

ABEGS STRATEGY

2015 - 2020

(The Handbook)

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Much appreciated is
each and every effort exerted,
each and every penetrating point of view,
and each and every active contribution.

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Executive Summary

Pursuant to the Resolution No. 11 made by the General Conference of the Arab Bureau of Education for the Gulf States (ABEGS) in Al-Manamah, 30 -31 October, 2012, and on the basis of the general objectives of ABEGS that are stated in its statute, ABEGS has prepared this draft strategy. The identification handbook of the draft strategy was presented at the extraordinary meeting of the ABEGS General Conference, (Dubai, March 3, 2013). On the basis of the directives and observations of their Highnesses and Excellences, members of the General Conference in the said extraordinary meeting, ABEGS, together with the Executive Board, re-studied the draft strategy. This document represents an identification handbook that includes the outlines of the strategy, including the methodology used in preparing it, the phases it went through, the results concluded in terms of the main issues, the vision, the message, the strategic objectives, the initiatives and

programs needed to be activated and the proposed operational plan and its budget.

The project of developing the plan has undergone several phases, including: analyzing the internal and external environments, conducting a strategic analysis, formulating the strategic features, developing the operational plan and estimating its proper budget. Throughout the phases, several events, meetings, structured interviews, and focus groups were held, with more than 150 participants, with an effective contribution from their Highnesses and Excellences members of the General Conference, their Excellences members of the Executive Board and some elites of educationalists and experts from the Member States and other countries.

The preparation of the strategy is based on a methodology derived from the best international models and practices in evaluation to identify weaknesses and strengths



within ABEGS institutional structure, and to analyze the most prominent challenges and opportunities in the external environment, as well. Also, the methodology has implemented the usual strategic analysis tools, both to figure out ABEGS future trends, regarding shrinking, expanding, concentrating, or developing, and to propose developmental initiatives.

In the light of analyzing the results of the strategic tools, with the factors of the internal environment (strengths and weaknesses) and the factors of the external environment (opportunities and challenges), the most important strategic issues were identified. The issues are: the adequacy of communication and coordination with the educational entities, institutional role and identity, the quality and compatibility of ABEGS programs, strengthening the effect of the current programs' outcomes, marketing, media presence and social communications, the development of the institutional structure in

addition to the international, regional and Gulf partnerships, and the financial sustainability. It was also deemed important to define the factors effective in each issue and analyze them in order to come up with a variety of initiatives that will contribute to the positive treatment of the issues so that the initiatives may, in general, become cornerstones in the development of the proper projects and programs.

Consequently, the general strategic trends have been identified, starting with the formulation of a vision for ABEGS that is based both on considering the Bureau as the perfect embodiment of excellence and preeminence in the joint educational work, and on a message that defines the Bureau as an educational organization that endeavors to support cooperation, coordination and integrity between the Member States, and to give support and advice, transfer distinguished educational experiences to meet the needs of the knowledge society, and to develop citizenship values in the Member States. Also

a set of values that directs ABEGS activities have been crystalized, through values of preeminence, commitment, transparency, quality and participation.

To further develop ABEGS vision, message and values, a variety of integral and inseparable strategic goals were set. These goals are: promoting the coordination, cooperation and integrity between the Member States, raising the younger generation in a way that consolidates citizenship values, developing educational policies, spreading the best practices, promoting the processes of learning and teaching Arabic, enhancing the roles of family and society in the education processes, stressing the role of ABEGS as a repository of experience in the educational field, and promoting the institutional structure. Furthermore, the goals include a number of initiatives, 23 exactly, that imply, in turn, a variety of programs (92 programs) to be implemented.



The operational plan consists of 23 initiatives that have given rise to 92 programs to be implemented within the years of the plan (until 2020). The Executive Board will refer the proposed programs to the General Conference in order to have them approved along with the project for the estimated budget at the beginning of every financial period.

In order to implement the programs implied within the initiatives, an operational plan was established, that was carried out in accordance with some performance indices and measurements that continually give information about how the strategy is unfolding in order to guarantee that it is going to be perfectly implemented and achieved within the determined time periods so that ABEGS trends and prospects can be ultimately achieved.

Among the most important features of this strategic plan is the orientation towards integration between the programs and organizations of ABEGS in order to support what the ministries are carrying out, and to prepare for establishing certain mechanisms that help ABEGS assume its proper standing as a repository of experience that gives support and advice to the Member States, particularly in supporting educational decision-making processes. The issues of coordination and integrity have been given a special status of importance in this regard, taking into consideration the compatibility

with the efforts exerted by the General Secretariat of the GCC countries.

The main body responsible for achieving the goals of this strategy is the Arab Bureau along with its centers. Yet, it is absolutely necessary for the Ministries of Education in the Member States to consider ABEGS as the primary repository of experience, giving it priority when it comes to contract projects in the fields of consultancy and training, and the like. Therefore, to allow ABEGS to fulfill the highest aspirations and expectations, the first requirement is to restructure ABEGS and its centers, provide it with international and Gulf experiences and adopt a program for the replacement of some efficiencies and capabilities.

The study shows that the costs involved in modifying structures and programs within the new strategy necessitate the raising of the ceiling of the current budget credited by the Member States from SAR 66,892,000 to SAR 82,537,419,000. It is to be taken into consideration that an increase of ABEGS incomes, as a result of the planned transformation, is being considered.



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INTRODUCTION

Education is the concrete basis upon which sustainable development is to be built. This fact is agreed by almost all nations. However, ABEGS Member States have gone further to embody this fact as an educational reality in which achievements have surpassed expectations. These states have been able to expand access to education in an extraordinary period of time, making it available for all citizens, with no exception. Attention has been paid not only to the quantity of education, but also to its quality, which has been at the top of political leaders' priority lists. As a result of this support, many Member States have achieved most of the criteria of the Education For All initiative (Dakar, 2000), which were identified by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Because the development of education requires openness, cooperation and the exchange of experiences, education was the first field in which joint Gulf cooperation started, the Gulf states decided to establish a joint Gulf educational organization named the Arab Bureau of Education for the Gulf States in 1975, aiming to achieve cooperation, coordination, integrity and participation, with the interested bodies in promoting education and bringing about awareness of the latest educational developments.

Over the years ABEGS was able to achieve many goals and projects. Among these achievements was the emergence of an integral harmonized Gulf educational society, the enrichment of the educational environment, the development of educational programs in various educational fields and the promotion of ABEGS as a high educational organization, not only in the Arab world, but in the entire region and the whole world.

The Arab Bureau of Education for the Gulf States adopted the following medium-term planning schedule:

- The first medium-term plan: 1980- 1985.
- The second medium-term plan: 1986- 1991.
- The third medium-term plan: 1992 - 1997.
- The fourth medium-term plan: 2001- 2006.

In 1998, ABEGS had an evaluative

study on its projects and activities carried out by the UNESCO. Furthermore, in April 1999, ABEGS issued a paper titled «The Future of the Educational Work in ABEGS Member States: Prospects». Also, within the same year, a joint plan was set for developing the educational curricula in ABEGS Member States; the Supreme Gulf Cooperation Council (SGCC) issued a resolution on this plan in the same year. After

implementing the program of that joint plan, the project of developing education in the Member States was prepared by ABEGS, and was approved by the General Conference (the 18th session Kuwait, February 2005). This project came in pursuance of the resolution made by the SGCC in the 24th session (Kuwait, December 2003), in accordance both with the consensus document,

offered by the Custodian of the two Holy Mosques, King Abdullah Bin Abdul Aziz Al Saud, and other documents offered by his dignified brothers, leaders of the GCC countries.

Nowadays, there is a great developmental activeness of ABEGS, as the ministries of education are carrying out very huge ambitious projects, focusing on quality and innovation in order to arrive at the society of knowledge and economics of knowledge. So, their Highnesses and Excellences, members of the General Conference, have given their directions for the preparation of a new strategy that puts a framework for ABEGS work within the coming years; a strategy that takes into consideration the latest developments in the Member States and in the entire world as well.

The current document represents the Strategy of the Arab Bureau of Education for the Gulf States for the period from 2015 to 2020, considering the year 2013-2014 as a preparatory session which was set in persuasion of the resolution made by the General Conference (the 22nd session, Manama, 20-21 October 2012).

This handbook starts with a review of the methodology used in the preparation of the strategy and a description of the steps and stages through which this preparation has gone, along with the models and tools used for collecting and analyzing information, the results of studying the reports, meetings and interviews, workshops which were held for the preparation of this strategy.

Then, the handbook discusses the results of analyzing ABEGS environmental context, that is regarding the internal environment s weaknesses and strengths and the opportunities and challenges in the external environment. Afterwards, there is a review of the most prominent strategic issues upon which the strategic features are built.

Moving forward from that point, the handbook shows a review of the features and orientations of the new strategy, i.e. the vision, message, goals, initiatives, programs and the major performance measuring indices. Here, we should indicate that the preparation of this strategy made it a must to hold many activities, interviews, standardized meetings and concentration groups in which there

were 150 participants of educational experts and leaders. Along the entire course of this persistent work, there has been limitlessly supported both by their Highness and Excellences, members of the General Conference, and their Honor, members of the Executive Board. Thus, the Arab Bureau of Education for the Gulf States does actually heap thanks to the leaders, in the Ministry of Education, who have had no stone unturned to help making this team endeavor successfully accomplished. Also, we do heap thanks to brothers and sisters who have contributed to meetings, workshops and activities held for promoting this strategy. Special thanks are to be given to the Meras Center for the great efforts they have exerted in the very limited time for the preparation of the strategy.

