

رؤية
VISION 2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



Human Capability
Development Program

Media Document
**Human Capability
Development Program
2021 - 2025**



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01 Program Scope

A hand holding a globe with a grid pattern, symbolizing global reach or program scope. The image is overlaid with a teal color and a grid pattern.



1. Human Capability Development Program Scope

1.A. HCDP Description

The program seeks to

prepare a globally competitive citizen

The goal of the Human Capability Development Program (HCDP), which is part of the Saudi Vision 2030 reform program is to build the Kingdom's prosperous and bright future through a vibrant society, a thriving economy and an ambitious nation.

HCDP is one of the Vision 2030 Realization Programs (VRP) that aims to position the Kingdom of Saudi Arabia as a global leader.

HCDP will prepare citizens with the required skills, values and knowledge to compete globally.

The program consists of three core pillars:

- Develop a resilient and strong educational base for everyone.
- Preparing for the future labor market locally and globally.
- Provide lifelong learning opportunities.

1.A.1. HCDP Focus

HCDP focuses on the development of basic and future skills, instilling values and developing knowledge to meet the requirements of the future local and global labor markets.

HCDP Focus

Preparing for the future

Preparing citizens for the challenges and opportunities of the future global labor market



HCDP Final Output

GLOBALLY COMPETITIVE CITIZEN



Figure 1: HCDP focus and output

1.A.2 Definition of Human Capability

In order to determine the relevant definition of human capabilities, the program has identified several indicators for defining and structuring human capabilities from different perspectives. Each of these indicators were examined in detail to identify the common components. As a reference point, "some of the most comprehensive and internationally" recognized global organizations and programs use different terms to define human capability (see Figure 2: Definitions of human capability)

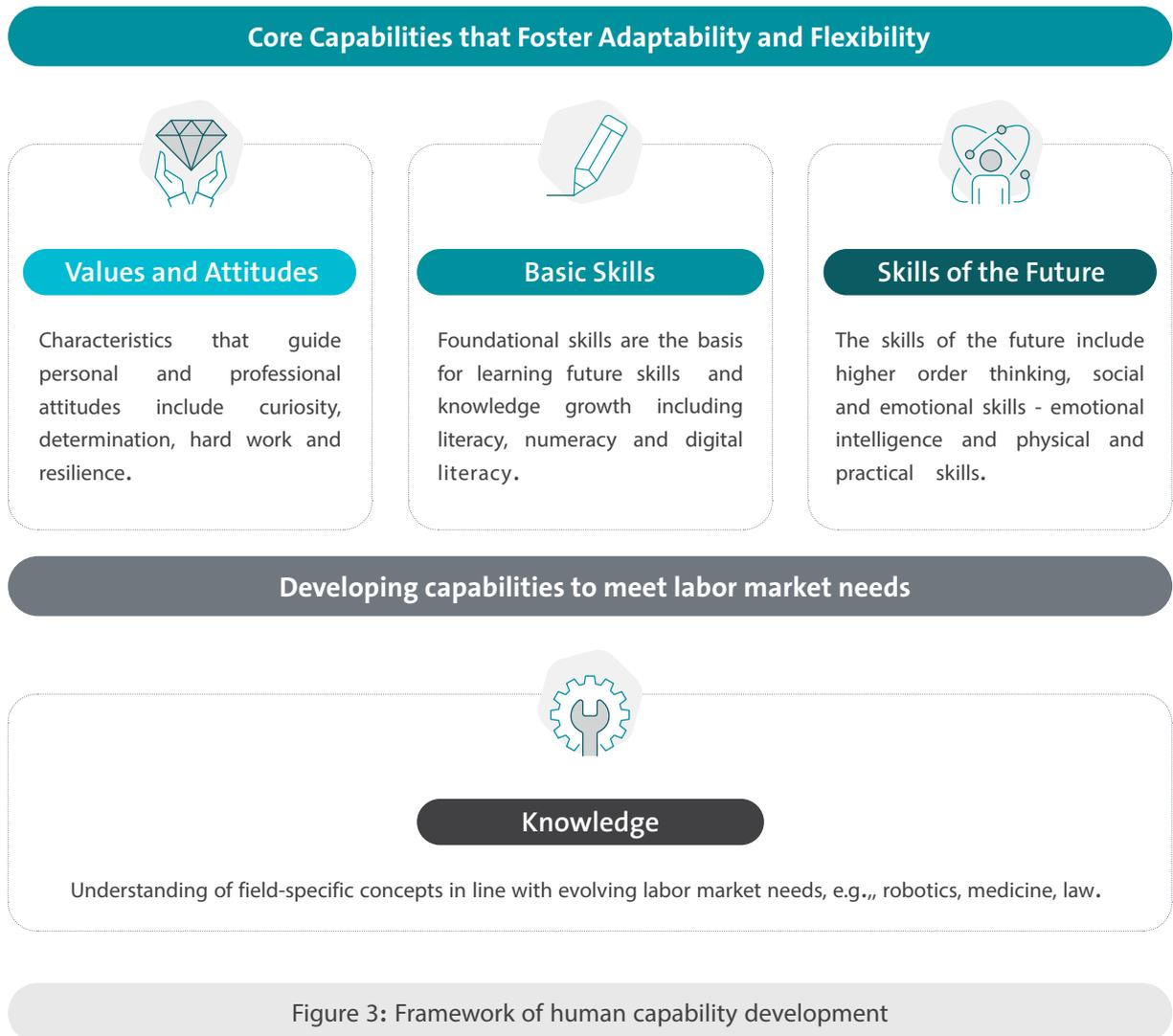
Organization/Program	Definition
 OECD Organization for Economic Co-operation and Development	Knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being.
 THE WORLD BANK	Consists of the knowledge, skills, and health that people accumulate throughout their lives, enabling them to realize their potential as productive members of society.
 unicef United Nations Children's Fund	For child development, a system is needed that contains knowledge, skills, traits and values.
 UNDP United Nations - Development Program	Capabilities are developed and nurtured in a supportive environment, within organizations, at a societal, and on a personal level (the skills, experiences and knowledge that allow each person to do their job).

Figure 2: Definitions of human capability



1.A.3 Framework of Human Capability Development

Based on comprehensive research and best practice the following components for human capability have been identified; values and attitude, basic and future skills, and knowledge. To prepare for the future, citizens must develop these capabilities to respond to future labor market needs as seen in Figure 3.



1.A.4. HCDP Pillars

The HCDP strategy has been developed in alignment with Vision 2030, global trends and with the input of an expert advisory board. HCDP works with a variety of entities and programs in the Kingdom and has been designed across three pillars that enable it to respond with flexibility to the evolving local and global labor market requirements.

HCDP strategy includes three main strategic pillars covering all capability development phases, from early childhood to post-retirement, as seen in Figure 4 below.



Figure 4: HCDP strategic pillars



• **Pillar 1 - “Develop a resilient and strong educational base”:**

This pillar focuses on the education journey of a citizen from childhood to entering the labor market and includes teachers, educational institutions, parents and families.



• **Pillar 2 - “Prepare for future local and global labor markets”:**

This pillar aligns higher education and technical and vocational training with labor market needs, working with the private sector to ensure maximum alignment.



• **Pillar 3 - “Provide lifelong learning opportunities”:**

This pillar focuses on developing, upskilling, and reskilling citizens who have ended their educational journey by engaging the private sector to support them to continue their education and training, to improve their competitiveness.

• **Enablers:**

There are a number of portfolios that enable the human capability development ecosystem, which are a framework for the private sector and non-governmental organizations (NGOs) engagement in developing human capabilities, the ability to foresee the supply and demand, provide and exchange data, develop a method to promote values and preserve the Arabic language.

1.B. HCDP Level 3: Direct Objectives

Sixteen direct strategic objectives have been assigned to HCDP. These objectives are derived from three Vision 2030 objectives; strengthen Islamic values and national identity, offer a fulfilling and healthy life, and increase employment. Table 1 includes Level 3 direct strategic objectives:

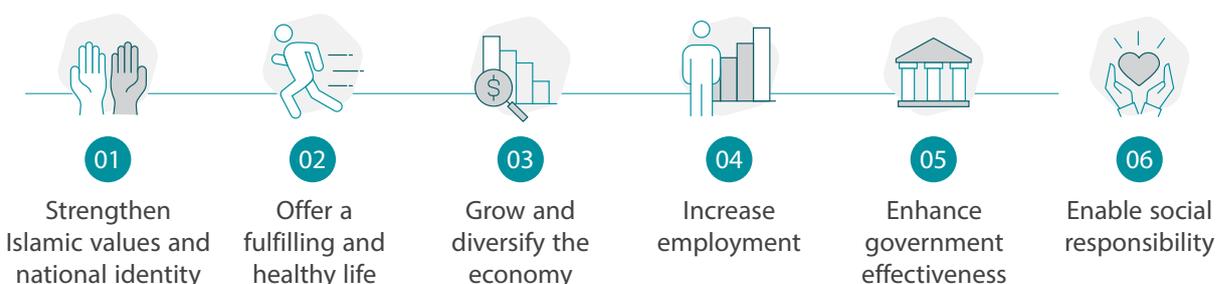
Level 1 Objective	Level 3 Indirect Strategic Objectives
1 Strengthen Islamic values and national identity	1.1.1 Foster values of moderation and tolerance.
	1.1.2 Foster values of excellence and discipline.
	1.1.4 Foster values of determination and perseverance.
	1.3.1 Instill national values and strengthen the sense of national belonging.
	1.3.3 Uphold the Arabic language.
2 Offer a fulfilling and healthy life	2.6.1 Enhance family involvement in preparing for their children's future.
	2.6.3 Develop positive attitude, resilience and hard-work culture among our children.
4 Increase employment	4.1.1 Build a life-long learning journey.
	4.1.2 Improve equity of access to education.
	4.1.3 Improve fundamental learning outcomes.
	4.1.4 Improve ranking of educational institutions.
	4.1.5 Develop our brightest minds in priority fields.
	4.1.6 Ensure alignment of educational outputs with labor market needs.
	4.1.7 Expand vocational training to provide for labor market needs.
	4.2.1 Improve readiness of youth to enter the labor market.
	4.3.1 Nurture and support the innovation & entrepreneurship culture.

Table 1: L3 direct objectives

1.C. HCDP Level 3: Indirect Objectives

In addition to the 16 strategic objectives, the program contributes to achieving 18 indirect Vision 2030 strategic objectives that fall under the ownership of other Vision realization programs (VRPs), as shown in Table 2.

