

OMANI AMERICAN JOINT COMMISSION

SCHOLARSHIP AND TRAINING PROJECT:

LONG TERM TRAINING NEEDS ASSESSMENT

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## INTRODUCTION:

The purpose of this paper is to assess the country's manpower needs as related to its program of Omanization, particularly in terms of evaluating the long-term training priorities indicated in the Project Paper, and to make recommendations and consider system(s) and/or mechanisms for making available the project resources to public and private sector organizations concerned with national development.

It is important to note that several detailed studies have been planned for the near future. Separate training needs assessments are planned for Education, Health, and Water Resources. A computer specialist is due to arrive in late February to help establish the Management Information System (MIS).

### I. TRAINING - General

#### A. Background

1. The Project Paper indicates that: "The purpose of this project is to develop Omani human resources in priority fields related to national development, with emphasis on educational institutions." At the time the Project Paper was presented (February 1983) there were an estimated 144,000 expatriates in the workforce. There are now nearly twice that number.

The project training outputs were summarized as follows:

- 200 Undergraduates (Long term)
  - 100 Graduates (Long term)
  - 100 U.S./Third country (Short term)
  - 675 In-country (Short term)
- 1,075

For long term training, it was noted that fields of study would include education, agriculture, rural development, public health, administration/management, finance/accountancy, engineering, statistics, economics, and law. Priority was proposed for the first six, but other development fields were to be considered. Education was emphasized, in part, because of the need for faculty at the new university, the teacher training institutes and the adult education centers. The quasi-public organizations and Chamber of Commerce were included, in addition to the government entities.

Short term in-service training and in-country training programs were to be developed by the Directorate General for Scholarships and Foreign Relations (DGFSR) and the technical assistance team, with principal considerations given to the priority development fields previously specified.

In support of all training, regardless of type or length, it was indicated that training plans would be developed to serve as a guide for participant selection. This would require cooperation among the DGFSR, the contract team, and selected organizations (including ministries) to assess training needs.

2. The host country organizational unit for administering the project is the DGFSR, a part of the Ministry of Education and Youth Affairs.

3. The Scholarship and Training Project (STP) is assisted through a contract between Checchi and Company and the Omani American Joint Commission. There are two Checchi resident advisors in Oman (since mid September, 1984): a manpower development specialist (chief of party), and a training

specialist. Each position is for 48 person months of service. In addition, two home office coordinators are assigned to the activity on a part-time basis (48 person months) and 50 person months of consultant services have been projected in the contract, for a grand total of 194 work months. A full description of contract services is provided in Contract No. NEB-0101-C-0064077-00, Project No. 272-0101.

B. Manpower Assessments

The statistics on employment in Oman vary, according to the source. However, all agree that there has been a steady and continuous growth of the labor force since 1970.

A December, 1983, Manpower Report No. 4, by J. S. Birks, M. A. Issa, and Y. L. Ahuja, estimated that in 1983 over 200,000 non-Omanis had been imported to work in the Sultanate. This would mean approximately 56 percent of total civil (non-military) employment, and over 70 percent of the workers in the modern sector. The 1984 Statistical Year Book of the Sultanate of Oman, indicated that there were 18,143 expatriates working in the public sector, of whom 13,445 were in professional/technical categories (Attachment A). A total of 235,319 labor cards were issued during 1983 for private sector employment. Whatever the case at the moment, foreasters agree that non-Omani employment will increase until the mid-1990's with a total expatriate workforce well in excess of 400,000.

1. Public Sector Employment

A detailed breakdown of manpower levels for Oman Ministries and Public Sector Organizations is to be found in the aforementioned 1984 Statistical Year Book.

In rank order, the most non-Omani professional and technical employees are found in the Ministries of Education and Youth Affairs (6,803), Health (2,804), Communications (588), Social Affairs and Labor (432), the General Telecommunications Organization (427), and Agriculture and Fisheries (398). Inasmuch as there are far more non-Omanis in the Ministry of Education and Youth Affairs than in any other entity, a more detailed presentation is provided (Attachment B).

## 2. Private Sector Employment

As already noted, there are many more expatriates in the private sector than in the public sector. The most recent private sector survey, Bulletin on the Result of Private Sector Annual Employment Surveys: 1980, 1981 and 1982, Development Council, Technical Secretariat: Directorate General of National Statistics, October 1984, summarizes a number of establishments and their employees. The establishment survey excluded agriculture, animal husbandry and fisheries--no doubt a very large omission, indeed! Also excluded were private employment and quasi-governmental organizations. As a consequence, the private sector survey covered only 6,451 establishments, while the Chamber of Commerce has approximately 18,000 establishments in its membership.

Nonetheless, the limited data serve a useful purpose in assessing the manpower supply. Two occupational classifications, in particular, relate directly to the STP project: The first

lists the professional, technical and related workers in terms of Omanis and expatriates. The total workforce in this classification is (December 1982) 8,295, of whom 711 are Omanis. Of the 7,584 non-Omanis, the largest numbers are as follows:

<u>Classification</u>	<u>Omanis</u>	<u>Non-Omanis</u>	<u>Total</u>
Accountants	202	1829	2031
Civil Engineers	11	1061	1072
Engineers, not classified	30	849	879
Public relations	192	477	669
Engineering technicians, not classified	21	300	321
Civil engineering technicians	6	270	276
Architects and Town planners	2	257	259
Mechanical engineers	11	232	243
Draughtsmen	17	216	233
Surveyors	15	214	229
Electrical engineers	0	178	178
Professional nurses	8	143	151
Physical scientists	4	128	132
Medical doctors	4	115	119

It is worth restating: the figures were understatements; the numbers of non-Omanis have increased since the survey.