Dr. Ali bin Abdulkhaliq Alkarni

Arab Bureau of Education for the Gulf States

Director-General

1

Methodology Used in Preparing the Strategy

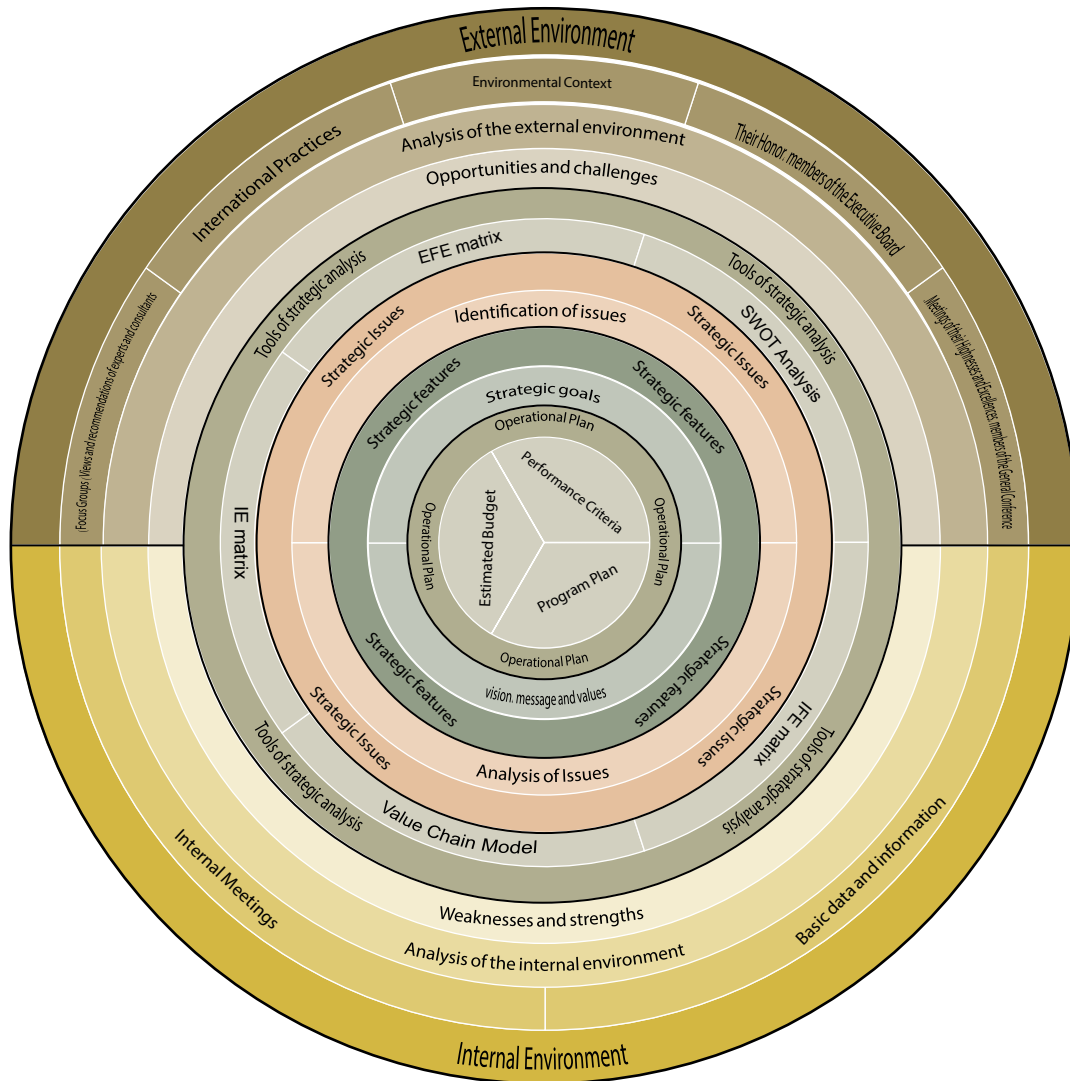


Figure (1-1)
Methodology Used in Promoting the Strategy

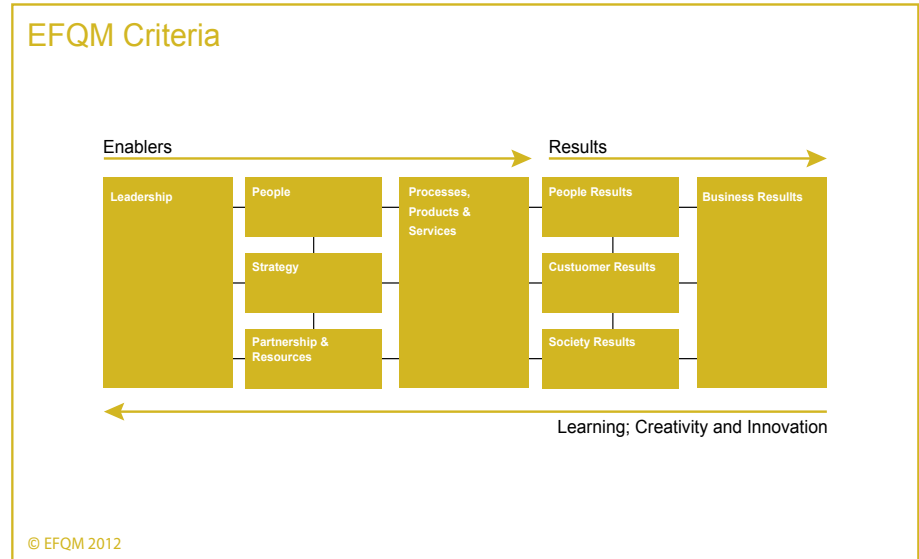
This section of the handbook reviews the methodology used in prepare ABEGS strategy, the tools implemented for collecting and analyzing information and the steps followed to reach conclusions. In conformity with the usual methodologies, the preparation of the plan went through five phases: analysis of the internal environment, analysis of the external environment, the strategic analysis, the identification of the strategic features and the developing of the operational plan (Figure 1-1)

(1-1) Analysis of the internal environment

The components of ABEGS internal environment were analyzed to identify weaknesses and strengths, in accordance with the excellence model of the European Foundation for Quality Management (EFQM) that uses two main categories of criteria. The first one consists of factors or enablers that affect the institution's ability to achieve its own goals, represented in leadership, strategy, human resources, partnerships & sources, processes, products and services. The other category of criteria concerns the results of the institution in terms of customers, human resources and society, in addition to the key performance results (Figure 1-2)

And to evaluate these criteria, the RADAR model was used to analyze the enablers in the light of the approaches implemented to reach the results, the mechanisms for applying them, the methods of analyzing and evaluating them and the analysis of these results in the light of how compatible and usable they are (Figure 1-3).

Data and information were collected for analysis, using appropriate tools, meetings, reviewing related reports, documents and systems in order to give a realistic view of the internal environment of the Bureau.



(Figure 1-2): And to evaluate these criteria, the RADAR model

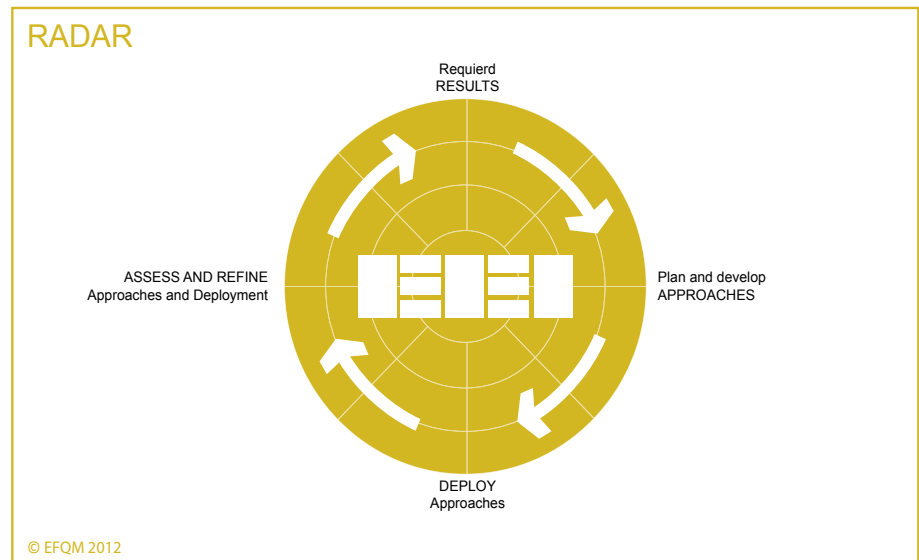


Figure (1-3): Results, Approach, Deploy, Assess and Refine (RADAR)

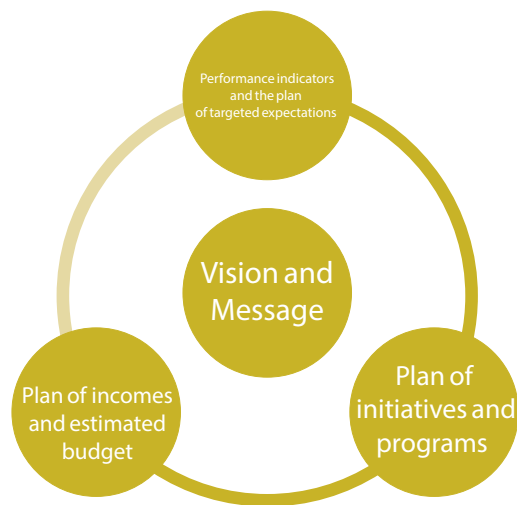


Figure (1- 4)
Components of the Operational Plan

(1-2) Analysis of the external environment

The external environment was evaluated to identify opportunities and challenges using various methods, including examining the technical, cultural, social, economic and systematic environmental context factors through data and information collection, investigating statistics, and surveying the views and suggestions of large groups of experts and interested researchers by holding many standardized meetings and focus groups to get a very realistic view of the external environment. Moreover, the evaluation included the recognition of institutions which had the same roles as ABEGS, or which had services integrated with those of ABEGS. This procedure was used in order to recognize the basic system of this sector, ascertaining some of the reference comparisons which would later contribute to the determination of some strategic initiatives required for promoting and developing ABEGS practices and services in future.

(1-3) Strategic Analysis

In the light of the analysis of the external and internal environments, future strategic orientations and fields of work were identified, using the SWOT Matrix and a variety of strategic analysis matrices, to interrelate internal factors, i.e., effective strengths and weaknesses, and external ones, i.e., opportunities and challenges, and, therefore, to promote certain appropriate initiatives. Consequently, ABEGS different localization points regarding its strategic orientation were identified: development, promotion & concentration and expanding & shrinking. Also, the extent to which ABEGS different key and secondary activities are harmonized and integrated was identified in order to define the additional values and the range of work that helps promote these values. This was done by using the Value Chain Model in order to propose the best strategies. Furthermore, the results of this analysis were shown through a variety of strategic issues which have to be considered when

adopting strategic orientations because they are the very key starting points in establishing the vision, message and strategic goals. These issues were discussed in a workshop entirely dedicated to that very purpose.

(1-4) Identification of Strategic Features

In accordance with the facts of the strategic analysis, ABEGS strategic features were identified, which consist of vision, message, institutional values and strategic goals.

(1-5) Operational Plan

The Arab Bureau of Education has developed an operational plan which it considers helpful in achieving its own goals. This operational plan consists of a variety of initiatives and programs which were agreed upon by ABEGS supreme administration. Moreover, key performance indicators, along with their appropriate performance measures, were promoted. Also, the main features of each were

described regarding frequency and responsibility throughout the period of this operational plan, along with an explanation of the most important initiatives and programs which help carry out them. Furthermore, ABEGS estimated budget (the expected incomes and expenses) throughout the years of this plan was established in accordance both with the mechanism used to carry out the programs included and its effects on the financial conditions of ABEGS (Figure 1-4).

(1-6) Performance Measuring Model

The success of the strategic plan is fully dependent on the availability of mechanisms which measure the progress this plan will achieve in terms of its goals and the extent to which its programs are successful. The measurement mechanisms are interrelated with the indicators defined within the strategy itself in that the correspondence between these indicators and the nature of ABEGS work is different from the

nature of the work of the ministries of education. ABEGS does not control variables affecting the actualization of certain and clear indicators, such as educational achievement, educational loss, illiteracy, and so on.