These objectives intersect with six Vision 2030 Level 1 Objectives:



Level 1 Objective	Level 3 Indirect Strategic Objectives
1 Strengthen Islamic values and national identity	1.1.3 Foster values of equity and transparency.
	1.3.2 preserve and promote the Islamic, Arab and National heritage of the Kingdom.
2 Offer a fulfilling and healthy life	2.2.1 Increase public participation in sports and athletic activities.
	2.3.3 Enhance the nation immunity towards drug abuse.
	2.5.2 Grow Saudi contribution to arts and culture.
3 Grow and diversify the economy	3.1.1 Enhance ease of doing business (mainly regulatory aspects).
	3.1.3 Privatize selected government services.
	3.1.6 Attract foreign direct investment.
	3.3.2 Develop the digital economy.
	3.3.3 Localize promising manufacturing industries.
	3.3.7 Increase localization of non-oil sectors.
4 Increase employment	3.7.2 Develop promising local companies into regional and global leaders.
	4.2.2 Increase women's participation in the labor market
	4.2.3 Enable integration of people with disabilities into the labor market.
	4.3.2 Grow SME contribution to the economy.
5 Enhance government effectiveness	4.4.3 Source relevant foreign talent effectively.
	5.2.3 Improve productivity of government employees.
6 Enable social responsibility	6.1.2 Encourage volunteering.

Table 2: L3 Indirect Objectives

02 Program Aspirations



A globally competitive citizen



2. HCDP Aspirations

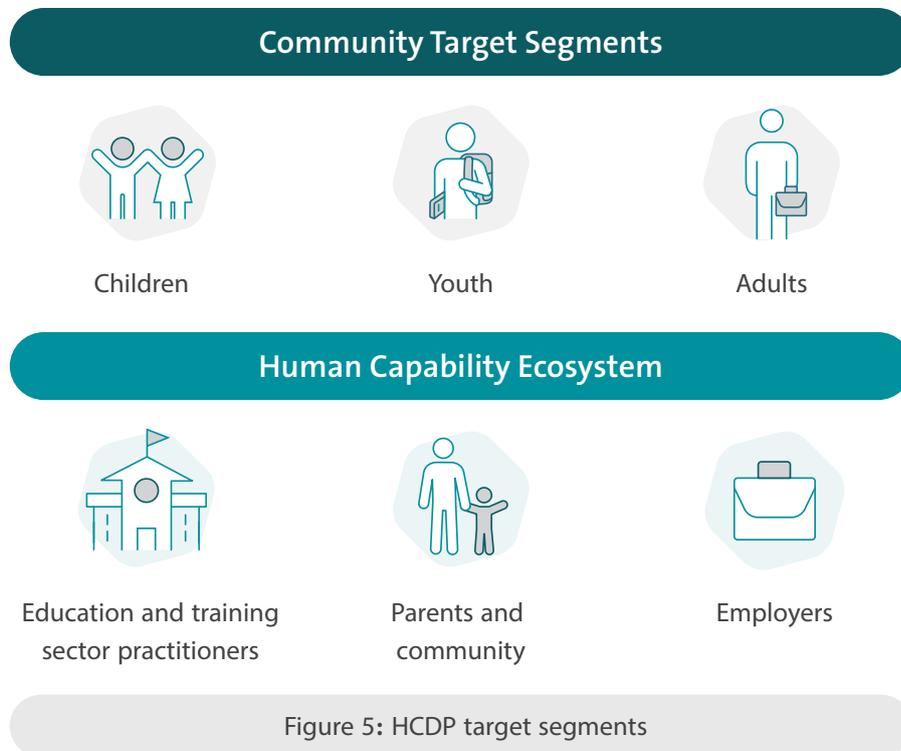
HCDP has several targets to reach its primary goal to prepare a globally competitive citizen. In order to ensure the program's success, a number of commitments have been identified.

The program targets both the general population as well as specific beneficiaries. The program's aspirations are intermediate indicators, that will serve as medium-term indicators to ensure the success of HCDP long-term objectives of developing globally competitive citizens.

HCDP aspirations have been derived from a top-down analysis, emerging from the ambition of the program and its strategic objectives. Identified across the different stages of the learning journey, HCDP aspirations are also linked to all the program key indicators (as shown in Table 4: Program-level strategic indicators).

2.A Impact on Target Groups

HCDP will have an impact and create benefits for individual citizens from different age groups along their development journey, as well as key human capability development stakeholders, including public, private and NGOs. It will focus on the training and education journey that will help citizens to enhance their values, skills and knowledge necessary for them to become globally competitive. The target groups were categorized into community segments and the human capability ecosystem, as shown in Figure 5.



2.A.1 Community Segments:

The program will leverage market-oriented development opportunities, benefiting from qualified teachers and role models in the community to learn from and be inspired by, empowering citizens to think critically and create innovative solutions through educational experiences tailored to each stage of the learning journey (Figure 6: HCDP benefits for citizens).

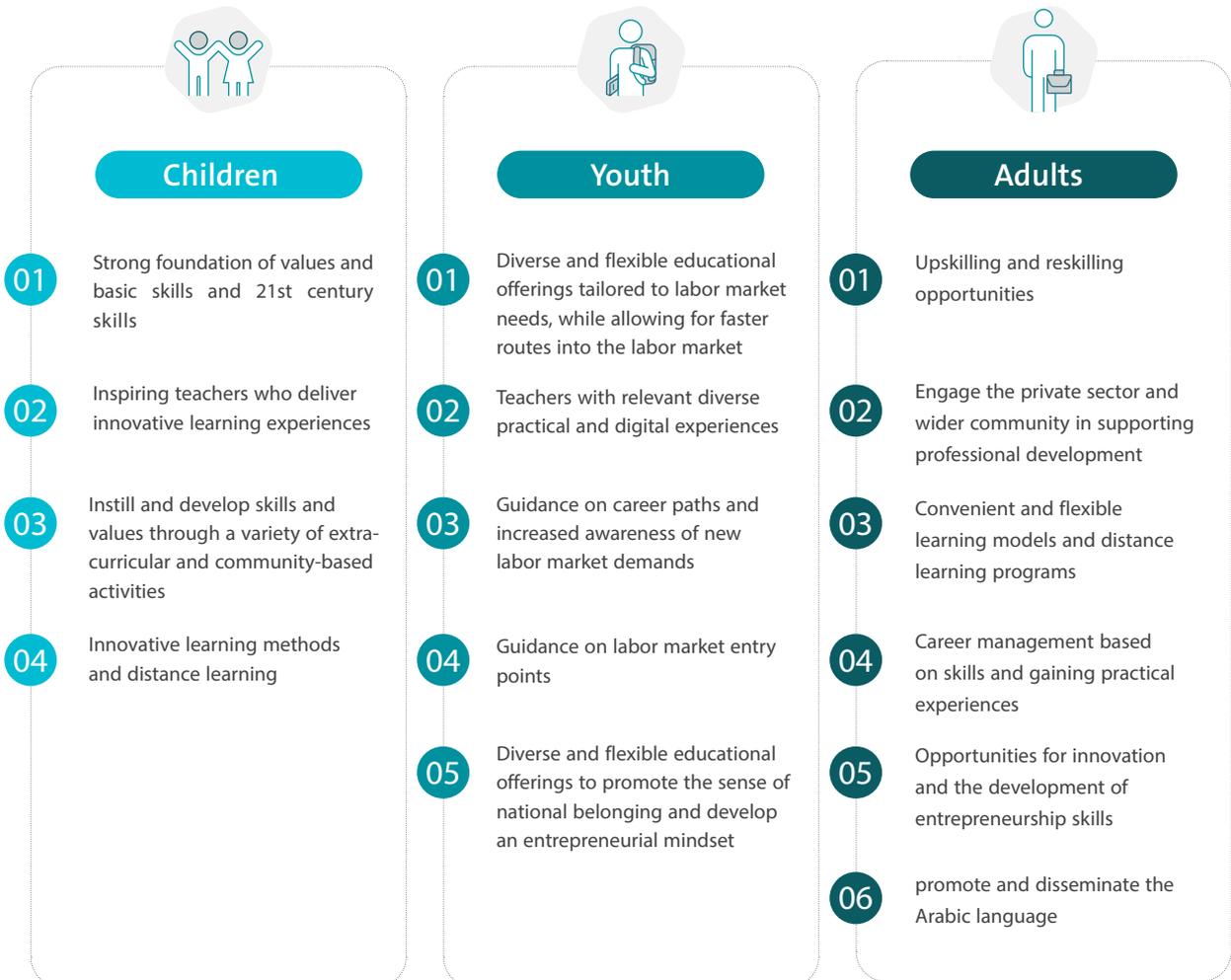


Figure 6: HCDP benefits for citizens



Children will be provided with learning experiences that help them develop a resilient knowledge base through:

- Focusing on an updated curriculum to foster 21st-century skills that instill the values, knowledge and abilities required for the future.
- Providing innovative educational experiences, tailored to the needs of each child, particularly, students with disabilities, as well as gifted students by professional teachers.
- Instilling and developing self-learning skills as well as diversifying extra-curricular and community-based activities.
- Maximizing innovative learning methods, using flexible learning options and technology-based solutions.
- Access to blended and interactive e-learning tools, in line with the national curriculum, regularly and in exceptional circumstances preventing students from attending schools.

The program will promote the engagement of young people in learning experiences that help them prepare for local and global labor market requirements through:

- Flexible educational offerings to instill values and strengthen the sense of national belonging.
- Providing various educational opportunities based on the labor market needs to prepare them for the future, including the Fourth Industrial Revolution.
- Enhance the professional and practical experiences of professionals and trainers.
- Providing guidance for and awareness of a successful entry into the labor market.
- Increasing practical and applied learning methods, and offering support for the development of entrepreneurial skills.

The program will provide opportunities for adults to be engaged in lifelong learning through:

- Reskilling and upskilling for future jobs in priority sectors - as identified in Vision 2030.
- Providing innovation opportunities and supporting the development of entrepreneurial skills.
- Promoting the preservation and dissemination of the Arabic language.
- Engaging the private sector and wider community in supporting professional development.
- More convenient learning models that will allow adults to learn, reflecting their personal preferences and needs.
- Skill based career management to help improve skills acquired through work experiences.