The second category of most relevance to the project relates to administrative and managerial workers. Of 1,937 workers, the complete breakdown is as follows:

<u>Classification</u>	<u>Omanis</u>	<u>Non-Omanis</u>	<u>Total</u>
General Managers	228	263	491
Production Managers (excluding farm)	1	9	10
Managers, not classified elsewhere	264	1172	1436

The other classifications are clerical, sales, agricultural, production and transport workers, skilled and semi-skilled. Of the total of all occupation classifications, 91.4 percent of the workers were expatriates.

### 3. Summary and other

The data reveal that the non-Omani workforce has been increasing steadily, and will continue to increase for another 10 years. The growth rate, however, will be greater in the private sector than the public sector. In the special case of banking, which is the only sector for which an Omanization target has been defined, the assumption is that there will be no expatriate workers in the professional/technical class.

Manpower surveys and labor statistics describe a situation at a particular time. By comparing data with previous years, it is possible to plot the magnitude and direction of changes, and make projections for future demands on the basis of economic forecasts and development plans. However, forecasting manpower demands is very inexact. In the case of Oman, every forecast over the past 15 years has been wrong--and wrong by a wide margin. The wide margin of error appears as soon as the second year of a five year forecast. The errors have generally been on the side

of underestimating manpower needs. Another factor that affects manpower forecasts is changes in the society, particularly in uses of technology. As an example, on the basis of discussions held with a number of individuals representing several Ministries and organizations, it was clear that management information systems and the applications of computer technology will be growing rapidly in the coming years. Hence, the need for workers (professional and technical) in computer applications will have to be reassessed.

4. There is a tendency to make numerous manpower assessments in developing nations. In some cases a lending institution (such as the World Bank or the Agency for International Development) requires an assessment. In other cases, the host government or private sector requests that a particular study be made. In whichever case, it is easily possible to have a surfeit of studies, and many on the same sector or sub-sector. Sometimes they quote each other; at other times they contradict each other. Certainly, they are not all useless. However, it is worth noting that:

- a. The Western industrialized democracies achieved their present status without the benefit of manpower assessments;
- b. The countries that rely heavily on state planning have lagged in development;
- c. In developing countries, senior officials spend an inordinate amount of time briefing people who are making studies.

These studies, nonetheless, will continue. It is proposed, however, that the studies made through this project be sharply focused and recommend specific courses of actions.

It would also be useful if there were some central channel in the Sultanate to advise Ministries and organizations of the arrival of consultants, their sponsor, purpose(s), expected outcomes, and to determine if anybody wants to see them or offer suggestions. Further, it is recommended that copies of their reports be placed in a central source accessible to all users. With the NOC system used in Oman, this should be a fairly simple task.

## II. TRAINING - Long Term

### A. General

1. A number of Omani students are now studying abroad. A summary by field of study is provided in Annex C (attached). The tables have been constructed without the inclusion of Egypt. It is estimated that there are 730 Omanis studying in that country. In the case of the United States there are no figures available in terms of male/female or degree level. It should be noted that the countries are listed by the number of Omanis who are studying in that particular country. Thus, the U.S. is listed first (though Egypt, in fact, is the largest), Britain second, etc. Of the students studying in the U.S., there are more in engineering than any other field --272. The next largest fields are Business Administration, 44; Computer Science, 29; Economics, 22; Accounting, 13. However, engineering appears to be attached as a designation more frequently than is generally found in university

departments, e.g., agricultural engineering (6); computer engineering (18); geological engineering (9). No figures were available as to the number of Omanis who have completed their education abroad, country of training, field(s) of study, year(s), and present employment. Such data would be useful to the DGSFR in terms of its own Management Information System (MIS), and in terms of manpower planning for meeting job placements requiring higher education. The projected MIS will be designed to incorporate such information.

On the basis of reviewing the professional/technical employment numbers in the public and private sectors, Omani and non-Omani, it is possible to make a supply/demand comparison in gross numbers. The deficit (almost certainly understated) is in excess of 18,000, and will likely grow for a number of years. In the simplest terms, the Omani economy is growing at a faster rate than the number of post secondary school graduates qualified for higher education! In such a scenario it is, of course, possible to Omanize a particular sector by requiring students to study specified areas and be employed by that entity upon the completion of studies. The only sector resembling such a scenario is banking. The Sultanate, for reasons of political sensitivity, or other reasons, may wish to specify other sectors in the future. In the meanwhile, students are given the broadest possible latitude in making career selections.

Again, looking at professional/technical manpower needs on the magnitude of 18,000 (minimum) and the scholarship program of 200 undergraduates and 100 postgraduates in the STP activity,

it becomes obvious that it would be almost impossible to train too many Omanis in development-related fields. That fact, however, has to be considered in another context, i.e.,

- (a) the Joint Commission entered into an agreement with the Sultanate that certain JC financed study fields would have priority consideration;
- (b) that assistance would be provided to the DGSFR to help them rationalize the system of selecting, placing, and following up participants (through procurement of a computer, for example); and
- (c) that long term, short term, and in-country training were part of a total process requiring an investigation of training needs in selected Ministries or organizations.

Thus, the assistance to Oman is to provide more than just a fixed number of training opportunities.

2. The Sultanate offered 720 university scholarships in 1984; it is expected that over 800 will be granted in 1985. It is planned to finance 40 first degree and 20 postgraduate degree scholarships each year for five years under the STP activity. The Omanis consider the number of STP grants as part of their total. In other words, the STP scholarships are not additive; they would have been financed anyway by the government. Yet, as noted, study financed by the JC will be identifiable as being part of a distinct program.