Thus, the Logic Model was implemented in order to determine the measurements for the indicators defined in the plan. Figure (1-3) shows the flow of the relationship between the components of the program: strategic features, message, vision, goal, sources, outputs, results and external factors affecting the extent to which programs are effective after the evaluation and implementation phases have been completed. The main focus of the application of the program will be to discover which indicators are appropriate for judging the extent to which goals are achieved regarding «targeted results» or «targeted effect», while stressing the establishment of measurements to make sure that the component named «outputs» really exists, considering the very strong relationship between it and «targeted results». Here, we would like to stress

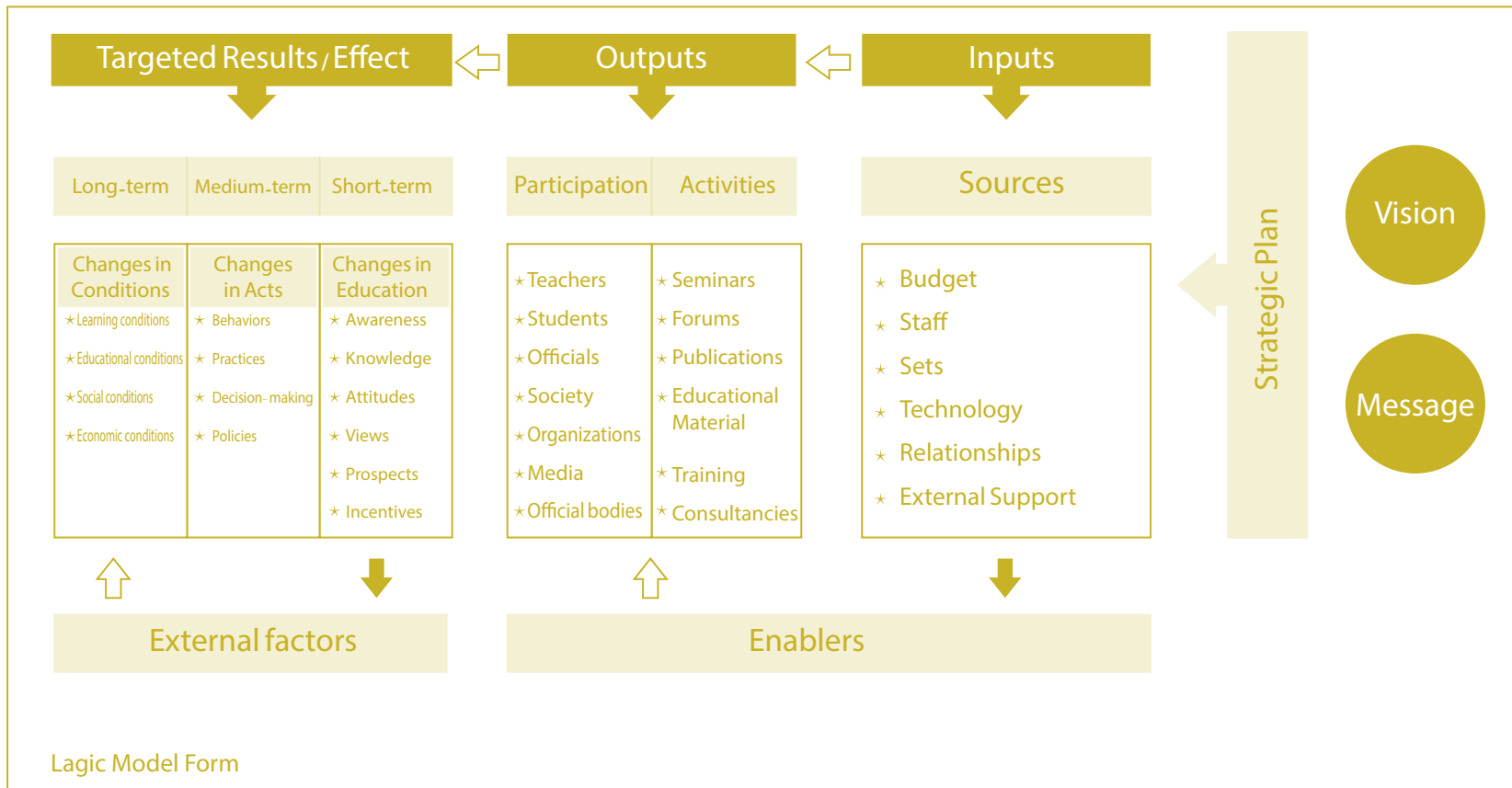


Figure (1-5)

that this model differentiates the concept of «outputs», which consist of activities carried out within the program, such as forums, evidences, models, publications, research, studies, meetings, training programs and workshops that include the participations of targeted groups, such as teachers, students and staff, and the concept of «results», which refers to changes brought about by the program when carried out.

Results can be categorized into three levels, depending on the time spent to achieve them. For instance, short-term results represent the occurrence of a change in education which entails new knowledge or skills or causes a change in attitudes and views or incentives and prospects. On the other hand, medium-term results are manifested by the occurrence of changes that cause behavior or decisions or policies to be modified, while long-term results are visible in the occurrence of changes in conditions such as social, economic and educational systems or organizations, and so on. Hence, it is easy to notice that it is difficult to define quantity indicators and

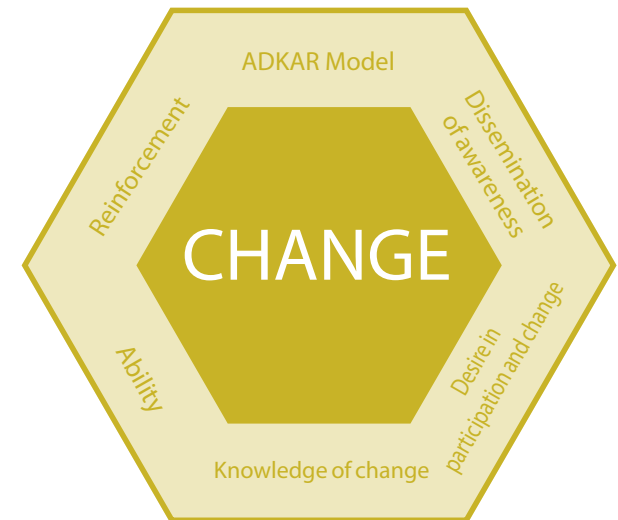
measures to ensure that medium or long-term changes would occur. The most important reasons are the nature of the ABEGS work, its relationship with the ministries of education and its inability to control variables affecting the actualization of medium- and long-term results.

(1-7) Change Management

ADKAR model of change is a pioneer model in making transformations, accepting change, actualizing goals and decreasing resistance caused by change. This methodology consists of some pivotal points, as illustrated in Figure (1-6):

(1-7-1) Awareness

In the strategic plan, this stage, which involves raising awareness and knowledge, implies the identification of all parties affected by the project of applying the strategic plan, and what this may entail, including recentralizing around strategic activities and rehabilitating financial and human resources so that they are in sync with the new orientations.



(1-7-2) Desire

This stage, which involves instilling desire in the participants, is based on attempts at removing the fear of change, focusing on building trust and highlighting the positive sides of the transformation. This can be achieved through workshops and awareness-raising seminars dealing with the new strategy and its consequent variables.

(1-7-3) Knowledge

The aim of this stage is to make available all related data and information, qualifying and highlighting examples or champions who can act as references ready to share desired information.

(1-7-4) Ability

This stage aims at helping participants acquire skills, abilities and behaviors which will enhance their ability to change and transform by carrying out the initiatives of promoting the institutional structure of ABEGS and its branches, along with providing practical guidance programs to

enable the related parties to acquire experience.

(1-7-5) Reinforcement

The main aim of this stage is to ensure that change becomes firmly established and that staff has already moved beyond the negative resistance stage. This goal can be achieved through offering and developing moral and material incentivizing tools, including economic incentives, in addition to holding celebratory activities which increase participants' desire to make additional changes when actualizing the most important initiatives.



2

Results of Analyzing Internal and External Environments



Using the Excellence Model of the European Foundation for Quality Management (EFQM), weaknesses and strengths were identified; the criteria related to enablers (leadership, strategy, human cadres, partnerships & resources, processes, products and services) and the criteria for results (customer results, human cadres results, society results and key performance results) were evaluated using RADAR model tools in order to identify the approaches applied to arrive at the results, how to apply and evaluate these approaches and how adequate these results would be.

Also, the analysis included the environmental context within the framework of its own effective technological, social, economic and political factors. Moreover, the analysis considered the external work environment, including all parties and factors which directly affect ABEGS ability to achieve its own goals. This analysis was based on the results of standardized meetings with clients (representatives and agents of the ministries of education), the supporting parties interested in ABEGS work and deliberations in the workshops.

Opportunities and Challenges



Opportunities:

The most important opportunities available in ABEGS external environment were:

The Political and Economic Status of the Member States:

The distinct political and economic status of ABEGS Member States, as well as the political support given by these states to the Arab Bureau of Education for the Gulf States, represented one of the most important opportunities available to ABEGS, as an organization specializing in helping its educational systems reach international levels and develop effective professional alliances and partnerships.

The Gulf States Tendency to Greater Economic and Political Convergence and Integration:

The Gulf States have made strides in achieving more convergence and integration; the Gulf Customs Union, the Joint Gulf Market, the Gulf

Monetary Union and the Gulf Integrated Infrastructure projects, such as the electrical interconnection project and the Gulf Railway project, among others, are all just examples. This tendency of the Gulf States is a very strong opportunity to consolidate the status of the Bureau, as a joint organization, and helps it expand its own activities and offers its own services and products throughout the Member States.

Common Cultural Factors between the Member States:

The social and cultural conditions that are common to the member states are another good opportunity that ABEGS can benefit from for unifying the efforts and capabilities of these states, particularly in the field of education, which has an effective role in the social and cultural structure and in qualifying the capabilities to consolidate this structure.

Increasing International Developments in Information Technology:

The great leaps in the field of information technology and the increasing use of the Internet and social media are strong and timely opportunities which must be taken advantage of both for achieving coordination and cooperation and contributing to the enrichment of the knowledge structure supporting parties interested in education so that the education systems in the Member States can be effectively promoted.

The Great Interest in Education:

Education has a prominent place within the member states developmental policies because they believe in the role that education plays in achieving prospected goals. This interest can be clearly seen both in the expenditures of the education sector and the emphasis on promoting the specific quality of education. Furthermore, the Supreme Gulf Cooperation Council has paid special attention to education, as there have been many resolutions issued

in this regard. The Bureau sought to implement all these decisions during the last decade. Thus, this special interest in education is a great opportunity available to ABEGS to highlight its own role played in helping and supporting the efforts exerted in the field of education.

Solidity and Diversity in the Institutional Educational Structure:

There is an abundance of schools and educational institutions, well-equipped with highly advanced facilities, curricula and capabilities, and qualified staff. Furthermore, the member states have adopted many criteria and practices related to educational quality, evaluation and renewal. All these represent one more opportunity that ABEGS can take advantage of to offer its own products and make its own services more effective.

Availability of Many Educational Organizations, Bodies and Institutions and Possible Partnerships:

The Arab Bureau has the chance to benefit from similar international and regional organizations and institutions and bodies involved in the field of education. This can be achieved through the creation of partnerships for exchanging experiences and capabilities.

Need for Initiatives to Promote Education:

Although the basic capabilities and material abilities are available, there is still a need for more initiatives and projects which can contribute to promoting education and all its aspects, particularly regarding the development and evaluation of educational policies. This is a potential opportunity for an effective role for ABEGS.

Challenges:

The main challenges are:

Openness to the World and Other Cultures:

Communicating with the world, while maintaining social and cultural identity, including conserving the Arabic language, is one of the challenges which the Arab Bureau faces in the joint educational efforts exerted.

Rapid Development of Modern Technologies:

The Arab Bureau of Education recognizes that the preparation and offering of its own educational services and products poses a challenge, because of the increasingly rapid development of modern technologies and the high costs associated with implementing them in the field of education.

Large Number of Competitors:

There is a strong challenge before the Bureau to promote its own

products and market them because of intense competition with a number of international or regional organizations specializing in the field of education.

Ambitious Developmental Projects of the Member States:

There is very strong and comprehensive developmental activity among the Member States with which the Arab Bureau has both to compete and be in harmony with in order to avoid repetition and duplication.