2.A.2 Human Capability Ecosystem:

In addition to citizens, HCDP will benefit key ecosystem stakeholders, including education professionals, parents, the wider community and employers (see Figure 7: Impact and benefits of the program for ecosystem stakeholders):

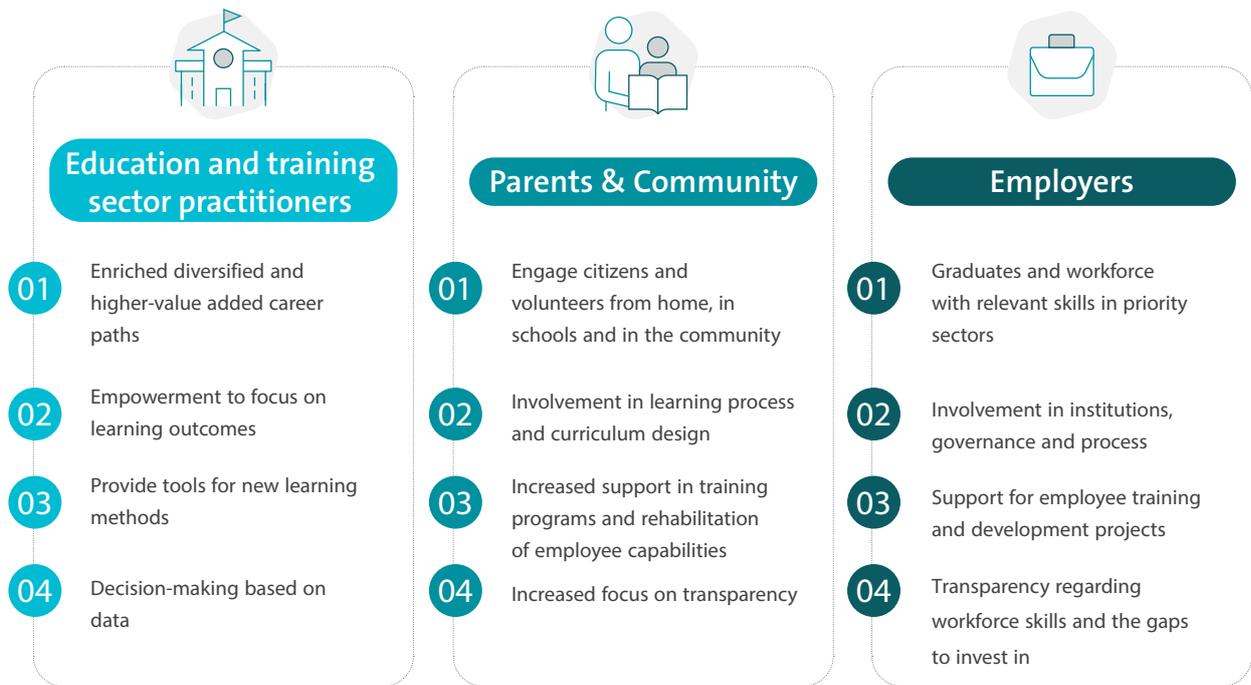


Figure 7: Impact and benefits of the program for ecosystem stakeholders

Education and training sector practitioners:

- Enriching educational professionals by providing them with more diverse career paths to gain relevant experience.
- Learning outputs will be enhanced through accountability, flexibility and incentives focused on achievement.
- Expansion of training will be leveraged to enhance methods of learning.
- Greater transparency and data gathered on learning outcomes will support decision making in the education ecosystem.

Parents and community:

- Providing opportunities for citizens to contribute through volunteering and community service.
- Parents will have a more significant influence on how extracurricular and community activities are defined and directed.
- Parents will be able to participate in their children's education education and instill values through a variety of programs and tools.

Employers:

- Employers will benefit from the continuous upskilling and reskilling of the workforce in priority sectors.
- Employers will be involved in the learning process, educational institution governance and curriculum design.
- Sponsor entrepreneurs' projects and increase support for employee training programs.
- An increased focus on transparency in workforce skills and capabilities.

2.B Program Commitments

The program commitments are interim targets, that help achieve some defined outcomes, to realize HCDP long-term aspirations. (see Figure 8: Program commitments).



Figure 8: Program commitments

2.C HCDP Indicators and Targets

1) Program contribution to macro-economic indicators

HCDP will leave a positive impact on the national economy as a result of Saudi Arabian investment in human capital will add value to the economy, while increasing efficiency and productivity. The program will have a modest positive impact on macro-economic metrics in the short and medium terms as the program focus is on policy and legislative change which will impact greatest in the long term. Table 3 list the program contribution to macro-economic indicators.

Metric	Baseline		2025 Target	
	Value	Unit	Value	Unit
Gross domestic product (GDP)	0.003	pp	0.062	pp
Contribution to local content	47	%	50.26	%
Non-oil GDP	0.006	pp	0.104	pp
Non-governmental investment	0.002	pp	0.109	pp
Private consumption	0.002	pp	0.033	pp
Inflation rate	0.001	pp	0.004	pp
Balance of payments ²	-28.0	SAR Mn	-735.5	SAR Mn
Private sector employment ³		N/A	223,304.4	Jobs

Table 3: Program contribution to macro-economic indicators

2) Program metrics

Strategic indicators at program level:

These indicators focus on the main outputs of the program which are derived from Vision 2030 objectives. As is normal with multiple layers of complementary initiatives, it takes time to feel their impact.

This section focuses on the program strategic indicators, including a list of the program's 37 key performance indicators (KPIs).

¹ Data may be modified as a result of changes in some program budget items during the funding approval phase

² Estimate based on the impact on current account. Impact on financial account may be added if the figures on the Foreign Direct Investment (FDIs) of the program are submitted.

³ Metric calculated based on private sector employment target multipliers received from Ministry of Human Resources and Social Development (MHRSD), and which may be modified if the updated private sector employment calculation mechanism is adopted.

L3 Strategic Objective	Metric #	VRP Metric	Baseline	2025 Commitment
1.1.2 Foster values of excellence and discipline	1	Index of disciplinary in school environment	0.3 (2018)	0.35
1.1.4 Foster values of determination and perseverance	2	Number of Saudi students enrolled in top 200 universities or institutes in the world	4,069 (2019)	10,000
1.3.3 Uphold the Arabic language	3	Average student performance in PISA (age 15 years) - Reading	Score: 399 Rank ⁴ : 17 out of 17 (2018)	Score: 454 Rank ⁴ : 13 out of 17
2.6.1 Enhance family involvement in preparing for their children's future	4	Percentage of students parents participating in school-related activities ⁴	37% (2018)	80%
2.6.3 Develop a positive attitude, resilience, and hard-work culture among our children	5	Average students life satisfaction (OECD)	7.95 out of 10 (2018)	8.12
4.1.1 Build a life-long learning journey	6	Percentage of enrolment in kindergarten education	21% (2019)	40%
	7	Percentage of adult population engaged in education and/or training	5.30% (2017)	31.10%
	8	Extent of staff training	4.6 out of 7 (2019)	5 out of 7
4.1.2 Improve equity of access to education	9	Percentage of students with disabilities enrolled in educational institutions	1.4% (2019)	20%
	10	The average regional gap on national exams ⁵	51.5 (2018)	44

⁴ This metric measure family involvement in school activities based on four standards: 1. Parent initiative to discuss their child learning progress with teachers. 2. Parent attendance when summoned by the teacher to discuss their child education level. 3. Family participation in the school administrative council. 4. Volunteer participation in the school extracurricular and physical activities.

⁵ Regional gap value is extracted by reading the difference between the highest and lowest region percentages, according to the Education and Training Evaluation Commission report.

L3 Strategic Objective	Metric #	VRP Metric	Baseline	2025 Commitment
4.1.3 Improve fundamental learning outcomes	11	Average TIMSS score for 4th grade primary students – Math	Score: 398 Rank ⁶ : 13 out of 14 (2019)	Score: 484 Rank ⁶ : 12 out of 16
	12	Average TIMSS score for 4th grade primary students – Science	Score: 402 Rank ⁶ : 13 out of 14 (2019)	Score: 493 Rank ⁶ : 11 out of 14
	13	Average TIMSS score for 2nd grade intermediate students – Math	Score: 394 Rank ⁶ : 11 out of 12 (2019)	Score: 454 Rank ⁶ : 12 out of 14
	14	Average TIMSS score for 2nd grade intermediate students – Science	Score: 431 Rank ⁶ : 11 out of 12 (2019)	Score: 472 Rank ⁶ : 11 out of 12
	15	Average student performance in PISA (age 15 years) - Science	Score: 386 Rank ⁶ : 17 out of 17 (2018)	Score: 448 Rank ⁶ : 13 out of 17
	16	Average student performance in PISA (age 15 years) - Math	Score: 373 Rank ⁶ : 17 out of 17 (2018)	Score: 441 Rank ⁶ : 13 out of 17
	17	Average student performance in national exams	47 (2018)	56
	18	Ranking of KSA on World Bank Human Capital Index	Index ranking: 84 out of 157 (Rank ⁶ : 15) (2020)	Index ranking: 45 out of 157 (Rank ⁶ : 11)

⁶ KSA rank among G20 countries.