For all types of training, the Joint Commission Project Paper specified the following (with the first six having relatively higher priority):

- Education
- Agriculture
- Rural Development
- Public Health
- Administration/Management
- Finance/Accounting
- Engineering
- Statistics
- Economics
- Law

B. First Degree Training

Because of the differences in the relevance to Oman of academic training in the U.S. between the first (B.A.) degree and postgraduate (M.A., Ph.D.) degrees, the two have to be considered separately. Inasmuch as it would take one year to learn English, and then four years of study to earn a degree in Education, to return to Oman to teach school in Arabic, the questions arise: Is it worth the investment? Is the U.S. the best place (or even a good place) to train Omani teachers? Would well qualified Omanis choose education as a career subject for study in the U.S.? Would the DGSFR place a high priority on this kind of study? The answer is almost certainly four "No's". On the other hand, postgraduate study in the U.S. in such fields as administration, educational planning, adult education, non formal education, testing and measurements, and a number of other specializations, would prepare Omanis for key positions upon their return home.

In selecting first degree training, in particular, the question has to be raised: Is this field of study one in which the U.S. has

a strong program, so that the long term investment of English language training and academic study make the payoff worthwhile? Rational cases can be made for each of the following:

- Science and Technology studies. Inasmuch as the literature and research are largely in English, and the U.S. is advanced in these fields, a case can be made for a strong emphasis on such studies as engineering, computer science, the physical sciences, chemistry and biology, etc.
- Administrative studies. The process of Omanization can be made more effective if Omanis, skilled in administration, are in positions to structure change in an orderly process. More effective management as a goal is part of an Omanization program. Hence, public administration, business management, educational administration, economics, planning, statistics, health administration, computer technology, etc. are relevant studies.
- High priority studies of the Sultanate. The government has singled out banking as an area for Omanization in 1985. Other areas of high priority, though not targeted in a specific manpower sense, include the university, the entire educational establishment, agriculture, and other fields that could be listed by the DGSFR. Direct support to the government's manpower priorities, clearly, is a logical way to proceed.
- Other cases can be made for studying the expatriate labor force and concentrating study for Omanis in those fields. Or choosing

fields where there are now no Omanis at all. Or selecting social service fields. Or studies that relate most directly to the productive, i.e., private sector. Or skills that are widely transferable from one ministry/organization to another.

A thoroughly rational and defensible case can be made for any of the above, or any one selection can be labelled, correctly, as an arbitrary choice. The essential facts remain:

- There are over 18,000 professional/technical expatriates in the country; the number is growing and will continue to grow for 10 years.
- The government likely will provide more than 800 new scholarships in 1985.
- The STP activity will provide, more or less, 40 undergraduate and 10 postgraduate fellowships.

In such a universe where the demand for labor far exceeds the supply, the STP activity represents but five percent of all new starts, it is essential to maintain some kind of perspective. In that context, then, it is recommended that first degree training in the U.S. be spread among several fields, so that concentration in one or two disciplines does not occur. The case is simple, i.e., the avoidance of having, say, 40 engineers a year trained in the U.S., and no other occupation represented. On that basis:

It is recommended that of the total number of undergraduate scholarships granted each year, no more than 25 percent will be in any single occupational category, e.g., engineering.

In addition to the aforementioned list in the Project Paper, there should be added: (a) Computer technology; (b) Personnel administration (including training); and (c) Banking. The rush for computer technology has already begun. As a device to Omanize the civil service, provide better management (through its information systems), and to make administrative decisions easier, faster and more accurately, it is an essential tool for modernization. Personnel administration is also a critical tool for any Omanization program, as well as a device to insure that the training activities of this project (or any other!) are well managed. Emphasis on banking will be required for some years to come, even though its priority for Omanization is immediate.

The brochure that is in preparation will identify the priority areas for U.S. scholarships.

The minimum acceptable pass score should be held at 80, if at all possible. In cases of very high English language scores (above 85), a score of 75 plus should be considered.

The following process by which a student receives a scholarship is worth presenting, not only in its own right, but as a measure of what factors may influence the career choices of Omani youth:

The Procedure for the B.A.

For secondary school leavers, all those resident in Oman have to appear personally at either the DGSFR office or, in the case of students living in the interior, at one of the nine District Education offices. Then the applicant must submit (1) transcripts (if schooled abroad, an equivalency document has to be prepared by the Examinations Department, Min/Education);

(2) a certificate, or letter from a doctor, certifying age; (3) a medical examination form signed by a government doctor; (4) a good conduct certificate from the secondary school; (5) a copy of the passport issuance page; (6) twelve passport-size photographs; (7) an application and guarantee form, which stipulates three preferred fields of study, and preferred country for study.

For students in Oman graduating from secondary school this process is completed in June, at the completion of the school year.

However, up to two examinations may be repeated in August, if the student received a failing grade.

The DGSFR, after receiving all the applications, submits them to a Scholarship Selection Committee. On the basis of the number of scholarships available that year, selections are made.

For 1984-85, the cutoff percentage was 65; each year the cutoff percentage has been higher, as there have been more secondary school leavers. There were 712 scholarships granted in the most recent year, of which 640 went to high school graduates, and 72 to civil servants. In 1984, there were 1,290 secondary school graduates in Oman, fairly equally divided between arts and sciences. For applicants who are employed, the regulations stipulate the same requirements as the above, with a cutoff high school graduation mark at least as high as new school leavers. A preference is given for those in the sciences or technical subjects. Also, seniority in service, high performance rankings, and approval from employing agency are considerations.