Fixed Budgets Versus Increasing Expectations and Rapid Changes in Economic Conditions:

ABEGS budget was fixed throughout the last decade in spite of changes in the economic conditions, which brought about increased operational costs. Thus, the Arab Bureau has the critical responsibility of varying its own resources to support its own projects.



Strengths and Weaknesses

Strengths:

The main strengths of the internal environment of the Bureau are the following:

Programs and Services are of Quantity and Quality Distinct:

The programs and services offered by the Arab Bureau have their own good merits over others: quality, diversity and comprehensiveness in covering most educational fields. This is due to the very careful efforts ABEGS exerts to select and produce these programs and services, in addition to the phases they are subjected to ensure quality.

The ABEGS Legal, Organizational and Financial Stability:

The Bureau is unique in that it is the first and only joint institution to work in the field of general education. Thus, they have been able to transform policies and decisions resulting from their joint work into concrete programs and activities.

ABEGS is strongly politically endorsed by Their Majesties and Highnesses, the leaders of the GCC countries. This endorsement is clearly embodied in the decisions and directions given by the Supreme Gulf Cooperation Council. Furthermore, the Bureau is continually supported by Their Highnesses and Excellences, the members of the General Conference. The basic system provides the Bureau with the legal and systematic support that consolidates its status and role in cooperation between the Member States.

Profound Knowledge Accumulation and Experience:

Over the years, the Arab Bureau of Education has acquired a very solid basis of accumulated experience and profound knowledge in the field of education. It has a great wealth of research, studies, products and a very large number of activities which cover various components of the educational process.



The Bureau s Effective External Communications and Exchange of Experience:

The Bureau has had the ability to build a large network of external communications, particularly with many experts and specialists in education and similar international and regional organizations, and to have partnerships and alliances with many of these organizations. Thus, the Bureau has been able to acquire the experience needed to plan and carry out its own projects.

Relative Distinction of the Electronic Systems:

The Arab Bureau has certain advanced technological systems and applications for carrying out and supervising administrative procedures, such as output and input systems, following up on personnel, as well as some business applications. It also has a number of advanced software packages and applications related to e-learning and educational decision-support systems.

Transparency of Financial and Administrative Work:

The procedures and policies of the Bureau s financial and administrative work are very transparent and clear, particularly when it comes to ABEGS staff. Thus, job satisfaction and efficiency levels will undoubtedly increase.

Weaknesses:

The main weaknesses are the following:

Lack of Qualified Cadres:

The number of qualified cadres in the Bureau is relatively low compared to the many activities and products and services offered by the Bureau. Furthermore, there is a lack of sufficient qualification and training procedures provided to staff and a weak potential for optimizing human resources, in terms of numbers and experience.

Centrality of Decision-Making:

There are many responsibilities and administrative burdens on the shoulders of the supreme administration because of the weak structure of qualified human cadres. This usually leads to centrality in terms of technical, and perhaps administrative, decisions.

Weak Marketing and Limited Wide-spread Services and Products:

Despite the rich and various products of ABEGS, they are still not widespread and there has been a weak implementation of their economic value in promoting the ABEGS financial resources. There is no unit or administration responsible for the issues of marketing products and services and doing the research required to survey the educational needs of the market.

Limited Budgets and Weak Self-Financing Resources:

The Bureau suffers from a lack of financial resources. ABEGS activities has grown over recent years, member states have expanded their educational programs and projects. Also, costs required to carry out the projects have increased because of financial and economic changes. Nevertheless, there were no considerable increases in the budget. Undoubtedly these insufficient financial resources have put an upper ceiling on the Bureau s plans and programs and limited its ability to make its programs more effective and influential.

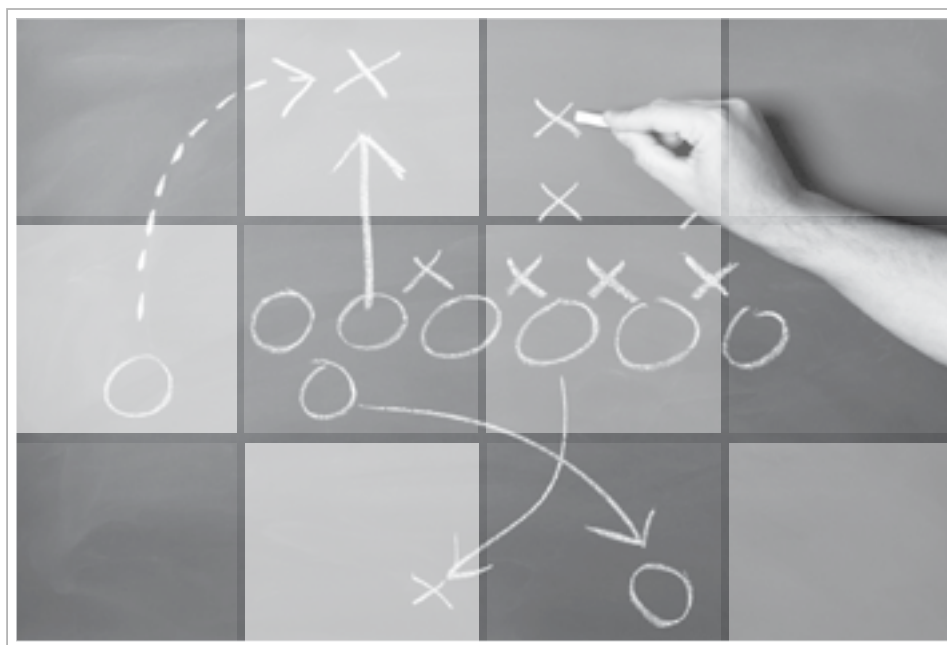
Institutional Structure of the Bureau and its Branches:

The Bureau, along with its affiliate organizations (the Gulf Arab States Educational Research Center, the Arab Educational Training Center for the Gulf States, the Educational Center for Arabic Language), have

implemented many programs which need to be more integrated and harmonized. This may necessitate a redefinition of the roles and specialties of these organizations.

3

Strategic Issues



Strategic issues are the key considerations in the analytic results of non-profit institutions; when an institution's strategic issues are determined, this institution's major goals can be defined and, therefore, its strategic plan can be identified. In the current report, strategic issues are determined on the basis of the results of the environmental analysis of the internal environment (strengths and weaknesses), the environmental analysis

of the external environment (opportunities and challenges) and the analysis of the results of the strategic tools implemented (SWOT, IFE, EFE and IE). Within this framework, nine issues were identified, as well as their causes and results, in order to bring about a variety of initiatives which will possibly have a positive contribution to the way the Arab Bureau will treat each one of them.

Analysis of Strategic Issues

1- Adequacy of Communication and Coordination with Educational Organizations:

The analysis shows clearly that the General Conference, the Executive Board and the Ministries of Education support and pay much attention to the Arab Bureau of Education. Still, more effective communication between the Bureau and the executive bodies in the Member States is needed, particularly in fieldwork. Also, the role of the national committees needs to be activated so that the results of the Bureau's programs can be applied. Moreover, there is a need to increase coordination and communications between ABEGS and its affiliate organizations and between these affiliates and the Ministries of Education in various administrative fields.



2- Role and Institutional Identity:

This particular issue involves the public image projected by the Bureau in light of its prospected role, its influence on member states, the roles which it will play within the next period and the identity that it has to assume. No doubt, there are certain reasons for the Bureau's influential performance and transparent activities, among which are the determination of its identity, the explanation of its expected roles to clients and the emphasizing of these roles to ensure that clients are convinced of them.

3- Quality and compatibility of the Bureau's Programs:

This issue involves the extent to which the fields and programs and issues handled by the Arab Bureau are qualified and compatible with the educational reality and needs of the member states. It is almost totally agreed that ABEGS programs and fields cover many educational aspects and that they are of a great importance, quality and diversity. Yet, there are two points of weakness: the extent to which the results of most of these programs are actually utilized and the need for

greater integration and interrelation between these programs. Therefore, it is necessary to pay great attention to the potentials of the actual application of these programs, when designing them, to suit the special conditions of the member states. At the same time, much attention must be paid to the extent to which these programs are integrated and interrelated to past programs or to those which are currently being carried out.

4- Deepening the Effect of Current Programs Outcomes:

This issue involves identifying ways that can possibly be used to deepen the effects of the current programs outcomes. This current issue is interrelated with, and influenced by, the previous one, though the present one is different in terms of the limited nature of the effects of some programs outcomes on the educational society and the weakness of the means through which these effects can be integrated with each other so that they can be continuous, strengthened and accumulative. Thus,

much attention should be paid to the pre-definition of the effects which the programs are expected to have in the educational field, along with designing that definition during the planning and implementation phases of these programs. Furthermore, there is a need to conduct in-depth studies to trace the programs actual effect and evaluate it continually in order to identify its own course and how to influence it.

5- Marketing:


This point involves the importance of the marketing and distribution of ABEGS products as an approach to strengthen these products effects and enlarge its client base, on the one hand, and to utilize the economic dimension of these products, on the other hand, in persuading the directives of the General Conference and the Executive Board regarding the promotion of the Bureau s resources. This issue highlights the importance of the need to have a marketing plan that guarantees the availability of the programs to the largest number of clients and the maximization of these programs revenues.

6- Media Presence of Social Communication:

The media presence of the Arab Bureau of Education and the propagation of its activities and programs are important in highlighting its proper public image and the roles which it plays to be able to influence the educational field. More media presence has to pay greater attention to social communications with different client categories and send media messages through TV programs or new channels, such as YouTube, to propagate the Bureau, along with its products and services, and the role that it can play in the enrichment of the education field.

7- Development of the Institutional Structure:

This point involves the building of the organizational, technical and administrative basic capabilities and requirements, the development of the infrastructure, the determination of policies and



procedures, the modernization of the organizational structure and the basic resources required. All this entails the restructuring of the Bureau in a way that brings about effect and adequacy, particularly in terms of the integration between the Bureau and its affiliate organizations and the need to define the roles these organizations play and their specialties in all programs being carried out.

Furthermore, it is clear that there is a lack of qualified staff in the Bureau. Consequently, two plans have to be established: the first one is an employment plan to attract qualified and experienced staff and the other one is plan involving replacement and succession.

8- International, Regional and Gulf Partnerships:

This strategic issue involves the role that partnerships with societal institutions and international, regional and Gulf organizations can play in the promotion of the Bureau's role, helping the Bureau benefit from the experiences of others, transferring the

best international practices, adopting them in accordance with the needs of each member state and expanding the Bureau's societal partnerships to promote its influence.