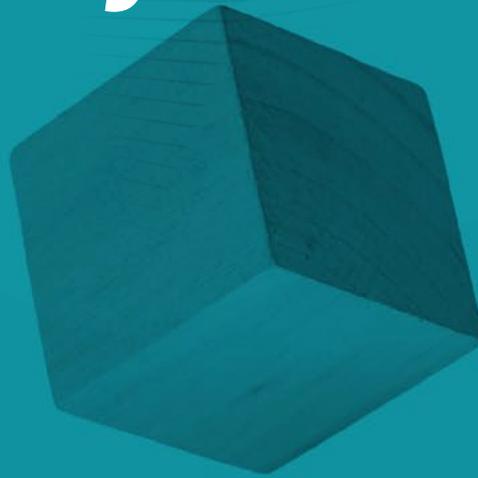
L3 Strategic Objective	Metric #	VRP Metric	Baseline	2025 Commitment
4.1.4 Improve ranking of educational institutions	19	Number of KSA universities within global top 200 universities rankings ⁷	3 (2019)	6
	20	Number of KSA universities within global top 100 universities rankings ⁷	0 (2019)	1
	21	Percentage of higher education institutions accredited by Education and Training Evaluation Commission (ETEC)	23.4% (2019)	65%
	22	Percentage of training institutions accredited by ETEC	0% (2020)	39%
	23	Percentage of private sector participation in spending on education	1.1% (2019)	1.2%
	24	Return on investment in education per dollar spent on education	8.6 (2017)	9
	4.1.5 Develop our brightest minds in priority fields	25	Percentage of gifted students engaged in special programs	10.8% (2018)
26		Percentage of higher education students enrolled in STEM education compared to other subjects	22% (2019)	26%
27		Percentage of higher education students enrolled in arts compared to other subjects	1.17% (2019)	2%
28		Number of graduates hired by global companies or NGOs	37,351 (2019)	42,953

⁷This indicator measures the number of universities in the Kingdom of Saudi Arabia that are ranked internationally according to the QS - The Times - Shanghai world classifications

L3 Strategic Objective	Metric #	VRP Metric	Baseline	2025 Commitment
4.1.6 Ensure alignment between education outcomes and labor market needs	29	Adult proficiency in using key cognitive and workplace skills (OECD PIAAC score)	N/A (2020)	250
	30	Percentage of unemployed graduates that find a job in less than 12 months	61.8% (2020)	70%
	31	Percentage of vocational & technical education graduates in employment within 6 months of graduation	13.9% (2019)	50%
	32	Percentage of higher education graduates in employment within 6 months of graduation	4.5% (2019)	20%
	33	Percentage of Saudization in high-skilled jobs	32% (2020)	40%
4.1.7 Expand vocational training to provide for labor market needs	34	Enrolment rates in Technical and Vocational Education and Training (TVET)	22.84% (2019)	33%
4.2.1 Improve readiness of youth to enter the labor market	35	Percentage of NEET in youth segment	%16.1 (2015)	%10
	36	Average number of days of practical experience completed before graduation	41 (2019)	110
4.3.1 Nurture and support the innovation and entrepreneurship culture	37	Percentage of individuals involved in freelance and entrepreneurial activities	TBD	TBD

Table 4: Program-level strategic indicators

03 Current State Analysis



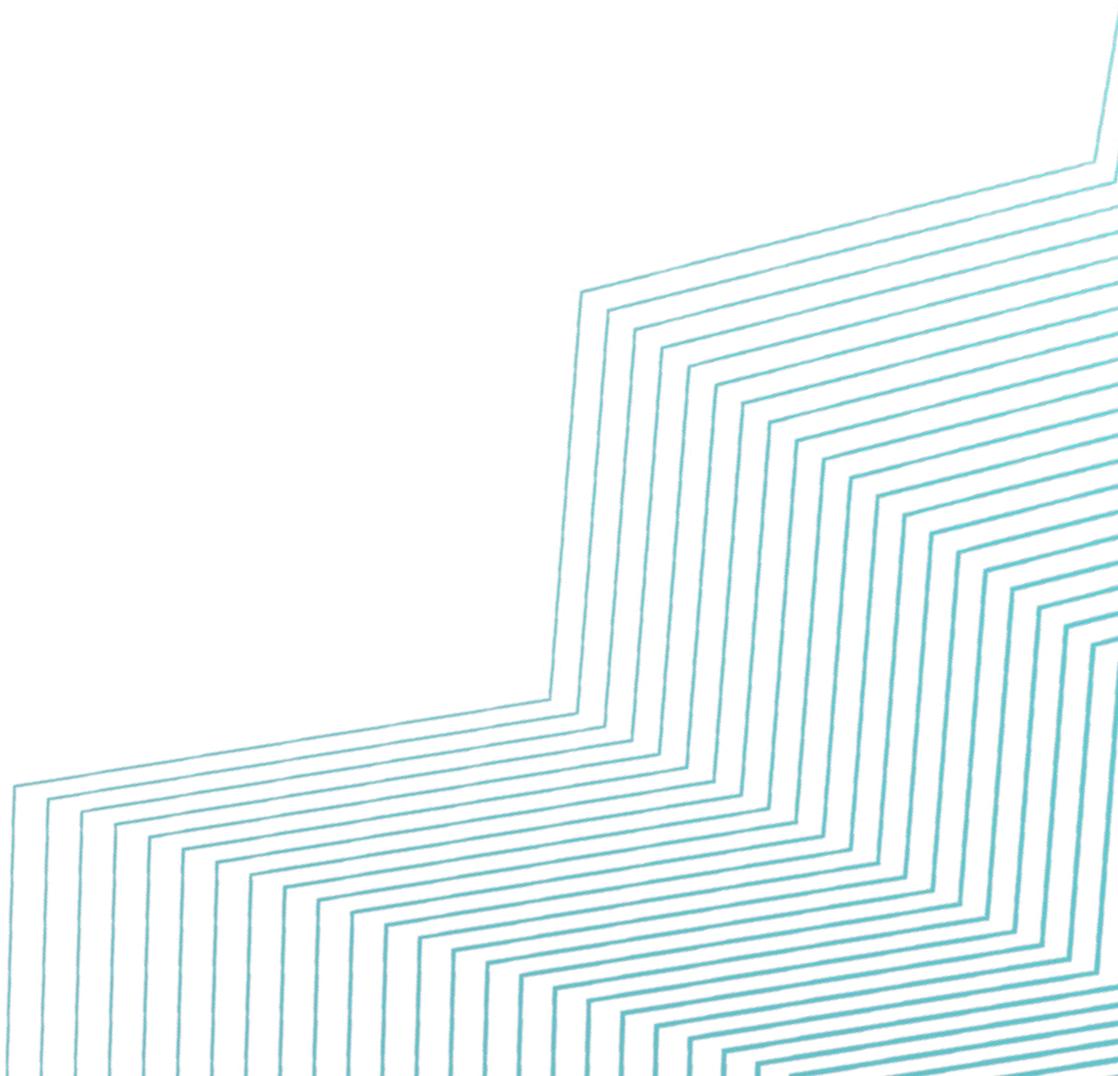


3. CURRENT STATE ANALYSIS

Assessing the current situation is an essential step in identifying the challenges and opportunities facing the human capability ecosystem. This ultimate goal is to prepare and qualify citizens for the current and future needs of the local and global labor market. Undertaking an analysis of the current situation is important in informing HCDP priorities.

The analysis of the current situation covers the identification of opportunities and challenges facing the system through key stages of capability-building: basic education, higher education, technical and vocational training, and lifelong learning. The program uses a methodology of involving stakeholders at various stages of designing the implementation plan, from data collection and analysis to the initial design of initiatives.

A set of critical challenges has been identified as development priorities through quantitative and qualitative data analysis, stakeholder engagement, and consultation with local and global experts and to and specialists. The goal is to transform the challenges into opportunities that promote and support this path positively and sustainably, and to maximize the positive results achieved. The next sections highlight these challenges in detail.



3.A. Challenges and Current Efforts in K-12

Despite positive changes in Saudi Arabia's general education system, education still faces several challenges. The program identified several factors that influenced general education outcomes, including:

3.A.1. Low Enrolment in Kindergarten Education

According to official statistics, the rate of students enrolled in kindergarten has decreased, as has the total expenditure index related to it, resulting in a lack of readiness among primary school students as shown in Figure 9.

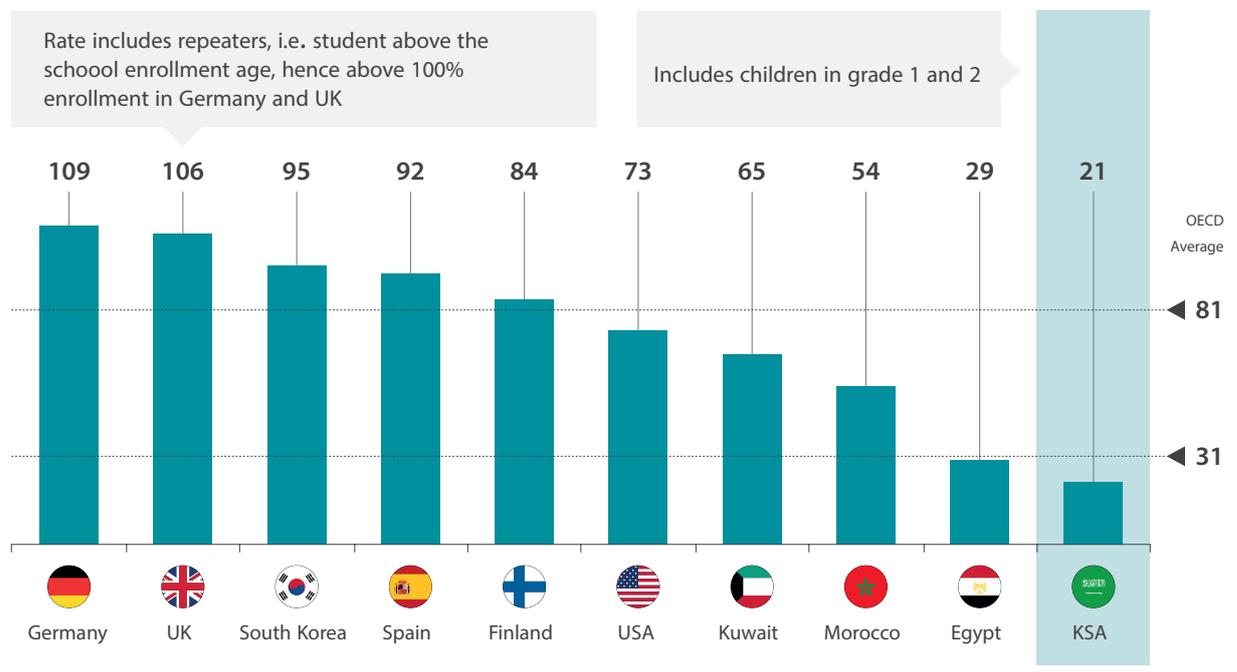


Figure 9: Kindergarten enrollment rate

Saudi Arabia spends a high percentage of GDP on education. However, it only spends 0.3%⁸ of GDP on early childhood education. By comparison the OECD average is 0.8%⁹ of GDP, almost triple that of Saudi Arabia. Additionally, kindergarten schools in Saudi Arabia are facing quality issues. in terms of infrastructure and support services.

Current efforts

In 2015, the Ministry of Education set educational standards for kindergarten schools. It has also created a National Framework for Early Childhood Curriculum. Meanwhile, the enrollment rate in kindergartens increased from 13% in 2015 to 21% in 2019. This was partially as result of the creation of the virtual kindergarten platform in 2019, which includes various interactive materials, tools, and guidebooks.