The Scholarship Committee, on the basis of all applications, determines the country(ies) and fields of study. The papers are

then sent to the various cultural attaches (e.g., Egypt, U.K., U.S., etc.), who are responsible for placement in a university and language training (if necessary). This selection information is conveyed back to Oman, where necessary travel arrangements are made.

When the student returns home, he is on the open job market for public sector employment. He is not tied to any Ministry or organization.

C. Postgraduate Training

For postgraduate scholarships, there must be a nominating letter from the employing government agency. A minimum of two years service after completion of the Bachelor's degree is necessary, plus transcripts for the undergraduate studies. The other requirements are the same as for undergraduates.

In terms of priority, postgraduate study in Education is added to the studies recommended for the first degree. Otherwise, the selection procedure should remain the same, i.e., no more than 25 percent in any one field.

Dr. Robert Johnson: Contacts during visit.

Omani-American Joint Commission

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Public Sector Omani Officials

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Sayyid Bargash Al Said, Deputy Technical Secretary, Public Authority  
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Mohammed Sultan, Dir. Gen., Institute of Public Administration  
Saleh Al-Kindy, Director of Manpower Planning, Ministry of Social  
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Public Sector Omani Officials (Cont'd)

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\*Dr. Maurice Boissiere, " " " " " "

Private Sector Omani Officials

Haytham Al-Khady, Director of Training, Central Bank of Oman

Hamoud Al Alawy, Chamber of Commerce and Industry

\*Expatriates (Not Omani)

**ANNEXMENT A**

**Directorate General of Scholarships & Foreign Relations: Scholarship & Training Project**

**Sultanate of Oman Ministries & Public Sector Organizations: Omani and Non-Omani Manpower Levels**

- (A) Rank by number of non-Omani professional and technical employees\*
- (B) Number of non-Omani professional and technical employees\*
- (C) Total non-Omani employees
- (D) Total Omani employees
- (E) Total employees
- (F) Percentage of non-Omani employees among total

(A) Institution**	(B)	(C)	(D)	(E)	(F)
1. Education & Youth Affairs	6808	7268	5080	12348	58
2. Health	2804	2967	3878	6845	43
3. Communications	588	1000	2390	3390	29
4. Social Affairs & Labor	432	547	1073	1620	33
5. General Telecommunication Organization	427	450	1047	1497	30
6. Agriculture & Fisheries	398	522	1806	2328	72
7. Electricity & Water	377	661	1548	2209	29
8. Office of the Wali of Dhofar	353	1376	2397	3773	36
9. Land Affairs & Municipalities	330	1903	4907	6810	27
10. Information	188	245	877	1122	21
11. Musandam Development Committee	210	201	375	576	34
12. Commerce & Industry	95	112	259	371	30
13. Directorate General of Finance	85	97	299	396	24
14. Post, Telegraph & Telephone	65	92	482	574	16
15. Justice, Waqaf & Islamic Affairs	56	87	1495	1582	5
16. Petroleum & Minerals	53	60	194	254	23
17. Royal Divan Affairs	51	81	375	456	17
18. Regional Development Committee	36	160	103	263	60
19. National Heritage & Culture	36	38	226	264	14
20. Diwan of Personnel Affairs	23	28	101	129	21
21. Development Council	18	20	87	107	18
22. Board of Tenders	18	21	31	52	40
23. Foreign Affairs	16	19	381	400	4
24. Authority for Settlement of Commercial Disputes	14	17	20	37	45
25. Environment Protection Council	13	14	35	49	28
26. Public Authority for Water Resources	11	16	43	59	27
27. Interior	11	58	1778	1836	3
28. Deputy Prime Minister for Legal Affairs	10	14	26	40	35
29. Office of Governor of the Capital	8	23	151	174	13
30. Office of His Majesty's Special Envoy	1	2	10	12	16
Diwan of Royal Court Affairs	na	na	na	6801	na
Central Bank of Oman	na	44	187	231	19
<b>Total</b>	<b>13,445</b>	<b>18,143</b>	<b>31,661</b>	<b>56,605</b>	<b>32</b>

\*Excluding consultants funded by foreign donors.

\*\*Ministry, unless otherwise noted.

Sources: Statistical Year Book (November 1984). Statistics as on 31 December 1983.

"Official Gazette", June 1984. Definition of civil service grades.

12.2.85

ATTACHMENT B

NUMBER OF TEACHERS IN MINISTRY'S SCHOOLS & INST.

Level & Type of Education	Omanis			Non Omanis			Total
	M	F	T	M	F	T	
Primary	677	500	1177	2559	1633	4192	5369
Preparatory	73	26	49	1387	618	2005	2054
Model Preparatory	—	3	3	16	21	37	40
Mosques Religious	21	—	21	47	—	47	68
General Secondary	9	11	20	393	228	621	641
Islamic Secondary	2	—	2	23	—	23	25
Int. Teachers New S	1	2	3	4	3	7	10
Training Colleges MF Old S	—	3	3	47	32	79	82
Commercial Secondary	—	4	4	23	13	36	40
Agricultural Secondary	2	—	2	13	—	13	15
Industrial Secondary	—	—	—	12	—	12	12
Total	735	549	1284	4524	2548	7072	8356
Special Education	—	1	1	3	14	17	18
Grand Total	735	550	1285	4527	2562	7089	8374