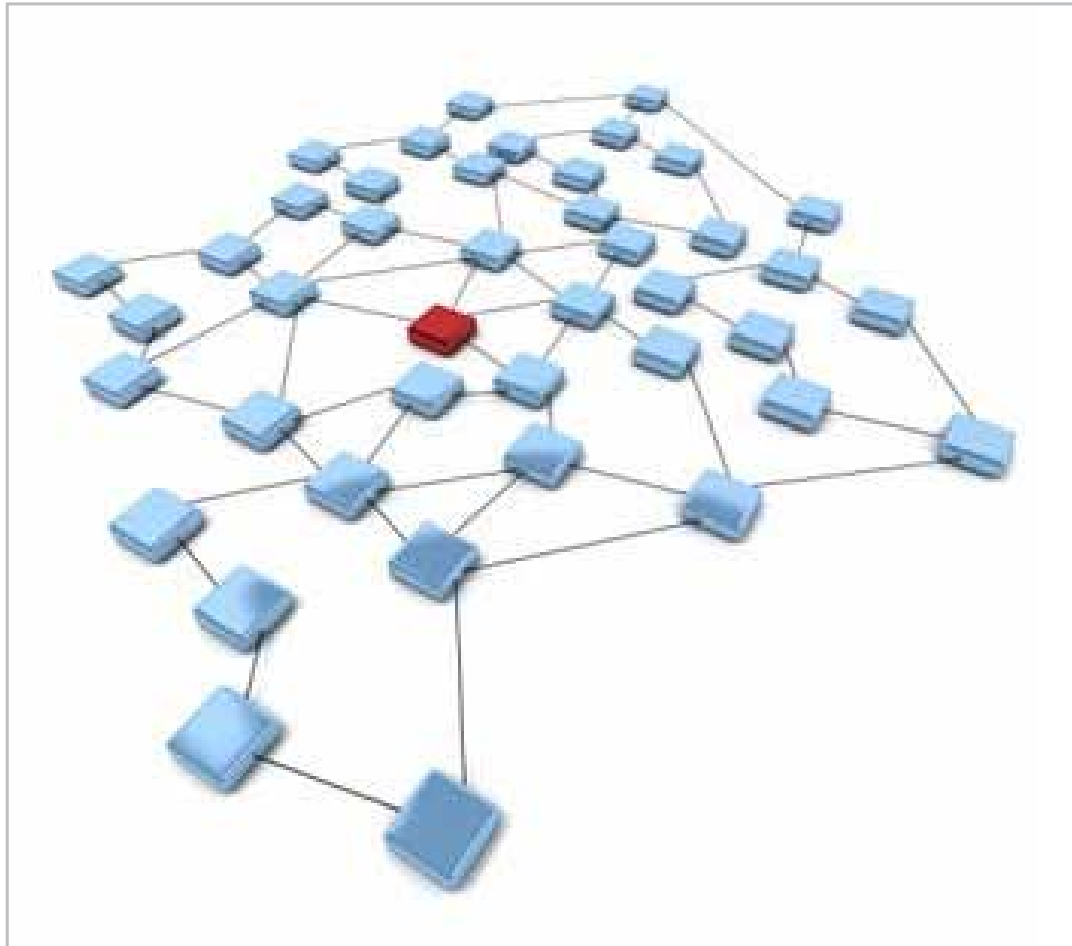
9- Financial Sustainability:

This issue involves the necessity of supporting the financial stability of the Bureau. This is to be done in two ways:

1. Verifying the Bureau's budget, studying its current increase and considering future growth.
2. Utilizing the huge amount of knowledge and outcomes available within the Bureau, transforming these into an economic value that will bring about prospected influence and growth. To do that, the Bureau has to work towards investing its current and future products and promoting its partnerships with all administrative and technical levels to create new financial resources which will help it achieve financial sustainability.

4

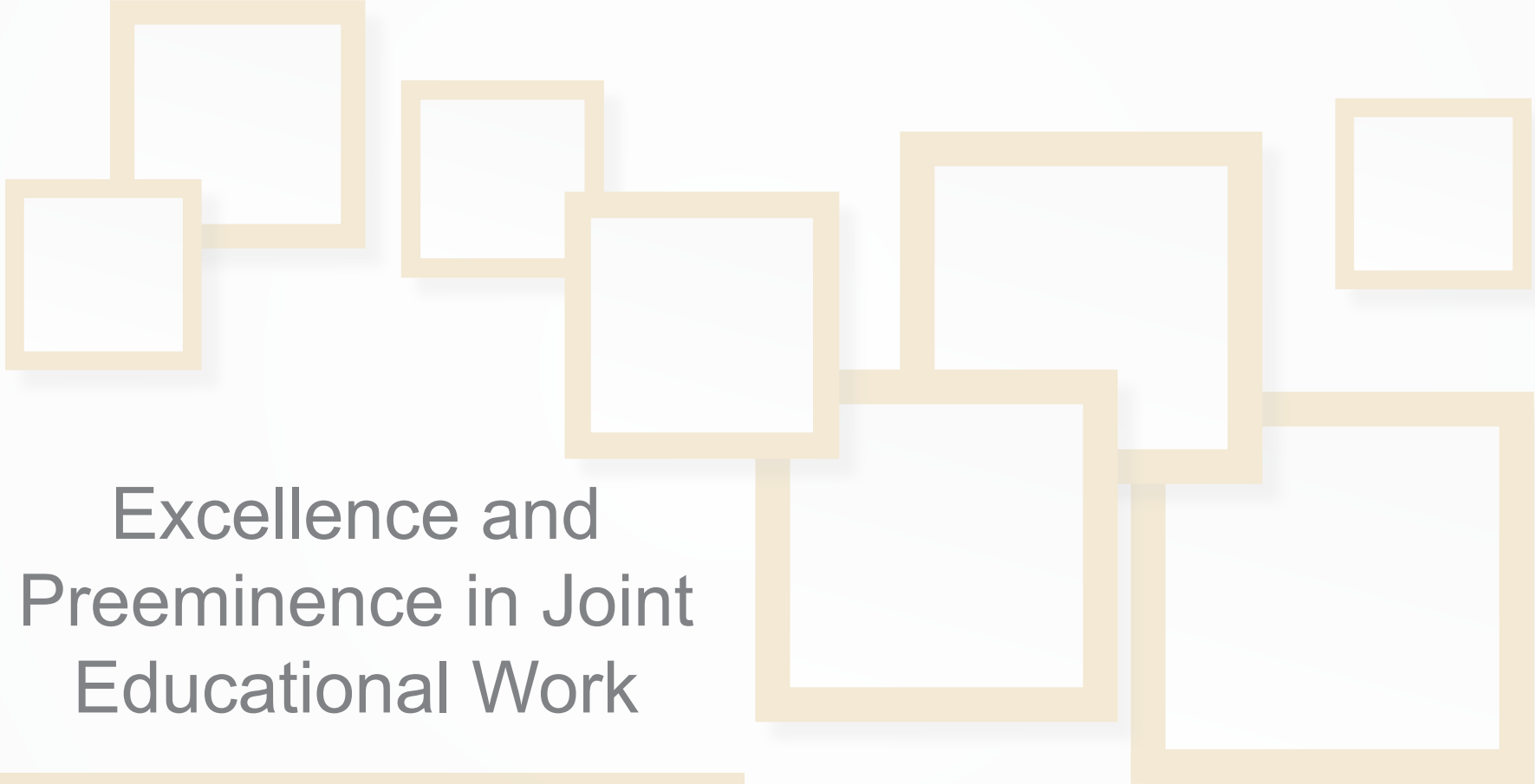
Strategic Features



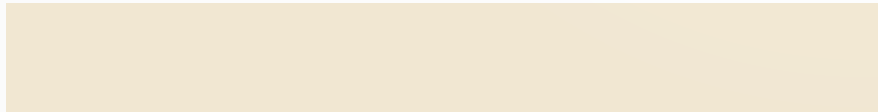
In the introduction of this section, there is a review of the strategic features of the Arab Bureau: vision, message, values, and strategic goals concluded after the analyses of the Bureau's external and internal environments which have shaped its orientation in the next stage in accordance with the results of the strategic analysis, and whose results have shown the importance of recentralization around short-term institutional restructuring in order to bring the Arab Bureau to advance resolutely towards being a reliable reference in its own field in the long term.



VISION



Excellence and
Preeminence in Joint
Educational Work





Message

The Arab Bureau of Education for the Gulf States is an educational organization that seeks to support cooperation, coordination and integration between its Member States, providing help and consultation, and conveying its distinct educational practices and experiences to meet the needs of the knowledge society and to develop citizenship values in its Member States.

Institutional Values

1 *Preeminence*

3 *Transparency*

5 *Taking Initiative*

2 *Commitment*

4 *Quality*

6 *Participation*

5

Strategic Goals

1. Promoting coordination, cooperation and integration between the Member States.
2. Developing the younger generations to promote citizenship values.
3. Developing educational policies and spreading the best practices.
4. Developing the Arabic language and the learning of it.
5. Consolidating the roles of family and society in education.
6. Highlighting ABEGS role as a center of expertise in the educational field.
7. Promoting the institutional structure.



This section reviews the seven strategic goals that derive from the ABEGS strategic features. Some of these goals cover certain basic and fundamental areas discussed in the vision and message, while others are considered to be secondary goals supporting the strategic ones, thus contributing to an integrated system of goals. Each goal consists of key initiatives with many continuous and temporary programs, including a time plan that continues throughout all the years of the plan. Furthermore, each strategic goal is connected with a variety of key performance indicators (KPIs) which consist of performance measures helping in the management and measurement of the progress levels achieved during the application of the strategy.

This system of strategic goals summarizes clearly the role of the Arab Bureau; this role derives from the tasks entrusted to the Bureau within its basic system in accordance with its past experience and the vision of the Ministries of Education in the Member States. It is important to stress that ABEGS does not, and is not expected to, play the same roles as these ministries; its role is to help the ministries achieve their strategic goals. Therefore, ABEGS is responsible for the general strategic issues and the issues of coordination and integration, without interfering with the detailed programs of the curricula, even though it has been involved with curricula in the past. In the next period, the Bureau will adopt the role of a center of expertise, offering support and advice to the Ministries of Education, whenever it is called for.

Strategic Goal No. 1:

Promoting Coordination, Cooperation and Integration between Member States



The Member States of the Arab Bureau of Education for the Gulf States have made strides towards achieving coordination, cooperation and integration and, therefore, there have been many achievements in terms of joint educational work among these countries. On the other hand, international cooperation in the field of education is one of the necessary requirements for keeping up with the latest developments and changes in every field.

And building upon what has been achieved, ABEGS will endeavor, within the framework of this goal, to carry out more programs involving integration between its Member States so that it can embody their leaders directives and aspirations, particularly after successive developments have become a reality that have their own influence on the course and ambitions of educational cooperation. Therefore, international cooperation and coordination must be one of the Arab Bureau's very active fields,

as this stresses the Member States independence, preeminence and status, highlighting the brilliant Gulf educational reality and helping construct standardized attitudes among Member States towards many issues discussed in international and regional organizations.

The most important aspects in integration and coordination are the exchange of distinct experiences among member states and the building of unified educational databases as a way both to achieve integrated educational work and save resources.

This goal is the major starting point in establishing the Arab Bureau of Education for the Gulf States.

Initiatives

Gulf Coordination, Cooperation and Integration

ABEGS efforts are directed towards coordination between the Member States in all educational areas, stressing the principle of cooperation between these countries in order to achieve comprehensive educational integration in conformity with the joint work in the Gulf Cooperation Council.

Programs:

- Ministerial and deliberation meetings.
- Parallel Entities.
- Joint educational reports.
- Standardized contracting.
- Exchanging teachers and educational experiences.
- Establishing unified educational databases.

International Coordination and Cooperation

ABEGS international coordination and cooperation programs are interrelated with its own goals, activities and various fields in which international and regional organizations work and in which the Member States participate. Therefore, coordination programs have been carefully selected to be effective and flexible, in order to be compatible both with the variables and the joint work orientations of the member states.

Programs:

- Holding international educational activities.
- Cooperation with international, regional and Arab bodies and organizations.
- Coordinating and integrating Member States participation in international and regional educational organizations and activities.