⁸ World Bank, 2017.

⁹ OECD, 2018.

3.A.2. Rigid Pathways and Limited Specialization

In comparison to the education systems of the most developed countries in this field, basic education in the Kingdom is based on one educational path from early childhood to the end of the middle stage, while secondary education is based on limited and inflexible specialization paths.

3.A.3. Outdated Teaching Methods and Curriculum

- Traditional and non-renewable educational methods and curriculum continue to be used in the Kingdom's educational system. It does not focus on science, technology, engineering, mathematics, foreign languages, arts, vocational skills, and flexible mandatory (chosen by schools, such as science, and arts) and non-compulsory (students can choose from them, such as computer science, economics, and foreign languages) subjects which are characterized as advanced basic learning characteristics.
- The lack of focus on, and adequate attention to various extracurricular, enrichment and community-based activities, such as volunteering and community service. These activities contribute to inculcating students with values of self-independence, flexibility and adaptability, and orienting them towards entrepreneurship and early work.
- The reduction of the number of effective school days results in shorter class duration per subject, as well as the absence of a developed institutional methodology for updating curricula, as compared to advanced global education systems, as shown in Figure 10.

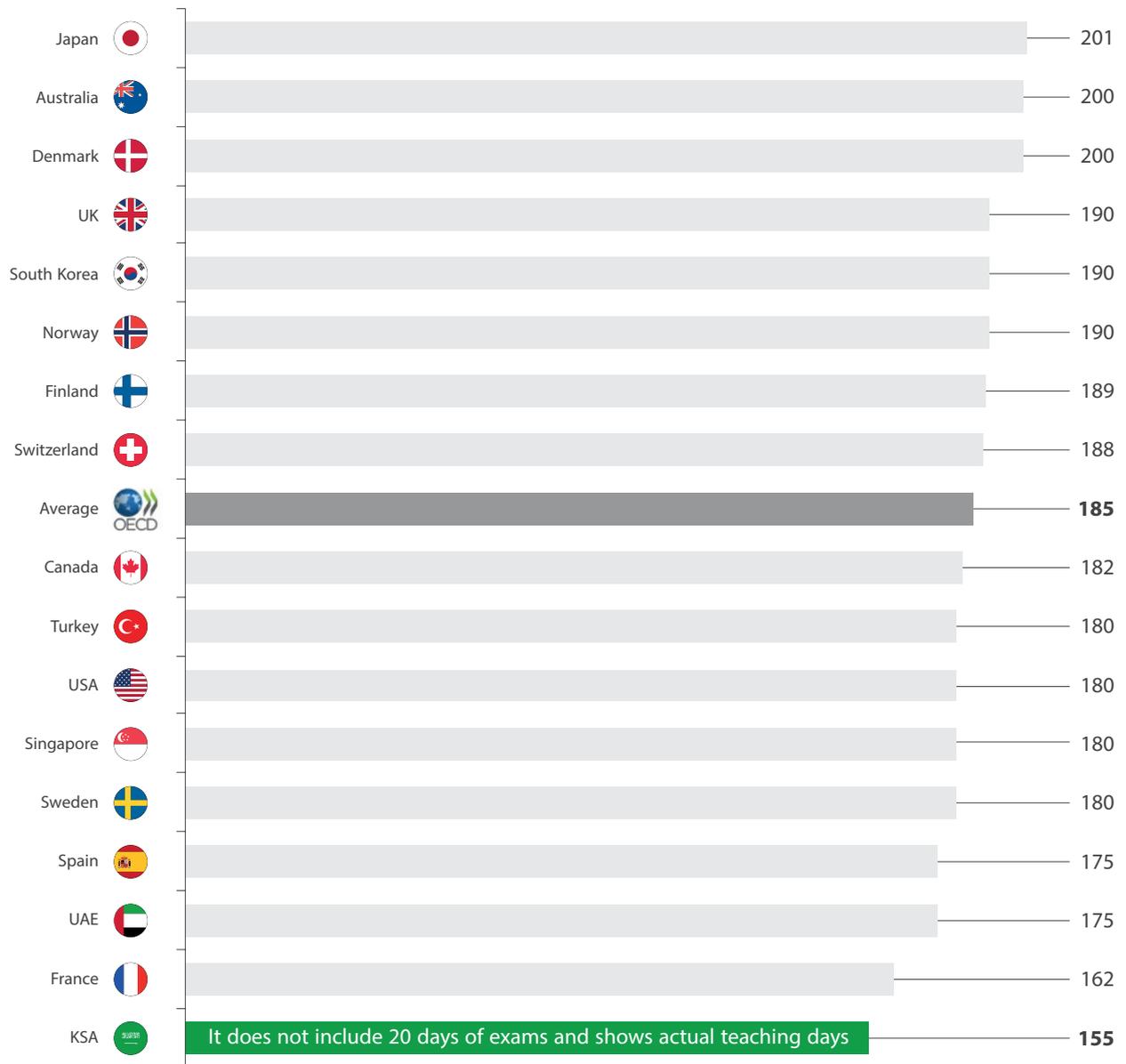


Figure 10: Minimum number of compulsory instruction days per year in primary education¹⁰

Current efforts

The Ministry of Education is currently working to circulate and activate a national program to conduct workshops to develop technologies in the areas of programming, digital education and manufacturing in many secondary schools across the Kingdom, in addition to developing secondary level curriculum to include new subjects such as philosophy and critical thinking.

¹⁰ OECD, Education at a glance, 2016.

3.A.4. Limited Identification and Programs for Gifted Students and Students with Disabilities

Saudi Arabia has 5 key challenges to overcome in the provision of special education:

- **Lack of infrastructure, equipment and resources to cater to the needs of students with disabilities,** schools are currently inaccessible to students with disabilities. It is necessary to develop school support services, such as infrastructure, to allow easier access and mobility for students, e.g. restrooms, elevators, laboratories, educational resources, etc.
- **Limited training and guidance for teachers in special education fields.** On average, only 9% of teachers in SA work in classes with at least 10% of students with disabilities (i.e. those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disabled), which is lower than the average of OECD countries and economies (27%)¹¹.
- **Limited early identification and intervention services for students with disabilities,** which leads to a decrease in the percentage of students with disabilities enrolled in education stages in the Kingdom, compared with other developed countries in this field, where the percentage rises to 8.5%.
- **Improving and adapting the curriculum to increase the effectiveness of integrating students with disabilities in general classrooms.** It is important to improve and adapt the curriculum to the needs of students with disabilities, taking into account disabilities associated with them during their development, such as sensory, intellectual, motor, psychological and social perception disabilities, speech difficulties, etc.
- **Lack of a general policy to identify and care for gifted students,** consolidating the visions and efforts of all education ecosystem entities. In addition to low interest in equipping schools with services specific for gifted and best-performing students; unequal access to programs for gifted students in cities and towns; lack of existing programs for extra-curricular and enrichment activities targeting gifted and best-performing students.

Current efforts

King Abdulaziz and his Companions Foundation for Giftedness and Creativity (Mawhiba) currently attracts, sponsors and helps ~54,000 male and female students¹³ from public and private schools in KSA to participate in international competitions and access to creative clubs and summer enrichment programs.

Recently, there was a shift towards inclusive education by enrolling students with disabilities in integrated schools with their peers, or putting them in a separate class in the same school building. However, this effort is still limited.

¹¹ OECD - Education Overview - 2016.

¹² European Agency for the Advancement of Special Needs Education - 2012.

¹³ King Abdulaziz and His Companions Foundation for Giftedness and Creativity - 2018.

3.A.5. Limited requirements for teacher qualifications linked to the quality of performance outputs.

The teachers have varying level of interest in performance improvement due to the following reasons:

- **The level of performance evaluation for teachers.** Performance evaluation is not linked to learning outcomes.
- **The quality of teacher training programs,** which explains the grades of graduates in the Teaching Skills Measurement Examination for different disciplines, as well as the short duration and effectiveness of their field practical training compared to other countries.
- **Professional development options are limited,** although there are many professional development programs both application and impact remain limited, with most professional development activities taking place outside the classroom. This process needs the application of a teacher observation and evaluation methodology within the classroom by peer educators compared to other countries.
- **Promotion and inculcation of values,** due to the lack of educational and training activities and programs and awareness guides for teachers to give effect to the values of determination, perseverance, mastery, and discipline that promote high quality in performance.

Current efforts

In 2019, the Education Jobs Regulation has been updated to include different ranks of teachers, making the Professional Education License, the Performance Evaluation of Teachers key elements of grade-to-grade promotion, and encouraging the teacher to train and participate in training programs as part of the evaluation components of his/her performance.

3.A.6 The Complexity of the Education System Governance

The education system in Saudi Arabia is highly centralized with multiple regulators unlike other countries:

- **Centralization in decision-making** has limited the role of educational leaders in schools to take decisions.
- **Overlapping quality assurance efforts,** Technical and Vocational Training Corporation (TVTC), the Ministry of Education and ETEC have overlapping quality assurance efforts. Actual streamlining of quality assurance activities is needed and the role of different entities needs to be clarified.

3.A.7. Lower Parent Engagement

Families are pivotal to children's education by instilling and promoting the necessary values needed in adapting to change and overcome pressing challenges. Yet, families contribution in children education is low compared to global benchmarks. Studies show lower parents engagement lower parental engagement in childhood education, with only 39% of parents discussing their child's progress with the teacher. Saudi parents are less involved in their child's education leading to mediocre academic achievement. (PIRLS) test scores show that Saudi students who had high parental involvement scored better than other students¹⁴.

3.A.8. Limited Guidance

- Due to a lack of appropriate tools and methods for assessing and measuring students' academic and professional tendencies during the general education stages, secondary school graduates in the Kingdom are oriented toward higher education rather than vocational education.
- On the other hand, the continuous evaluation system in the primary stage without using tests in it, leads to most students obtaining an "excellent" evaluation that does not reflect the reality of their achievement. In addition to the low-quality control of the final exams for the intermediate and secondary levels in all schools.

3.A.9 Lack of Applying Code of Conduct

- The percentage of students absent and late to attend the school day has increased. This is a result of the lack of positive relationships between students and sense of school belonging, and students exposure to bullying; it is a form of verbal or physical aggression and abuse among students. These numbers are results of low student awareness on the values of tolerance, discipline and positivity, as well as the lack of educational activities and awareness-promoting curriculum and leading role models in schools in addition to insufficient to parental guidance of their children.