Int. = Intermediate

S. = System

NUMBER OF SCHOOLS AND INSTITUTIONS

Level & Type of Education	M	F	Mixed	Total
Primary	101	104	103	308
Preparatory	91	43	61	195
Model Preparatory	1	1	—	2
Mosques Religious	7	—	—	7
General Secondary	19	19	—	38
Islamic Secondary	1	—	—	1
Int. Teachers New System	1	1	—	2
Training Colleges MF Old System	1	1	—	2
Commercial Secondary	1	1	—	2
Agricultural Secondary	1	—	—	1
Industrial Secondary	1	—	—	1
Total	225	170	166	561
Special Education	—	—	2	2
Grand Total	225	170	166	561

M = Male

F = Female

M/F = Male and Female



سلطنة عُمان  
وزارة التربية والتعليم وشؤون الشباب  
المديرية العامة للتربية  
دائرة التخطيط التربوي  
قسم الاحصاء

مفكرة

احصائية عن التعليم في سلطنة عمان  
للسنة الدراسية 1984/85



SULTANATE OF OMAN

Ministry of Education and Youth Affairs

Directorate of Educational Development  
Educational Planning Dept.  
Statistics Division

A Booklet  
on Educational Statistics  
for the Academic Year  
1984/85

NUMBER OF ADMINISTRATORS IN MINISTRY'S SCHOOLS & INST.

Level & Type of Education	Omanis			Non Omanis			Total
	M	F	T	M	F	T	
Primary	119	69	188	91	47	138	326
Preparatory	91	31	122	154	64	218	340
Model Preparatory	4	6	10	4	4	8	18
Mosques Religious	9	—	9	—	—	—	9
General Secondary	16	15	31	54	23	77	108
Islamic Secondary	4	—	4	2	—	2	6
Int. Teachers New S	6	8	14	8	3	11	25
Training Colleges M/F Old S	—	—	—	—	—	—	—
Commercial Secondary	2	1	3	2	1	3	6
Agricultural Secondary	4	—	4	12	—	12	16
Industrial Secondary	1	—	1	3	—	3	4
Total	256	130	386	330	142	472	858
Special Education	—	4	4	—	—	—	4
Grand Total	256	134	390	330	142	472	862

M = Male F = Female M/F = Male and Female

NUMBER OF CLASSES

Level & Type of Education	M	F	Mixed	Total
Primary	1977	1581	1017	4575
Preparatory	569	336	227	1132
Model Preparatory	6	9	—	15
Mosques Religious	27	—	—	27
General Secondary	213	120	—	333
Islamic Secondary	11	—	—	11
Int. Teachers New S.	4	4	—	8
Training Colleges M/F Old S.	12	10	—	22
Commercial Secondary	10	6	—	16
Agricultural Secondary	6	—	—	6
Industrial Secondary	4	—	—	4
Total	2839	2066	1244	6149
Special Education	—	—	13	13
Grand Total	2839	2066	1257	6162

S. = System

Int. = Intermediate

NUMBER OF STUDENTS

Level & Type of Education	M	F	Total
Primary	89492	65897	155389
Preparatory	19190	9124	28314
Model Preparatory	142	299	441
Mosques Religious	435	—	435
General Secondary	6208	2943	9151
Islamic Secondary	305	—	305
Int. Teachers New S.	86	95	181
Training Colleges M/F Old S.	268	209	477
Commercial Secondary	247	98	345
Agricultural Secondary	118	—	118
Industrial Secondary	125	—	125
Total	116616	78665	195281
Special Education	76	43	119
Grand Total	116692	78708	195400

C. = Colleges



سلطنة عُمان  
وزارة التربية والتعليم وشؤون الشباب  
المعمرة العامة للتربية  
مقره التخطيط التربوي  
قسم الاحصاء

مفكرة

احصائية عن التعليم في سلطنة عمان  
للعام الدراسي ١٩٨٥/٨٤



SULTANATE OF OMAN

Ministry of Education and Youth Affairs

Directorate of Educational Development  
Educational Planning Dept.  
Statistics Division

A Booklet  
on Educational Statistics  
for the Academic Year  
1984/85

FIELD/SPECIALIZATION	COUNTRY											TOTAL
	U.S.A.	BREITEN	INDONESIA	BAHRAIN	QATAR	AUSTRALIA P.R.A.C.	FRANCE	CANADA	FED. REP. OF GERMANY	SWITZERLAND	SPAIN	
<b>ARTS</b>												
General Arts	1			2		9	1	2				20
Languages		3										3
English Language					1	1	1					3
English Literature	5	2				2						9
French Literature									1			1
Arabic Literature				21	5							26
Islamic Studies					4	3	1					11
International Relations	2	22							1			25
Sociology	2	3	15	2		10	4					36
Community Service						5						5
Library Science					9	1						4
History			4	2		2	2					30
Political Science	12	8	11	1			2					34
Geography			3	11		4	2					20
Archaeology			2	1								3
Antiquities										1		1
Psychology	1		29	6								36
Linguistics	1											1
Law	1		107	6			4					117
Sharia				9	9		2	1				21
Information	1		5	8	2	1	1					21
(Arts Totals)	(26)	(38)	(117)	(117)	(60)	(2)	(45)	(19)	(2)	(2)	(1)	(487)
<b>SCIENCE</b>												
General Science		8	5	4	8	4	2	2				33
Mathematics		3	2	6			3					14
Physics	2		1									8
Chemistry	2			2	1	1			1			7
Biology						1						1
Botany						2						2
Zoology	9	2	5	8	4	2	1					31
Micro-Biology		1										1
Marine Science	1			2		8						11
Marine Geology						1						1
Optics		1										1
Meteorology	3				2							6
Environmental Engg.	1											1
(Science Totals)	(23)	(15)	(13)	(24)	(13)	(9)	(6)	(2)	(1)			(116)
Totals - Page 1	49	53	177	130	84	15	62	25	4	1	2	603