One aspect of the anticipated cooperation is to highlight the Gulf's individual educational capabilities and achievements in international congregations.

Strategic Goal No. 2:

Developing Younger Generations to Promote Citizenship Values



The ABEGS Member States pay great attention to the promotion and development of citizenship values in their younger generations. These countries' educational plans and policies state that it is necessary to achieve this goal through different educational curricula and programs. This goal is consistent with these Member States' endeavors and efforts exerted for the complete preparation of the younger generations, which is fully compatible with flexible preparation in a world full of continuous changes. Through fulfilling this flexible preparation,

young people can acquire behaviors which help them uphold their rights and duties as citizens, be in touch with their countries' internal issues, while remaining positively open to up-to-date information in various fields, utilizing this information to help themselves and develop their countries.

This goal focuses on the development of ways of raising our young people inside and outside school and actualizing communication between students in Member States through cultural, social, sports and

scouts activities. Furthermore, it emphasizes scientific activities in order to raise citizenship awareness, develop the responsibility culture and the desire to learn and know, promoting their identity and strengthening their affiliation culture, in addition to taking care to support ambitious talents in the sciences, promoting the empowerment of students and developing their capacity to generate creative and innovative abilities for a better future.

The younger generations' citizenship values are to be promoted through involving them in activities which instill in them their responsibilities towards their countries and societies.

Sports and Scouts Activities

Scouts activities and sports competitions are practical opportunities which promote skills and self-construction and strengthen the values of work, persistence, cooperation, participation, tolerance and brotherliness. Furthermore, these activities establish the concept of volunteer work and reinforce it strongly within young people.

Programs:

- School sports competitions.
- Scouts camps.
- Participations in the scouts program (Peace Messengers).

Cultural and Social Activities

The Arab Bureau of Education proposes this initiative because it stresses the importance of social activities in promoting student behavior through developing their skills and polishing their talents by participating in cultural activities. Social activities have their importance also in revealing students talents and abilities and enhancing them. Moreover, this initiative has other educational aspects which strengthen the citizenship and goal unification values.

Programs:

- Student exchange visits.
- The Gulf School theatre.
- Practical models of the educational concepts of citizenship.
- Students media and cultural competitions.
- Educational media messages on citizenship, tolerance, accepting others and their opinions.
- Developing students leadership skills.
- Joint student meetings and forums.
- Educational life-skill software.
- Academic programs and activities (software) for students.

Scientific Activities

The aim of this initiative is to harness the competitive spirit of the educational society in general and the Member States students in particular. Also, it aims to reveal effective channels for competition in student educational activities, achieve ABEGS aspirations towards ways to support friendship and brotherliness and discover distinguished students, promoting their skills.

Programs:

- Mathematics Olympiad.
- Science Olympiad.
- Arabic Language Olympiad.
- School Excellence Award.

Student meetings are golden opportunities for learning and developing social skills.

Strategic Goal No. 3:

Developing Educational Policies and Promoting Best Practices



initiatives and policies, evaluating them and making them accessible for the parties responsible for education in the Member States. Other requirements for this goal are to implement best practices, placing them in the spotlight, in addition to promoting them in order to enrich the environment in which various educational decisions are to be made, to help develop strategic planning practices and to achieve high indicators of educational quality.

The parties responsible for education deal with many educational policies and practices (classes, schools, educational administrations and central educational systems). This makes it a must to establish plans and make many decisions which directly influence the quality of education and make its outputs different.

Another critical issue consists of supporting the process of educational decision-making and providing the information required for this purpose by conducting educational studies or surveying the results of international and regional research or even conducting surveys on the most celebrated international educational

The basic systems and general educational policies of each of the Member States are a major source upon which the Bureau builds in the educational decision-making process.

Promoting Educational Systems

This initiative consists of a variety of critical issues related to educational organization and management. It also involves certain issues of high importance in educational policies, such as compulsive and complementary education, early education, non-governmental education and the components of educational improvement.

Programs:

- Educational improvement.
- Investment in education.
- Educational management.
- Educational assessment.
- Gifted learners student care.

Promoting the Criteria

This initiative aims at standardizing the efforts exerted by the Ministries of Education in their endeavors to establish criteria which enhance their educational policies and improve their practices and procedures.

Programs:

- Curricula and assessment criteria.
- Criteria for awarding licenses.
- Criteria for degree equivalency.
- Criteria for communication and information technology in education.
- Criteria for the teaching of, and learning by, special-needs students.
- Criteria for building and analyzing educational indicators.

Educational Phenomena and Practices

The effect and success of educational decisions depend heavily upon the information on the basis of which these decisions were made. Perhaps one of the most important ways to provide information is to conduct research and studies on educational phenomena and practices in order to contribute to constructing precise educational policies. Therefore, this initiative includes a study of a variety of phenomena and practices which have a direct influence on the educational process and the adequacy and effect of the education decision-making process.

Programs:

- Dropping out of schools.
- Teacher performance.

Observing, Introducing and Spreading the Best Educational Practices

The main focus of this initiative is to observe the best educational practices, get information about them by following scientific forums, meetings and specialized educational institutions websites in order to come up with a regional observatory for this very purpose. This initiative also focuses on spreading information about these practices on the ABEGS e-portal and in its publications.

Programs:

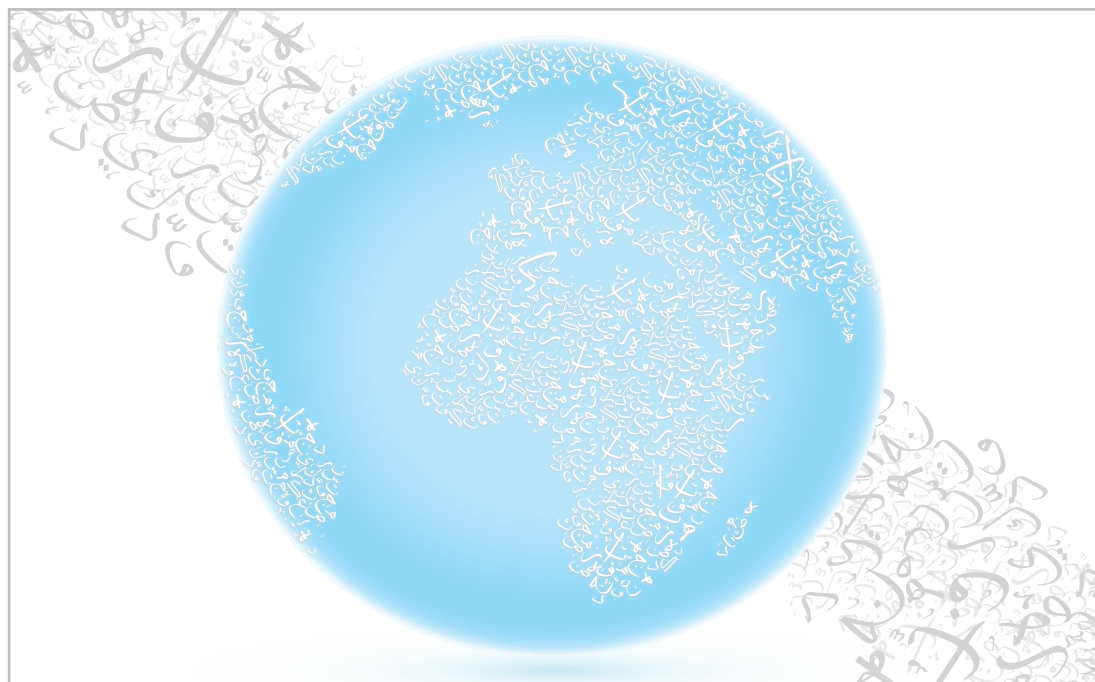
- Issuing quarterly publications on the conclusions of the latest educational research.
- ABEGS Award for educational studies, research, experiments and projects.
- Publication and distribution of educational books, children's cultural publications and scientific culture booklets.

- Arabization.
- Constructing national capabilities in the areas of international studies in Sciences, Mathematics and reading (PIRLS, TIMSS...etc).
- Risalat al-Khaleej magazine
- Providing technical support for the editors of the final report on achievement of Education for All.
- Seminars.

Disseminating knowledge and observing the latest achievements in educational thinking are among the most important factors to develop.

Strategic Goal No. 4:

Developing the Teaching and Learning of the Arabic Language



The development of educational outputs is related to a student's achievement in mother tongue language skills. Furthermore, creative and innovative capabilities are heavily dependent on a student's native language fluency in terms of writing, reading and speaking.

Therefore, all ministries of education in the Member States have established the development of teaching and learning the Arabic language as a strategic goal.

The importance of this strategic orientation is a reaction to the accumulation of weak outputs from the

teaching of Arabic language skills in the general education schools. Moreover, the increasing interest in learning foreign languages has become a threat to the identity of young people in a world where greater accessibility can introduce negative influences, which are more dangerous to cultures and cultural and social rules and privacy, as this influence is supported by the impact of technology and the media.

Therefore, and because of the awareness of the role that ABEGS can play for the Arabic language, the Educational Center for the Arabic Language has been established as an embodiment of the concerns for which this strategic goal has been identified.

The Arabic language is one of the most fundamental bases of the Arab identity; it is the basis for promoting citizenship values. One's creativity is tightly interrelated with mother tongue fluency.

Promoting the Policies of Teaching Arabic

It has become of great importance to discover new methods that will form a new framework for teaching Arabic in general schools, particularly after all the latest developments in terms of concepts of learning, the learner and the role of the school. So this initiative aims at assessing current policies in terms of the place of the Arabic language in the school and the criteria used to qualify and hire teachers. Moreover, the curricula are part of this initiative in terms of constructing the criteria, integrating teaching and promoting methods for assessing student performance.

Program:

- Promoting the criteria for the Arabic curricula.
- Promoting the criteria to be used to assess students' Arabic skills.
- Developing criteria to be used in choosing, qualifying and training teachers of Arabic.
- Promoting strategies for teaching Arabic.

Developing Arabic Content in Education

Among the most significant initiatives proposed for the Arabic language is the development of Arabic content in order to enrich Arabic educational sources and literature, particularly in terms of the Arab identity and strengthening the affiliation culture in this regard through authorship and publishing or through helping the development of digital educational content in which Arabic presently occupies a very weak status in the midst of other famous languages. The Arabization program included within the strategic goal No. 2 (the 4th initiative) will help promote the Arabic digital educational content.

Programs:

- Promoting the content of Arabic curricula in terms of Arabism and Arab dimensions.
- Developing a model for reading libraries in schools.
- Writing competitions for children.
- Promoting academic units to teach Arabic for non-Arabic speakers.
- Preparing academic programs and activities serving Arabic.

Partnerships with Relevant Institutions and Organizations

Promoting the teaching and learning of Arabic has many facets. Therefore, we have to utilize all efforts exerted by governmental and non-governmental institutions and organizations and transmit distinguished experience by sponsoring various joint activities and programs in order to integrate all these exerted efforts.

Programs:

- Holding joint conferences and activities in cooperation with relevant institutions.
- Carrying out joint programs with relevant institutions and organizations.

It is of great importance to revise the strategies used to teach the Arabic language and the methods used to assess its outputs.

Strategic Goal No. 5:

Consolidating the Roles of Family and Society in Education



The Ministries of Education exert great efforts to improve and develop education. Yet there are other factors that influence education, including various societal and family effects. Because the success of the efforts exerted by these ministries is partially dependent on the extent to which family, in particular, and society, in general, contribute to devising

incentives for achieving the goals of education and guaranteeing its dynamic development, this goal helps support this role that family and society play in the educational process.