¹⁴ OECD - Education Overview - 2016.

The following Figure (11) illustrates the most important K-12 education challenges and strategic imperatives.

K-12 Education Challenges	Strategic Imperatives
<ul style="list-style-type: none"> • Low and late enrollment in pre-primary education with only 21% enrollment rate vs. >80% in EU¹⁵ 	 <p>Increase pre-primary early enrollment to ensure early skills development</p>
<ul style="list-style-type: none"> • Limited specialization options in general and vocational secondary schools 	 <p>Restructure the K-12 pathways to provide more options and flexibility</p>
<ul style="list-style-type: none"> • Outdated teaching methods focused on rote memorization • Limited focus on STEM (29%) and foreign languages (11%) vs. religion (26%) • Limited focus on extra-curricular activities (15% participation of K-12 students)¹⁶ 	 <p>Push for a balance in the curriculum towards more STEM and introduce innovative and practical learning methods to further strengthen values and the sense of national belonging among students and provide them with language enrichment</p>
<ul style="list-style-type: none"> • Limited identification and programs for gifted students and students with disabilities 	 <p>Adopt an inclusive approach to serve all gifted students and students with disabilities</p>
<ul style="list-style-type: none"> • Limited requirements for teacher qualifications linked to the quality of performance outputs 	 <p>Increase the quality and accountability of teachers and school leaders</p>
<ul style="list-style-type: none"> • Complex system governance with multiple regulators 	 <p>Increase quality and accountability of the system</p>
<ul style="list-style-type: none"> • Lower parent engagement vs. benchmarks with only 39% of students whose parents discuss their children progress with the teacher 	 <p>Involve parents in student learning to contribute to improve outcomes</p>
<ul style="list-style-type: none"> • Limited guidance of career coaching ,which leads to secondary school graduates going into higher education vs. vocational education 	 <p>Provide guidance to students to improve career decision-making</p>
<ul style="list-style-type: none"> • Lack of code of conduct application in educational institutions 	 <p>Apply codes of conduct to reduce school tardiness and absenteeism and decrease bullying rate among students</p>

Figure 11: K-12 education challenges and strategic imperatives

¹⁵ World Bank, 2019.

¹⁶ OECD - Education Overview - 2016.

3.B. Challenges and Current Efforts in Tertiary Education

Higher and professional education faces many challenges that hinder the preparation of young people who possess the potential required for future local and global labor markets, and enable them to achieve their ambitions for innovation and entrepreneurship. Among the current challenges are the low alignment of educational outcomes with the requirements of the growing labor market and enrollment in majors and degrees not required in the labor market, in addition to the lack of professional and applied practical experience in areas of high demand, to the high unemployment rate for the 15-24 age group in the Kingdom by about 24%¹⁷.

3.B.1. Low Alignment Between Tertiary Education Outcomes and Labor Market Needs

The absence of a unified and flexible system that governs the flow between higher education and vocational and technical education tracks, and the lack of a unified framework to identify skills and capabilities, in addition to low enrollment rates in technical and vocational training, lead to poor alignment between education outcomes and the changable labor market needs, and the rate of enrollment in technical training and the professional occupant is about 23% compared to 48% in other countries¹⁸.

Current efforts

Over the past years, Saudi Arabia has achieved great results in increasing the enrolment rate of students in tertiary education and has witnessed an important development in the number of universities. The number of universities increased in public, private and non profit universities. In just six years, the number of students enrolled in public universities increased vs. Technical and Vocational Education which effect the labor market needs in the upcoming years.

To reinforce the importance of technical and vocational education, TVTC recently launched the industry related up-skilling program “strategic partnership”, in which companies directly engage in the development of curriculum and play a major role in the employment of graduates. Large companies such as state-owned enterprises (e.g., Saudi Aramco and Saudi Electricity Company), some private businesses (e.g., Al Hokair Group and ACWA Power), and foreign firms (e.g., Toyota and Mitsubishi) are currently the main partners¹⁹.

¹⁷ World Bank, 2021.

¹⁸ OECD - Education Overview - 2017.

¹⁹ Kingdom of Saudi Arabia Technical and Vocational Training Corporation, Strategic Partnership Institutes

3.B.2. Theoretical Approach with Low Focus on Practical Experience

Presently, in Saudi Arabia, mostly there is a theoretical approach to teaching with limited focus on practical experience and entrepreneurship skills. The focus of curriculum in Saudi universities is mostly on theory and there is limited collaboration with industry or research and development departments. This lack of practical experience limits the development of skills that would make students employable.

3.B.3. Low Involvement of Experienced Working Professionals

There is a lack of practical experience of professors and trainers in higher education and TVTC to support their students and equip them with the appropriate skills for the current and future needs of labor markets.



3.B.4. Low Quality and Recognition of Higher Education & TVTC Institutions

Tertiary education institutions are of low quality in international rankings and there is limited quality control for Higher Education (HE) and TVET institutions. The TVET sector also faces quality issues with low enrollment.

3.B.5. Limited Involvement of Employers in Education and Collaboration on R&D

The lack of effective communication between the education sector and the labor markets in the Kingdom leads to poor alignment between the type of academic degrees and their number, which means that educational outcomes are not commensurate with the requirements of the growing labor market. In addition to the low incentives for companies to set up special financing programs to employ students due to the lack of communication between them and the academic and professional educational institutions, especially in the field of curriculum and disciplines.

3.B.6. Limited Career Services and Incentives to Direct Students

The available career services and consultation are too limited in guiding students toward employment, and not sufficient to guide students toward jobs and training. Moreover, there are no tests to determine inclinations and abilities in the initial higher education stages.

3.B.7. Limited Investment of Free Time by Students

Today, students have enough free time, as they do not spend it for their benefit to increase the skills that qualify them for suitable jobs, by engaging in training courses, volunteer work, leadership work, non-educational activities, early work, or entrepreneurship.

Figure (12) shows the main higher education and TVTC challenges faced by students and relevant strategic imperatives.

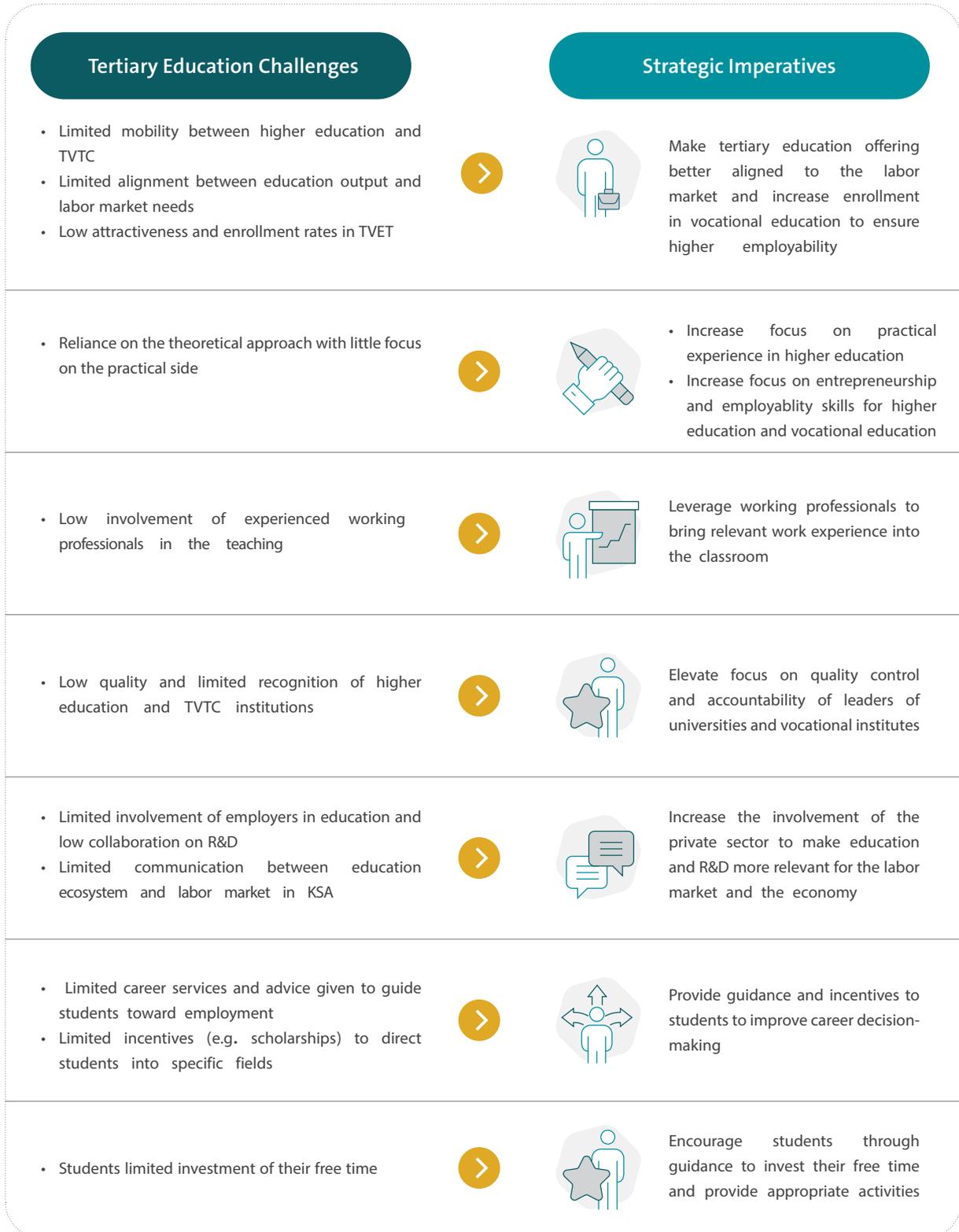


Figure 12: Synthesis of higher education and TVTC challenges and strategic imperatives

3.C. Challenges and Current Efforts in Lifelong Learning

Lifelong learning covers all learnings conducted after the initial formal education journey. It addresses the workforce, entrepreneurs, unemployed & (NEET) populations.