FIELD/SPECIALIZATION	Totals Forward																	TOTAL
	UK	USA	FRANCE	GERMANY	NETHERLANDS	SPAIN	ITALY	FED. REP. OF GERMANY	CANADA	FRANCE	AUSTRIA	PAKISTAN	QATAR	BAHRAIN	JORDAN	NETHERLANDS	UK	
INCLUDING																		603
General Engg.		5		1	10			2	1									19
Construction Engg.	2	5																7
Architectural Engg.	42	22								2								66
Civil Engg.	37	41		1	10				2		2		1					94
Electrical Engg.	25	22			1													48
Electronic Engg.	45	13			1				1		3		6					69
Sanitary Engg.		1																1
Mining Engg.		3																3
Mechanical Engg.	21	20			2													43
Aeronautical Engg.	11	1														6		17
Chemical Engg.			10															10
Production Engg.		1																1
Measurements & Instruments Engg.		4																4
Technical Engg.	11	2																13
Transportation Engg.	1																	1
Highway Engg.		3																3
Marine Engg.		1																1
Petroleum Engg.	23	18			1													42
(Tele)communications Engg.	13	9														2		24
Broadcasting Engg.		1																1
(Engineering Totals)	730	692		(1)	(14)	(12)		(2)	(1)	(3)	(2)	(5)		(4)	(5)			(467)
WATER RESOURCES																		
Hydrology		1																1
Water Desalination	3																	3
Ecology		3		3	6		1					1						14
Biological Engg.	9																	9
(Water Resources Totals)	(12)	(4)		(3)	(6)		(1)					(1)						(17)
COMPUTER SCIENCE																		
Computer Science	29	10		1	2						1							43
Computer Engg.	18	26				5										5		59
(Computer Science Totals)	(47)	(36)		(1)	(2)	(5)					(1)				(5)			(97)
Totals - Pages 1 & 2	339	285	177	135	126	32	63	27	5	5	5	10	1	9	5	-	-	1194

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ELD/SPECIALIZATION

Totals Forward	U.S.A.	BRITAIN	NETHERLANDS	JORDAN	BAHRAIN	QATAR	AUSTRIA	FRANCE	CANADA	FED. REP. OF GERMANY	ITALY	SWITZERLAND	HOLLAND	SPAIN	TOTAL				
AGRICULTURE															187				
Agricultural Engg.	6	17				1				6					29				
Dairy Production						4									4				
Animal Production						1									2				
(Agricultural Totals)	(6)	(17)				(1)	(5)			(6)					(31)				
HEALTH																			
Medicine		38			5	1	25		2		1	13			91				
Pharmacy					1					1		1			3				
Dentistry		1													1				
Environmental Health	3														3				
(Health Totals)	(3)	(39)			(6)	(1)	(25)		(2)	(1)	(1)	(14)			(48)				
EDUCATION																			
Education	5	1						2		1					9				
Educational Psychology								10							10				
(Education Totals)	(5)	(1)						(12)		(1)					(19)				
MGMT., ADMIN. & FINANCE																			
Administrative Science		34				1									35				
Public Administration	2		32	16	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	15	6		1	2	2									24				
Commerce		5			3	3		2							13				
Economics	22	32		13				6		2					77				
Industrial Engg.	4	4													8				
Hotel Management															1				
(Mgmt., Admin. & Finance Totals)	(12)	(80)		(32)	(4)	(7)		(11)	(2)	(2)					(188)				
TOTALS*	445	408		29	186	124	64	63	50	14	12	8	10	15	9	5	1	1	1634

Excluding the following: Britain: 1 (Interior Decorating) Jordan: 9 (Special Studies) France: 3 (Pre-University) Italy: 1 (Interior Decorating) Holland: 5 (Pilot training)

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READY STUDENTS IN UNIVERSITY TRAINING ABROAD

COUNTRY: *Britain*

Field of Study	Total No. of Students	Male	Female	Degree Level	Language Study	Academic Year					Graduate Training
						Preliminary (1)	(2)	1st	2nd	3rd	
Telecom. Engineering	9	8	—	B				1	8		
Mining Engineering	3	3	—	B			2		1		
Hydrology Engineering	1	1	—	B			1				
Computer Engineering	26	19	7	B	7	3	1	3	12		
Civil Engineering	41	39	2	B	2	14	8	2	15		
Electrical Engineering	22	19	3	B	7	3	1		10	1	
Petroleum Engineering	18	18	—	B	3	2	3	1	8		1
Construction Engr.	3	3	—	B					3		
Architectural Engr.	22	21	1	B	8	8	1	2	3		
Electronic Engr.	13	10	3	B	1	2	2	2	6		
Production Engr.	1	1	—	B					1		
Interior Decorating	1	1	—	B	1						
Mechanics	20	20	—	B	6	7			5	2	
Naturalistic Technology	4	3	1	B	3	1					
Building Engr.	2	2	—	B					2		
Technical Engineering	2	2	—	B				1	1		
Marine Engr.	1	1	—	B					1		
Sewerage Engr.	1	1	—	B					1		
Aeronautical Engr.	1	1	—	B	1						
Chemical Engr.	10	10	—	B		2		2	6		
Highways Engr.	3	2	1	B			2	1			
Industrial Engr.	4	4	—	B					3	1	
General Engr.	5	5	—	B		2		2	1		
Broadcasting Engr.	1	1	—	B					1		
Agricultural Engr.	17	17	—	B	6		4	4	3		
Geology	3	3	—	B	1	2					
Microbiology	1	—	1	B	1						
Biology	2	—	2	B	2						
Computer Science	9	6	3	B	2	5		2			
Science	8	5	3	B	4	3		1			
Mathematics	3	1	2	B		2		1			
Dentistry	1	1	—	B				1			
Medicine	38	28	10			1		36			1
Optics	1	1	—	B							1
English Literature	2	1	1	B	2						
Languages	3	2	1	B		2					1
Sociology	3	3	—	B		3					
Political Science	5	8	—	B	2			6			
International Relations	22	22	—	B	7	2		7	6		
Education	1	1	—	B	1						
Administrative Science	34	32	2	B	9	3		12	10		
Economics	36	34	2	B	12	2		12	10		
Accounting	6	6	—	B		2		4			
Marketing	1	1	—	B				1			
Commerce	5	5	—	B		2	1	1	1		
Computers	1	1	—	B				1			
Totals:	419	374	45		88	73	26	106	118	6	2