Education is mainly a societal responsibility that is promoted by society's culture and its effective contribution.

Consolidating the Role of Family in Education

The focus of this initiative is mainly to support the educational role played by family because of this role's importance in promoting both the incentives for the students and the real connection between students and schools. In order to achieve this goal, the Bureau will endeavor to make the results of its programs and publications accessible in order to help parents raise their children. The Bureau will also do its best to raise the awareness of families, using media to emphasize the important role of the family in achieving their children's educational goals.

Programs:

- Providing educational awareness guidance programs.
- Holding awareness-raising activities for families.
- Providing families with media, health and environmental instruction.

Consolidating the role of society in education

This initiative aims at discovering which activities will help consolidate the relationship between society and schools and allow the utilization of the societal capabilities in supporting endeavors for promoting education. This initiative also offers awareness-raising programs for society with respect to the field of education.

Programs:

- Motivating educational leadership work in society.
- Societal participation in education.
- Cultural activities

The role that family plays in education has its own great importance. And to achieve this role, families need instruction and awareness-raising.

Strategic Goal No. 6:

Highlighting the Bureau's Role as a Center of Expertise in the Educational Field



This goal aims at strengthening the educational effect of the services provided by the Bureau, expanding them and increasing the benefits obtained from implementation. This can be achieved by providing consultation and support to the Ministries of Education in the Member States; by promoting the directives of the General Conference and Executive Board so that full advantage is taken of the Bureau's cumulative knowledge and its role as a center of expertise; by maximizing the value

added to its own programs; and by utilizing the economic aspect of that knowledge and experience in order to guarantee their continuity and generalize their benefits.

Within the framework of this goal, the Arab Bureau of Education will endeavor to support the Ministries of Education in terms of integrated training and consultancy services, including analyzing actual needs and preparing practical plans for promoting education in the Member States.

This goal stresses the role of the Bureau as a center of expertise that the Ministries of Education can rely on regarding their projects for promoting education.

Research and Consultancy Services:

ABEGS has a network of expertise that is qualified and specialized in various educational fields. This expertise has been accumulated over long years of continuous communication and interaction with many individuals and institutions. The Bureau has managed to effectively invest this expertise into planning and carrying out the programs implemented. The Bureau can also communicate this expertise in the form of consultancy services to be provided to ministries and organizations interested in utilizing them, within the framework of an organized marketing plan based on the needs of interested parties.

Programs:

- Consultancy studies.
- Scientific reports on certain educational subjects and issues.
- Revision and arbitration of the results of educational projects, studies and reports.

Training Services:

The Arab Bureau has many programs covering a wide spectrum of educational fields with practical importance, such as school administration, educational supervision, educational assessment, school self-assessment, the assessment of teachers, various educational examinations, student activities, life skills, systems for supporting educational decisions, and so on. The Bureau will endeavor through this initiative, and in cooperation with the Arab Educational Training Center for the Gulf States and other educational and training organizations, to transform programs which have applicable components into training programs which will have great importance in the field.

Programs:

- Transforming the Bureau's qualitative products into specialized training portfolios.
- Online training.

- Preparation of trainers.
- ABEGS friendly schools.
- The visiting trainer.
- Training courses in the form of specialized camps.
- Executive training for educational leaderships.

Resolution No. (4), articles No. (3 & 4), made at the 22nd session of the General Conference held in Manama on 31/10/2012 for the 1434-1435 financial period states that the Arab Bureau of Education for the Gulf States (ABEGS) shall seek additional financial resources through contracting projects and marketing programs it produces.

Professional Certification:

The programs which the Arab Bureau of Education has carried out in the course of the comprehensive development of education provide many products of special importance in terms of quality, professionalization of education, school certification and assessment. The main aim of this initiative is to activate these products and form professional partnerships which allow ABEGS to offer the services of assessing institutional performance and professionalization in accordance with the vision and needs of the ministries of education.

Programs:

- Preparation for professional licenses.
- School certification.

Technological Applications:

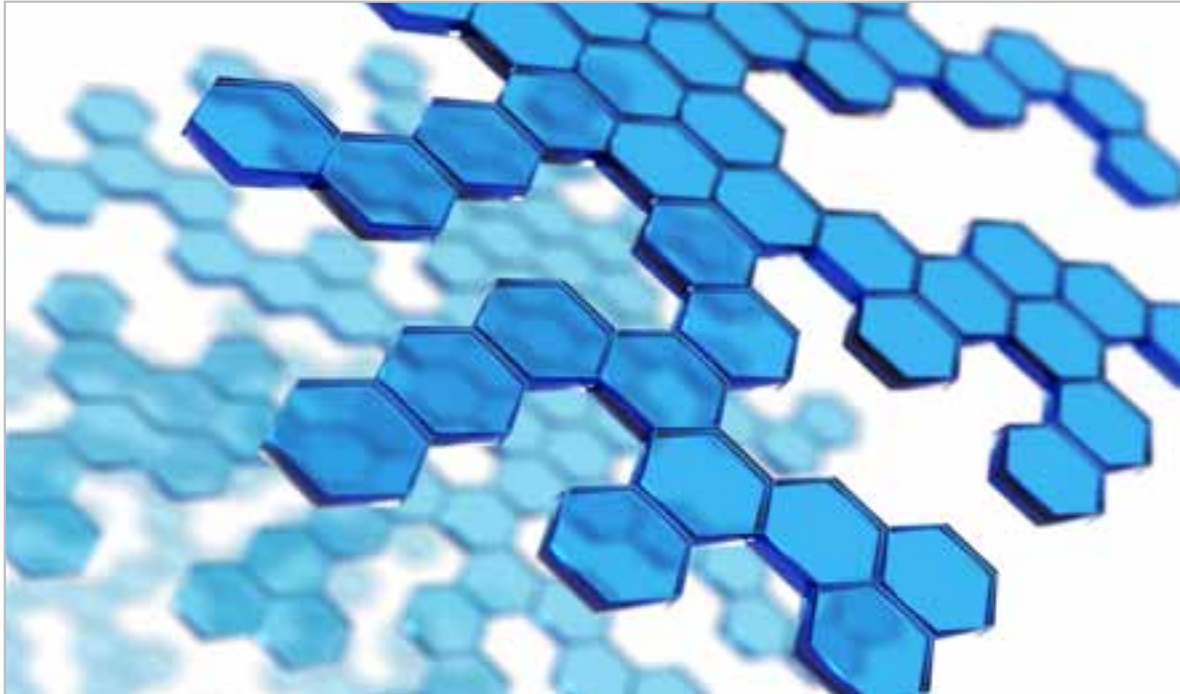
The Arab Bureau of Education has many print publications which are currently important in different educational fields and are directed at various client categories. Undoubtedly, it is a highly profitable investment to transform these publications and other relevant products of the Bureau's programs into electronic and interactive versions. These will be very fruitful not only in terms of the generalization of the benefits of these products by giving targeted clients access to them, but also of the generalization of their economic value.

Programs:

- Smart applications.
- E-books.
- Audio books.
- Social communication between educators.

Strategic Goal No. 7:

Promoting the Institutional Structure



The institutional structure is one of the most fundamental bases which guarantee the success of an institution in achieving its own goals. It is also a very influential means of transforming plans into a reality that has its effects on the surrounding environment; the more consistent this actual reality is, the more powerful its effects are.

An analysis of ABEGS internal environment revealed some gaps within its institutional structure. Therefore, this strategy has adopted five basic initiatives, with the main purpose being to strengthen this institutional structure.

The Arab Bureau looks forward to contributing to educational improvement projects. At the same time, it needs to ensure that its own internal processes are improved.

Developing Human Resources:

The very endeavor of this initiative is to promote human resources by determining the cumulative knowledge of the most important parties and, therefore, to construct knowledge models, discovering the forms most suitable for them. Furthermore, this initiative includes the management of administrative, technical, vocational and professional eligibility so that it can support and develop the institutional knowledge required for the Bureau.

Also, the promotion of the management of professional performance is included within the concept of institutional performance, based on the development of concrete performance criteria and measures in order to reach a high level of preeminence.

Programs:

- Management of professional eligibilities.
- Management of human resource performance.
- Promoting human capabilities working at the Bureau.

Promoting the Organizational Structure

This initiative involves promoting the Bureau's organizational bases in order to update the policies and procedures required for all technical and administrative processes in favor of the best of the usual professional organizational practices.

Programs:

- Promoting criteria for assessing the performance of ABEGS staff.
- Updating the organizational regulations.
- Developing project management criteria.
- Improving management quality criteria.



Building Financial Resource Capabilities

This initiative focuses on building the self-capabilities required for uncovering various financial resources through promoting marketing potentials and building partnerships.

Programs:

- Marketing ABEGS programs and products.
- Constructing partnerships with the private sector.

It is important to have the proper technologies for administrative work and its promotion. It is even more important to have those who can make achievements.

Developing the Technological Structure

The primary purpose of this initiative is to develop and strengthen the technological structure in a way that helps improve current work practices and increase operational adequacy and effect levels to market the Bureau s services in the education field among the Member States.

Programs:

- Building information systems, updating databases and developing ABEGS library.
- ABEGS e-Portal.

Promoting Professional Partnerships

This initiative endeavors to transform the Bureau into a center of expertise contributing to supporting educational orientations and policies in favor of member states through promoting the technical and institutional capabilities of the Bureau and also through a wide integrated network of professional partnerships.

Programs:

- Constructing cooperation networks with experts and specialists.
- Having partnerships with organizations, institutions and centers of expertise.

6

Program Plan and Performance Indicators

Program Plan and Performance Indicators

This section reviews the initiative programs as categorized according to the strategic goals. Priorities for carrying out the programs were determined on the basis of their importance, the extent to which they are needed, the extent to which they are interrelated with the treatment of strategic issues, their relationships to the actualization of the vision and strategic goals and their connections with the changed points.

Flexibility was taken into consideration in carrying out some extended programs in order to have them contain some secondary programs because of the requirements needed by the Member States and the possibilities available to the Bureau during the period of the plan.

Furthermore, this section includes performance measures and indicators which help make the application of the strategic goals successful, in accordance with the Logic Model, discussed in the first section of this handbook, which measures the strategic goal's outputs and results.