In order to increase the participation of the labor force and successful integration into employment, and to address the situation of the unemployed, whose rate is 12%²⁰, while the average unemployment rate in other developed countries is 5%²¹, the following challenges must be addressed. Figure 14 illustrates the most important challenges facing the lifelong learning phase and the requirements for addressing them strategically to drive citizens to engage in continuous learning and professional development, increase their lifelong productivity, and strive for excellence through continuous learning:

3.C.1. Limited Upskilling and Reskilling Training Programs for Adults

Although, there are many skills-building programs in the Kingdom of Saudi Arabia, they only cover a minority of citizens outside the education, training and work system (Youth not in Employment, Education & Training "NEET") in particular, or citizens in general. Employees also do not receive adequate continuous training in private enterprises, which leads to the obsolescence of knowledge and expertise of the workforce, and the Kingdom ranks 32 among the developed countries, according to the Global Competitiveness Report for the year 2019 AD, in this field²².

3.C.2. Limited Focus on Skills Recognition Through Frameworks and Certification

The Education and Training Evaluation Commission has developed a framework for national qualifications, but it still needs constant updating and activation to become a professional skills framework that includes comprehensive basic information on the various career and professional paths with advice on the existing and emerging skillsets that are required, and a list of training programs for upskilling and reskilling.

3.C.3 Limited Support for Entrepreneurial Skills and Lifelong Learning

The Kingdom needs coordination mechanisms to drive lifelong learning, given the lack of support for entrepreneurial skills, with limited national policies to support lifelong learning.

3.C.4. Inadequate Support of Employers

Employers in the Kingdom do not provide sufficient support, and do not invest much in training their employees as required, compared to other developed countries in this field.

3.C.5. Limited Incentives and Guidance for Professionals and NEET population

There are limited incentives and guidance for professionals who wish to continue learning and most unemployed citizens do not engage in training at all, due to the relatively small number of employment centers that provide such services. The participation of unemployed Saudis in training is very limited, with insufficient incentives offered to look for jobs and get employed. As of Q3 2019, 96% of unemployed Saudis have not participated in training. Moreover, existing incentives and / or benefits such as SANED Scheme and Hafiz could respectively lead to prolonged unemployment considering their conditions to benefit from it and the lack of enforcement of mitigations plans to incentivize beneficiaries²³.

²⁰ General Authority for Statistics - 2019.

²¹ The World Bank - 2020.

²² International Institute for Management Development, Global Competitiveness Index - 2019.

²³ General Authority for Statistics - 2020.

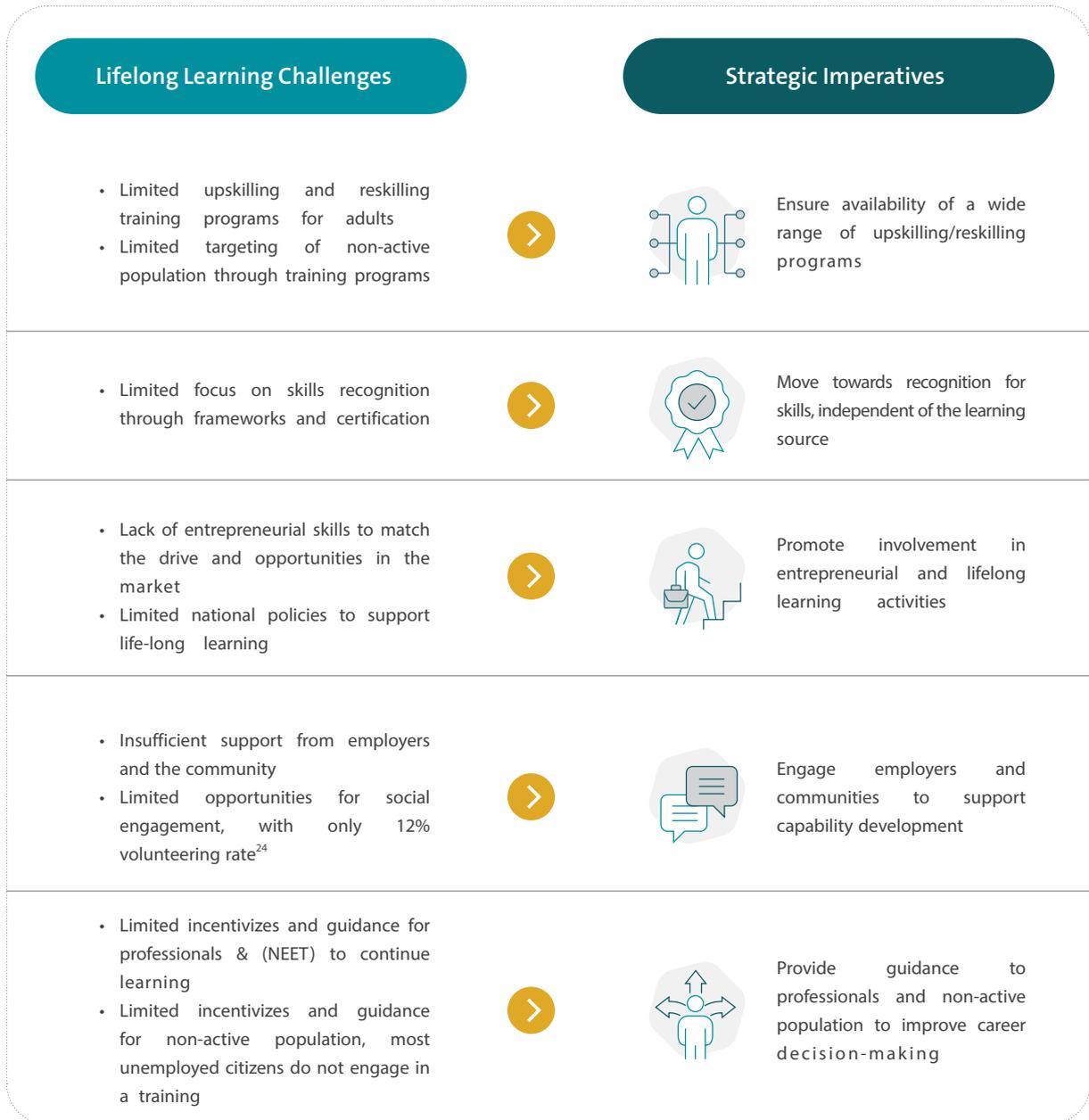


Figure 13: Synthesis of lifelong learning challenges and strategic imperatives

²⁴ Ministry of Human Resources and Social Development - 2019.

3.D Challenges and Current Efforts Related to Enablers

The current governance of the education ecosystem, represented by legislation, planning, funding and quality assurance, targets both the basic education sector, and higher education and TVTC, which is currently facing many challenges that must be addressed to prepare a citizen who seeks with ambition and perseverance for innovation and entrepreneurship, and deals with the principles of justice, respect, equality and widespread love among all members of society.

The program identified a number of challenges that had an impact on the education and training ecosystem, mainly:

3.D.1. Centralization of Many Processes

The education and training ecosystem is subject to the centralization of many processes, such as regulation and legislation issuance, funding and quality assurance.

3.D.2. Limitation of media roles in raising values awareness

Media plays a major role in raising awareness within community via multiple channels, to consolidate and promote values among individuals, community, and institutions, as an investment is increased and efforts are intensified in directing the media outlets towards disseminating a culture of tolerance and national unity.

3.D.3. Develop of interest in Arabic Language

Preserving the Arabic language, also known as “the language of Dhad”, reflects the preservation of the Kingdom heritage and taking pride in Arabism and focusing on its culture. Therefore, preserving this language is both a religious and national duty. However, the Arabic language is facing many key challenges, including:

- Limited effectiveness of linguistic policies: Inadequate enforcement of policies due to unclear roles, lack of coordination, reference, and a unified Arabic language test.
- Low Arabic dissemination and deteriorating cultural situation: lack of Arabic content in the Internet, and limited number of global fairs dedicated to to the Arabic language.
- Limited linguistic development: Due to the limited number of used terminologies, and teaching centers for L2 Arabic speakers.

3.D.4. Limited Support for Innovation and Entrepreneurship

Promoting a culture of innovation and entrepreneurship among individuals, community and institutions contributes to the economic development of the Kingdom. Yet, the innovation and entrepreneurship ecosystem are facing multiple challenges due to the lack of incentives and R&D centers, scarcity of financial resources, lack of appropriate legal regulations and enabling policies for private sector employees to engage in entrepreneurial activity; with KSA ranking 132 out of 141 on the administrative requirement index²⁵.

²⁵ World Economic Forum, Global Competitiveness Report - 2019.

Figure (14) shows the key challenges facing enablers and relevant strategic imperatives.



Figure 14: Challenges facing enablers and relevant strategic imperatives

04

Program Strategy



4. Human Capability Development Program Strategy

4.A Strategic Pillars

HCDP strategy is built on a comprehensive analysis of current challenges faced by the ecosystem and global trends shaping the local and global labor market. The strategy will help address all issues in the human capability development ecosystem in KSA, from early childhood to post retirement.

In order to ensure readiness for the future and create globally competitive citizens, the strategy has been structured into three strategic pillars reflecting the main phases of the human capability development journey (see Figure 15).



Figure 15: HCDP strategic pillars



• Pillar 1: Develop a resilient and strong educational base

This pillar focuses on core educational phases, including teachers, educational institutions and families. It also focuses on core capabilities that enable adaptability and flexibility, and covers the basis from which a child starts his/her educational journey until entering the labor market. HCDP seeks to reform and transform this base into a flexible one by overcoming challenges, such as lack of educational opportunities in kindergarten, inefficient teaching methods, lack of intensive curriculum, few educational paths, limited consolidation and promotion of values, weak educational service for people with disabilities, and lack of programs for talented students, and that is through:

- **Instill values, the sense of national belonging and global citizenship:** Enhance the leading role of schools in instilling values and promoting positive behavior and national belonging by updating curriculum and extra-curricular activities, disseminating targeted informative material, stimulating community participation and volunteering, and promoting hard work culture among students.
- **Instill moderation and anti-extremism values:** Schools to play a role in inculcating the principles and teachings of moderate Islam religion in the minds of youth and raising awareness on the implications of extremism to prevent and fight against such behavior.
- **Build a strong foundation of 21st century skills:** Increase enrolment in kindergartens to improve the skills, values and capabilities of children and adopt a comprehensive curriculum for gifted and disabled students.
- **Nurture a mindset of self-development and community:** Engage parents in student learning to enhance outcomes and provide guidance to improve career decision-making based on the particular abilities and interest areas of every student.

