
2 - 2				10	8	4	0	
2 - 3				8	6	2		
2 - 4				6	4	0		
2 - 5			9	4	0			
2 - 6			7	2	0			
2 - 7			5	0				
2 - 8			3					

Note: The figures represent the number of years of experience which are required, in addition to the requisite certificate or degree, for recruitment at the specified group/grade.

Post-secondary diploma: A general post-secondary diploma must have had a duration of not less than 2 years.

## Appendix 5

### SULTANATE OF OMAN

#### DATA SUMMARY

1984

#### GENERAL

Total Population	900,000*
Population growth rate	3%
Literacy rate % of adults (estimated)	
Men	47
Women	12
Total	30

School Enrollments	Total	Female Enrollment
Level & Age Group	Enrollments	as % of Total Enrollment
<hr/>		
Primary (grades 1-6, ages 6-11)	155389	42
Preparatory (grades 7-9, ages 12-14)	28314	32
Total Secondary (grades 10-12, ages 15-17)	11143	33
. General	9151	32
Other#	1992	35

#### Public Expenditure in Education and Training

Central government expenditures on education as a percentage of total Government expenditures	11.98%
Central government development expenditures on education as a percentage of all development expenditures	8.73%
Central government recurrent expenditures on education as a percentage of all recurrent expenditures	15.94%
	Millions RO
Total Ministry of Education Budget estimate (1985)	147.3
Development	58.9
Recurrent	88.4

\*Estimated population, World Bank Atlas, 1983. No population census has been undertaken.

# Other secondary schools include commercial, industrial, agriculture and teacher training institutions.