Strategic Goal No. 1:

Promoting coordination, cooperation and integration between the Member states

Initiative	Program	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Gulf Coordination, Cooperation and Integration	Ministerial and deliberation meetings								
	Parallel Organizations								
	Standardized Contracting								
	Joint Educational Reports								
	Exchanging teachers and educational experiences								
	Establishing unified educational databases								
International Coordination and Cooperation	Holding international educational activities								
	Cooperation with international, regional and Arab bodies and organizations								
	Coordinating and integrating member states' participation in international and regional educational organizations and activities								

Performance Indicators and Measures

Indicator	Measure	Results
Coordination and Cooperation Indicator	Number of joint activities	Output indicator measures will be supported by result measures (effect) which depend on clients' views and impressions based on the Logic Model.
	Number of joint educational reports	
Integration Indicator	Percentage of educational recommendations carried out	
	Number of joint contracts	
	Percentage of integration into educational policies and systems	

Strategic goal No. 2:

Developing Younger Generations to Promote Citizenship Values

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Sports and Scouts Activities	School sports competitions.								
	Scouts camps.								
	Participation in the scouts program (Peace Messengers).								
Cultural and Social Activities	Student exchange visits								
	Gulf school theatre								
	Practical models of the educational concepts of citizenship								
	Students media and cultural competitions								
	Educational media messages on citizenship, tolerance, accepting others and their opinions								
	Media Messages on Education								
	Developing students' leadership skills								
	Joint student meetings and forums								
	Educational life skill software								
	Academic programs and activities (software) for students								

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Scientific Activities	Mathematics Olympiad								
	Science Olympiad								
	Arabic Language Olympiad								
	School Excellence Award								

Performance Criteria and Measures

Indicators	Outputs	Results
Indicator of scientific and cultural activities	Number of activities	The output indicator measures will be supported by result measures (effect) which depend on clients' views and impressions, based on the Logic Model.
	Number of clients	
Indicator of scouts and sports activities	Number of activities	
	Number of clients	
Indicator of social and art activities	Number of activities	
	Number of clients	

Strategic Goal no. 3:

Developing Educational Policies and Promoting Best Practices

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Promoting Educational Systems	Educational improvement								
	Investment in education								
	Educational institutions management								
	Educational management								
	Educational assessment								
	Gifted learners student care								
	Strategies and Procedures								
Promoting Criteria	Analysis of Educational Policies								
	Curricula and assessment criteria								
	Criteria for awarding licenses								
	Criteria for degree equivalency								
	Criteria for communication and information technology in education								
	Criteria for learning by, and teaching to, special need students								
	Applying Public Education Curricula on special need students								
	Criteria for building and analyzing educational indicators								

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Educational Phenomena and Practices	Motivation to learn								
	Educational loss								
	Students Absence At Public Schools in the Member States.								
	Performance of teachers								
	Teacher Reality and Factors Affect his Performance.								
Observing, Introducing and Promoting the Best Educational Practices	Issuing quarterly publications on the conclusions of the latest educational research								
	ABEGS award for educational studies, research, experiments and projects								
	Publishing and distributing educational books, children's cultural publications and scientific culture booklets								
	Arabization								
	Constructing national capabilities in the areas of international studies of science, mathematics and reading (PIRLS, TIMSS...etc)								
	Risalat al-Khaleej magazine								

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Observing, Introducing and Promoting the Best Educational Practices	Providing technical support for the editors of the final report on the achievement of Education for All								
	Seminars: the Gulf Arab States Educational Research Center								
	Developing skills involved in finding creative solutions to problems								

Performance Criteria and Measures

Indicators	Outputs	Results
Indicator of studies	Number of analytical and prospective research studies	Output indicator measures will be supported by result measures (effect) which depend on client's views and impressions on the basis of the Logic Model.
	Number of surveys and evaluative studies	
Indicator of activities	Number of intellectual activities	
	Number of forums	
Indicator of orientation-making	Number of policy projects	
	Number of products of criteria development	

Strategic Goal No. 4:

Developing the Learning and Teaching of the Arabic Language

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Promoting policies of Teaching Arabic	Promoting the criteria for Arabic curricula:								
	<ul style="list-style-type: none"> Criteria for teaching Arabic in primary classes. A forum titled «Arabic in General Education: Towards a New Curriculum». 								
	Promoting the criteria of assessing students in Arabic language skills:								
	<ul style="list-style-type: none"> Methods of Assessing Students in Arabic language skills: Facts and Prospects. 								
	Developing criteria for choosing, qualifying and training Arabic teachers								
	Promoting strategies for teaching Arabic								
	Workshop on utilizing Technology in Teaching Arabic Language.								
	Studying the Outputs weakness in Arabic Language.								

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Developing Arabic Content in Education	Promoting the content of Arabic curricula in terms of Arabism and Arab dimensions								
	Developing a model for reading libraries in schools								
	Writing competitions for children								
	Promoting academic units to teach Arabic to non-Arabic speakers								
	Preparing academic programs and activities serving Arabic								
Partnerships with Relevant Institutions and Organizations	Holding joint conferences and activities in cooperation with relevant institutions								
	Carrying out joint programs with relevant institutions and organizations								

Performance Criteria and Measures

Indicators	Outputs	Results
Indicator of studies	Number of research studies concerning the Arabic language	Output indicator measures will be supported by result measures (effect) which depend on clients' views and impressions on the basis of the Logic Model.
	Number of surveys and evaluative studies in language learning.	
Indicator of publications	Bulk of Arabization.	
	Bulk of authorship	
	Number of reports	
Indicator of orientation-making	Number of projects for promoting the learning of Arabic	
	Number of projects for promoting criteria for the learning of Arabic.	

Strategic Goal No. 5:

Consolidating the Roles of Family and Society in Education

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Consolidating the role of family in education	Providing educational awareness guidance programs								
	Holding awareness-raising activities for families								
	Providing families with media, health and environmental instruction								
Consolidating the role of society in education	Motivating educational leadership work in society								
	Societal participation in education								
	The ABEGS› cultural seasons								
	- Main center								
	- the Gulf Arab States Educational Research Center								

Performance Criteria and Measures

Indicators	Outputs	Results
Indicator of the family's role in education	Number of guides	Output indicator measures will be supported by results measures (effect) which depend on clients' views and impressions on the basis of the Logic Model.
	Number of activities	
	Number of awareness-raising programs	
	Number of clients	
Indicator of society's role in education	Number of societal programs	
	Number of activities	
	Number of participants	
	Number of awards	

Strategic Goal No. 6:

Highlighting the Bureau's Role as a Center of Expertise in the Field of Education

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Research and Consultancy Services	Consultancy studies								
	Scientific reports on certain educational subjects and issues								
	Revision and arbitration of the results of educational projects, studies and reports								
Training Services	Transforming ABEGS qualitative products into specialized training portfolios								
	Online training								
	Preparation and design of training portfolios								
	Customized training								
	Training portfolios								
	External programs								
	Preparation of trainers								
	The ABEGS friendly schools								
	The visiting trainer								
	Training courses in the form of specialized camps								
	Executive training for educational leadership								

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Professional Certification	Preparation for professional licenses								
	School certification								
Technology Applications	Smart applications								
	E-books								
	Audio books								
	Social communication between educators								

Performance Criteria and Measures

Indicators	Outputs	Results
Indicator of products	Increase in the number of publications.	Output indicator results will be supported by result measures (effect) which depend on clients' views and impressions based on the Logic Model.
	Increase in the amount of publishing	
	Increase in the number of products	
	Increase in areas to which they are disseminated	
Indicator of clients	Increase in the number of clients	
	Increase in the sectors benefitting	
Indicator of revenues	Revenues from publications	
	Revenues from subscriptions	
	Revenues from projects	
	Revenues from training.	

Strategic Goal No. 7:

Promoting the Institutional Structure

Initiative	Program Name	Years							
		2013	2014	2015	2016	2017	2018	2019	2020
Developing human resources	Management of professional eligibilities								
	Management of human resource performance								
	Promoting the human capabilities working for the Bureau								
Building capabilities for Financial Resources	Marketing ABEGS programs and products								
	Constructing partnerships with the national sector								
Promoting the organizational structure	Promoting the criteria of assessing the Bureau's staff's performance								
	Updating of organizational regulations								
	Developing project management criteria								
	Improving management quality criteria								
Developing the technological structure	Building information systems, updating databases and developing the ABEGS' library								
	ABEGS e-Portal								
Promoting Professional Partnerships	The visiting trainer								
	Training courses in the form of specialized camps								

Performance Criteria and Measures

Indicators	Outputs	Results
Indicator of human resources development	Percentage of unavailable eligibilities compared to the total eligibility percentage.	Output indicator measures will be supported by result measures (effect) which depend on clients' views and impressions based on the Logic Model.
	Career leakage percentage	
Indicator of the adequacy of ABEGS organizational structure	Number of professional licenses in the work environment (Number of licenses in the Acquired Quality Criteria).	
	Rate of covering best practices in technical, technological and administrative processes	
	Number of professional partnerships.	
Indicator of the adequacy of ABEGS infrastructure	Adequate utilization of equipment = $(\text{Monthly working hours} - \text{total holiday and maintenance hours}) / \text{weekly working hours}$	
	Adequate use of assets (production units/ production capacity)	
	Quality of outputs (percentage of perfect units)	
Indicator of IT Adequacy	Availability	
	Reliability	

7

Change Management and Transformation Requirements

Change Management and Transformation Requirements

This section reviews how to manage change in order to apply the strategic plan to decrease the side effects caused by modifications to the Bureau so that it can match transformation requirements, re-setting them in accordance with the vision, message, institutional values and goals determined by the strategy and the possible consequences of this application within the next period.

The initiative also includes the promotion of the management system for professional performance within the institutional performance framework, based on the development of concrete performance criteria and measures in order to reach the highest levels of preeminence.

		Activity	Description
1	Awareness	* Introductory brochures and materials	Preparing introductory materials which include the vision, message, values and strategic goals, placing them everywhere in the Bureau. This can be carried out in many ways.
2	Desire	* A series of activities	Holding a series of activities and workshops, such as an inauguration celebrations, to urge administrations and centers to develop their detailed plans in accordance with the strategic orientations.
3	Knowledge	<ul style="list-style-type: none"> • Information sources • Training developmental programs • Initiatives to improve the internal environment 	Allowing the availability of all information related to the plan, along with the sources of this information, and in particular, information and sources that are related to the application of this plan. This can be achieved through adopting certain initiatives related to the application process. Furthermore, this can be done by conducting surveys on training needs and providing the training programs required for the improvement of the current skills levels of ABEGS staff.
4	Ability	<ul style="list-style-type: none"> • Advice and guidance programs • Motivation/incentive system 	Carrying out the initiatives of promoting the institutional structure of the Bureau and its affiliate centers, along with providing practical guidance programs to help the relevant people gain experience.
5	Reinforcement	• Incentive tools	The development and offering of certain moral and material tools. This includes using the system of motivations or incentives and holding celebratory activities which strengthen the desire to achieve more change when carrying out key strategic initiatives.

Change Management

The application of the strategic plan may include challenges related to the potential changes. Therefore, some forms of resistance will probably arise that will hinder the implementation of the operational plan. So, the following table includes the most important activities required to manage the changes so that the strategic plan can be applied following the ADKAR model that we discussed in first section.

Transformation Requirements:

The successful implementation of the strategic plan depends heavily on the availability of all requirements. The following items are the most important requirements which set the road map and the framework that is the “plan of the plan” towards activating the strategic plan:

1. Approving the project of the strategic plan and the estimated budget.
2. Carrying out a program to communicate with high officials in the Member States in order to introduce the strategic plan and the most important strategic initiatives to them.
3. The endorsement of ABEGS’ organizational structure to be able to match the strategic plan.
4. The endorsement of the establishment of the proposed consultancy council consisting of international experts.
5. Developing a replacement program and ensuring that it is being gently applied to some leaders and supervisors of the ABEGS and its affiliate centers.
6. The activation of the proposed administrations and the recruiting of human and organizational capabilities for them.
7. Adopting the change management program in accordance with the ADKAR Model.
8. Establishing an internal committee to follow up on the implementation of this plan. Otherwise, a parallel administrative body should be activated for the same purpose.
9. Activating an initiative for managing institutional performance (Balanced Scorecard).
10. Adopting initiatives for the institutional structure following the priorities established within the program plan and performance indicators.