ORIENTAL STUDENTS IN UNIVERSITY TRAINING ABROAD

COUNTRY: U.S.A.

Field of Study	Total No. of Students	Pre 1984-1985	1984-1985	Graduate in 1985	Language Study	Academic Year					Graduate Training
						Preliminary (1)	1st (2)	2nd	3rd	4th	
Computer Science	29	23	6	1							
Computer Engineering	18	12	6								
Petroleum Engr.	23	17	6								
Civil Engr.	37	31	6	1							
Technical Engr.	11	1	10								
Water Desalination Engr.	3	2	1								
Industrial Engr.	4	3	1								
Environmental Engr.	1	-	1								
Mechanical Engr.	21	20	1								
Transport. Engr.	1	-	1								
Aeronautical Engr.	11	7	4								
Electronic Engr.	45	36	9	4							
Agricultural Engr.	6	6	-								
Geological Engr.	9	5	4								
Architectural Engr.	42	24	18	1							
Electrical Engr.	25	21	4	2							
Meteorology	3	3	-								
Communications Engr.	13	12	1								
Construction Engr.	2	2	-								
Physics	7	7	-								
Biology	9	3	6	1							
Sociology	2	2	-								
Environmental Health	3	1	2								
Chemistry	2	2	-								
Broadcasting Engr.	-	-	-								
Horticulture	1	-	1								
International Relations	2	1	1								
Business Admin.	44	38	6	1							
Public Admin.	7	7	-	1							
Economics	22	17	5	1							
Political Science	12	10	2								
English Literature	5	3	2	1							
Education	5	4	1								
Accounting	13	8	5								
Finance	1	1	-								
Personnel Admin.	1	1	-								
Information	1	1	-								
Criminology	1	1	-								
Law	1	-	1								
Arts	1	-	1								
Psychology	1	-	1								
TOTALS:	445	332	113	14							

OMANI STUDENTS IN UNIVERSITY TRAINING ABROAD

COUNTRY: Jordan

Field of Study	Total No. of Students	Male	Female	Degree Level	Language Study	Academic Year					Graduate Training	
						Preliminary		1st	2nd	3rd		4th
						(1)	(2)					
Sharia	9	4	5	B			1	3	1	4		
Engineering	1	1	-	B			1					
Arabic Language	21	11	10	B			16	3		2		
History	14	10	4	B			4	5	2	3		
Geography	3	2	1	B				3				
Sociology	15	4	11	B				8	2	5		
Psychology	29	5	24	B			13	8	3	5		
Archaeology	2	-	2	B					1	1		
Economics	13	10	3	B			3	5		5		
Political Science	11	11	-	B			2	3	3	3		
Business Admin.	2	2	-	B			1			1		
Accounting	1	1	-	B			1					
Computer Science	1	1	-	B			1					
Public Admin.	26	23	3	B			3	17	4	2		
Law	5	4	1				3	1	1			
General Science	5	1	4	B			4	1				
Physics	1	1	-	B			1					
Biology	5	2	3	B			2	1		2		
Geology	3	1	2	B			1	1		1		
Mathematics	2	-	2	B			2					
Agric. - Plant Production	-	-	-	-			-	-	-	-		
Agric. - Animal Production	1	1	-	B			1					
Medicine	* 5	4	1				2				3	
Pharmacy	1	-	1	M							1	
Journalism-Information	8	8	-	B			6	1	1			
Public Relations	2	2	-	B				2				
Special Studies	9											
Totals	195	109	77				68	62	18	34	4	
(* Includes 4 Medical Students Studying in Damascus)												

QMANI STUDENTS IN UNIVERSITY TRAINING ABROAD

COUNTRY: Bahrain

Field of Study	Total No. of Students	Male	Female	Degree Level	Language Study	Academic Year				Graduate Training		
						Preliminary		1st	2nd		3rd	4th
						(1)	(2)					
Medicine	25	13	12				8	8	9			
English Literature	2	-	2	B				1	1			
Public Administration	2	1	1	B			2					
General Sciences	8	4	4	B			8					
Chemistry	1	-	1	B				1				
Biology	4	-	4	B				1	2	1		
Computer Engineering	5	4	1	B			3		2			
Electrical Engineering	1	1	-	M							1	
Civil Engineering	10	9	1	B+M			4	2	2	1	1	
Electronic Engineering	1	1	-	M							1	
Commerce - Business Admin.	2	-	2	B			1	1				
Commerce - Secretarial	1	-	1	B				1				
Commerce - Accounting	2	1	1	B				1	1			
Totals:	64	34	30				26	16	17	2	3	

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QATARI STUDENTS IN UNIVERSITY TRAINING ABROAD

COUNTRY: Qatar

Field of Study	Total No. of Students	Male	Female	Degree Level	Language Study	Academic Year					Graduate Training	
						Preliminary		1st	2nd	3rd		4th
						(1)	(2)					
Sharia	2	1	1	B				2				
Biology-Chemistry	2	-	2	B					2			
Arabic-Islamic	1	-	1	B					1			
Geography	4	3	1	B					1	3		
Islamic Studies	2	-	2	B				2				
History	7	2	5	B				2	5			
English	1	1	-	B				1				
General Arts	9	2	7	B				9				
General Science	4	-	4	B				3	1			
Sociology	10	7	3	B				2	3	5		
Library Science	1	-	1	B					1			
Community Service	5	-	5	B				4	1			
Journalism	1	1	-	B					1			
Zoology	1	-	1	B						1		
Chemistry	1	-	1	B						1		
Botany	2	-	2	B						2		
Marine Science	8	5	3	B				3		5		
Marine Geology	1	1	-	B						1		
Geology	1	1	-	B						1		
Totals	63	24	39					12	17	15	19	

OMANI STUDENTS IN UNIVERSITY TRAINING ABROAD

COUNTRY: U.A. Emirates

Field of Study	Total No. of Students	Male	Female	Degree Level	Language Study	Academic Year					Graduate Training	
						Preliminary		1st	2nd	3rd		4th
						(1)	(2)					
<i>Sociology</i>	3	1	2	B			1		1	1		
<i>Geography</i>	2	1	1	B						2		
<i>Govt Political Science</i>	1	-	1	B				1				
<i>Engineering</i>	2	-	2	B				2				
<i>Sociology</i>	1	-	1	B				1				
<i>Islamic Studies</i>	1	-	1	B			1					
<i>Information</i>	1	-	1	B			1					
<i>History</i>	2	-	2	B			2					
<i>English</i>	1	-	1	B			1					
<i>Arts</i>	1	-	1	B			1					
<i>Mathematics</i>	3	-	3	B				2	1			
<i>General Science</i>	1	1	-	B				1				
<i>Biology</i>	1	-	1	B			1					
<i>Education (Science)</i>	2	1	1	B					1	1		
<i>Education (Psychology)</i>	10	2	8	B			2	2	3	3		
<i>Business Admin.</i>	5	5	-	B				1	1	3		
<i>Economics</i>	3	1	2	B					3			
<i>Science Administration</i>	1	1	-	B			1					
<i>Business/Economics</i>	3	-	3	B				2	1			
<i>Political Science</i>	1	-	1	B				1				
<i>Single Law</i>	2	2	-	B				2				
<i> Sharia Law</i>	1	1	-	B				1				
<i>Law</i>	2	2	-	B				1	1			
<b>Totals</b>	<b>50</b>	<b>18</b>	<b>32</b>					<b>18</b>	<b>12</b>	<b>10</b>	<b>10</b>	









COUNTRY: Saudi Arabia

Field of Study	Total No. of Students	Male	Female	Degree Level	Language Study	Academic Year					Graduate Training	
						Preliminary (1)	Preliminary (2)	1st	2nd	3rd		4th
Sharia	9	5	4	B					5	1	3	
Hadith	1	1	-	B						1		
Islamic Principles	3	3	-	B						3		
Arabic	5	2	3	B					4	1		
Sociology	2	2	-	B				1			1	
History	7	7	-	B				2	2	2	1	
Psychology	6	6	-	B				3	2	1		
Islamic Studies	3	3	-	B				1	2			
Geography	11	11	-	B				1	9		1	
Mathematics	6	6	-	B				2	3	1		
English	1	1	-	B						1		
Library Science	3	3	-	B				1	1		1	
Archaeology	1	1	-	B					1			
Information	7	7	-	B				1	2	2	2	
Political Science	1	1	-	B					1			
Petroleum	1	1	-	B						1		
Mechanics	2	2	-	B				1			1	
Civil Engineering	1	1	-	B							1	
Engineering	10	10	-	B				2	6	2		
Medicine	1	1	-					1				
Science	1	1	-	B					1			
Biology	8	6	2	B				2	5		1	
Chemistry	1	1	-	B				1				
General Science	3	3	-	B				3				
Geology	4	4	-	B				4				
Computer Science	2	2	-	B				1		1		
Chemistry	1	1	-	B					1			
Geology	2	2	-	B				2				
Marine Science	2	2	-	B					1		1	
General Agriculture	1	1	-	B				1				
Agric.-Plant Production	4	4	-	B					3		1	
Business Admin.	1	1	-	B							1	
Public Admin.	5	5	-	B					1		4	
Accounting	2	2	-	B						1	1	
Admin.-Science	1	1	-	B						1		
Commerce	3	3	-	B				1	2			
Meteorology	2	2	-	B				2				
TOTALS:	124	115	9					33	52	19	20	



ORANI STUDENTS IN UNIVERSITY TRAINING ABROAD

COUNTRY: Others - As Indicated Below

Field of Study	Total No. of Students	Male	Female	Degree Level	Language Study	Academic Year					Graduate Training	
						Preliminary		1st	2nd	3rd		4th
						(1)	(2)					
<u>Italy</u>												
Medicine	13											
Pharmacy	1											
Int. Decorating	1											
Antiquities	1											
TOTALS:	16											
<u>Germany</u>												
Electronic Engr.	6											
Communications Engr.	2											
Civil Engr.	1											
TOTALS:	9											
<u>Holland</u>												
Aeronautical Engr.	5											
Pilot Training	5											
TOTALS:	10											
<u>Switzerland</u>												
Hotel Management	1											
TOTALS:	1											
<u>Spain</u>												
Medicine	1											
TOTALS:	1											