- **Make high-quality learning accessible to all:** An increase in kindergarten enrollment will give students a better head-start, and the adoption of an inclusive approach will offer opportunities to specific learner segments, such as gifted students and those with disabilities.
- **Provide different secondary-level educational pathways:** The current education system depends on limited and inflexible pathways for specialization in the secondary stage



• Pillar 2: Prepare for future local and global labor markets

This pillar aims at aligning with the labor market by assessing the current situation, engaging the private sector, instilling values, and developing the knowledge and skills required for future opportunities through:

- **Strengthen values, the sense of national belonging and global citizenship:** This includes a number of initiatives aimed at raising awareness on the history, heritage and culture of the Kingdom of Saudi Arabia to promote the sense of national belonging and pride in the Arabic language among students.
- **Strengthen moderation and anti-extremism values:** Guide youth towards constructive use of their free time and raise awareness on the implications of extremism to prevent and fight against such behavior.
- **Develop advanced skills to lead the next Industrial Revolution:** Working professionals should become more involved in the teaching process so that students have access to relevant work experience. The focus on quality control and accountability of leading staff should be elevated across universities and vocational institutes, and the involvement of the private sector increased to take advantage of research and development,

making education more relevant to the demands of the labor market and the economy.

- **Offer multiple education pathways to success:** Tertiary education should become more closely aligned with labor market needs. Enrollment in vocational education ought to be increased to ensure higher employability, increase focus on practical experience, and develop skills. This includes entrepreneurship.
- **Drive and support career choices:** Provide guidance to students to improve career decision-making.
- **Nurture the culture of innovation and entrepreneurship:** Encourage and guide youth towards innovation and entrepreneurship by developing R&D and entrepreneurship hubs, facilitating regulatory and legal policies, and creating media awareness on the culture of entrepreneurship.



• Pillar 3: Provide lifelong learning opportunities

This pillar focuses on providing training and developmental opportunities for all citizens who did not continue their educational journey by engaging the private sector to support them in pursuing their education and increasing their competitiveness, and that is through:

- **Encourage continuous upskilling:** Ensure the availability of a wide range of upskilling/ reskilling programs.
- **Re-skill the unemployed and those on jobs at risk:** Reskilling the unemployed is becoming more important to enable access to the labor market through self-learning or involvement of experienced employers, experts and broader community in knowledge transfer.

- **Create opportunities for the contribution of the NEET:** Encourage continuous upskilling/reskilling and involvement in entrepreneurial and life-long learning activities. Guidance must be provided to those in and out of work in order to improve career decision-making.
- **Provide innovation and entrepreneurship opportunities:** Encourage employers, highly experienced employees or retirees, and broader community to pursue innovation and entrepreneurship through facilitated regulatory and legal policies and media awareness on the culture of entrepreneurship.
- **Disseminate and promote pride in the Arabic language:** Ensure that the necessary policies are in place to preserve and disseminate the Arabic language, including further dissemination of academic research, journals and books in Arabic and teaching L2 Arabic speakers.

• Enablers

There are a number of portfolios that help enable the human capability development ecosystem, including a framework for private sector and non-profit institution engagement in developing human capabilities, the ability to foresee the supply and demand, data provision and exchange, the development of methods to promote values and preserve the Arabic language.

• Initiative portfolios overview per Strategic Pillar

Initiative portfolios, based on the three strategic pillars, reflect the different stages of the learning journey which will enable and support the human capability development system.

These initiatives are designed to direct efforts towards achieving the program goal and enabling the resolution of challenges faced along the capability development journey.

4.A.1. Framework Details of Human Capability Development



Values and Attitudes

Values are essential to the human capability development framework; they are defined and detailed based on different inputs to instill core principles in people and communities. Values are largely interlinked; promoting one value leads to instilling other values as well. HCDP has identified 9 values based on Vision 2030 objectives, as seen in Figure 16.



Figure 16: Definition of values

These values were translated into key traits and behaviors that the HCDP seeks to promote and instill in people and the community to increase the competitiveness of citizens globally. Figure 17 shows the most important traits and behaviors.



Figure 17: Target characteristics for citizens based on values



Basic skills

Basic skills include three minimum capabilities as a basis for learning future skills and knowledge, as shown in Figure 18:



Figure 18: Basic skills framework²⁶

Basic skills are measured by international tests by key international organizations, as shown in Figure 19.

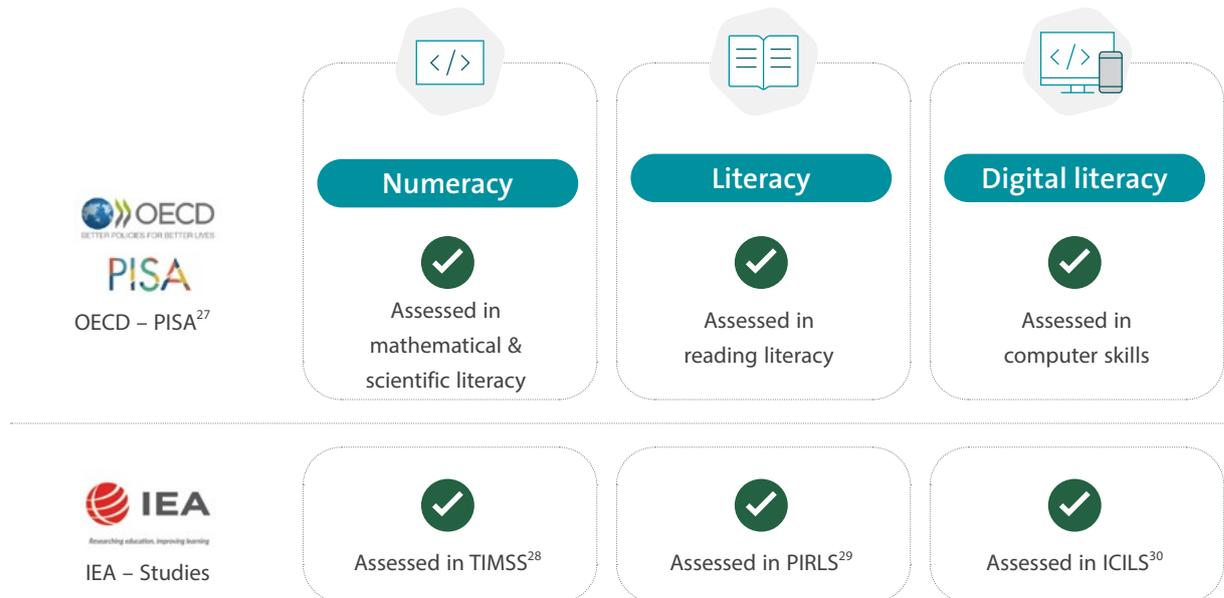


Figure 19: Basic skills measurement definition per benchmarks

²⁶ Basic skills include all the fundamental skills needed to develop cultural literacy, i.e. the ability to understand and participate in a given culture

²⁷ PISA: Programme for International Student Assessment

²⁸ TIMSS: Trends in International Mathematics and Science Study

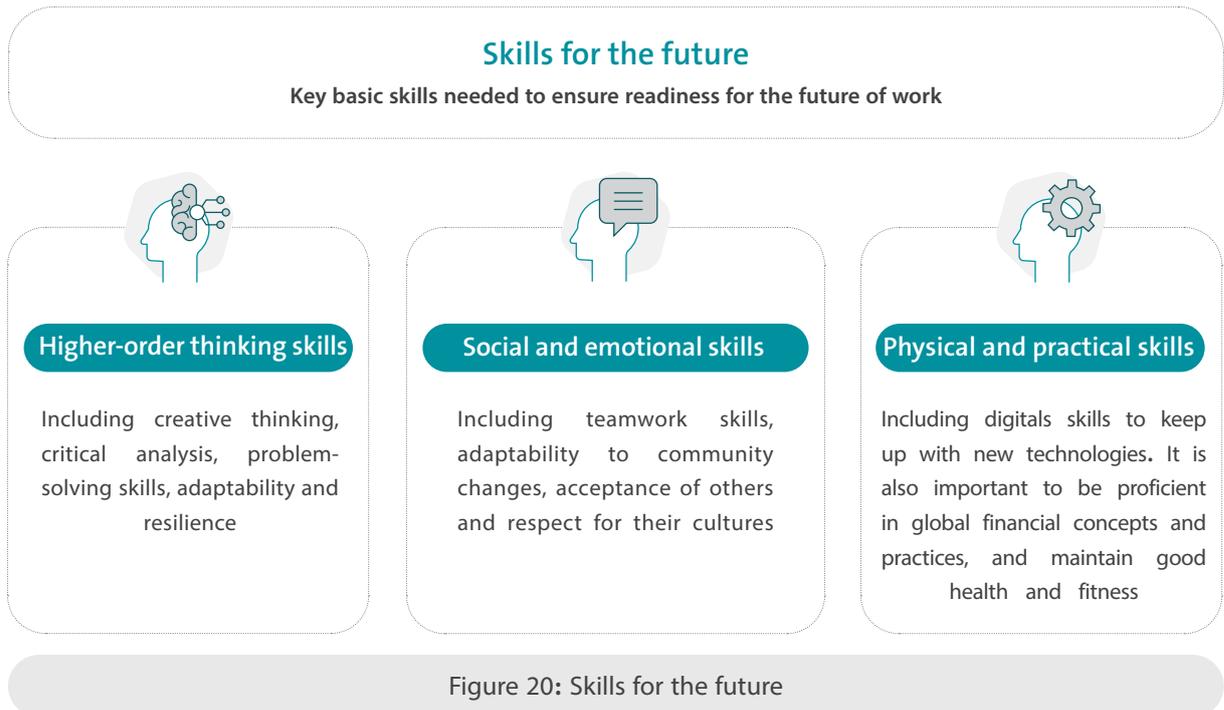
²⁹ PIRLS: Progress in International Reading Literacy Study

³⁰ ICILS: International Computer and Information Literacy Study



Skills for the future

Skills for the future are defined as new skills developed in line with human capability requirements. The HCDP strategy covers three essential capabilities required to ensure readiness for the future:



4.A.2. Strategic Direction

Based on Vision 2030 strategic objectives, the goal of the program was defined as “ensuring the readiness of Saudi citizens for the future”. Readiness for the future means developing the capabilities required to prepare for the challenges and opportunities on a local and global scale (see Figure 21).

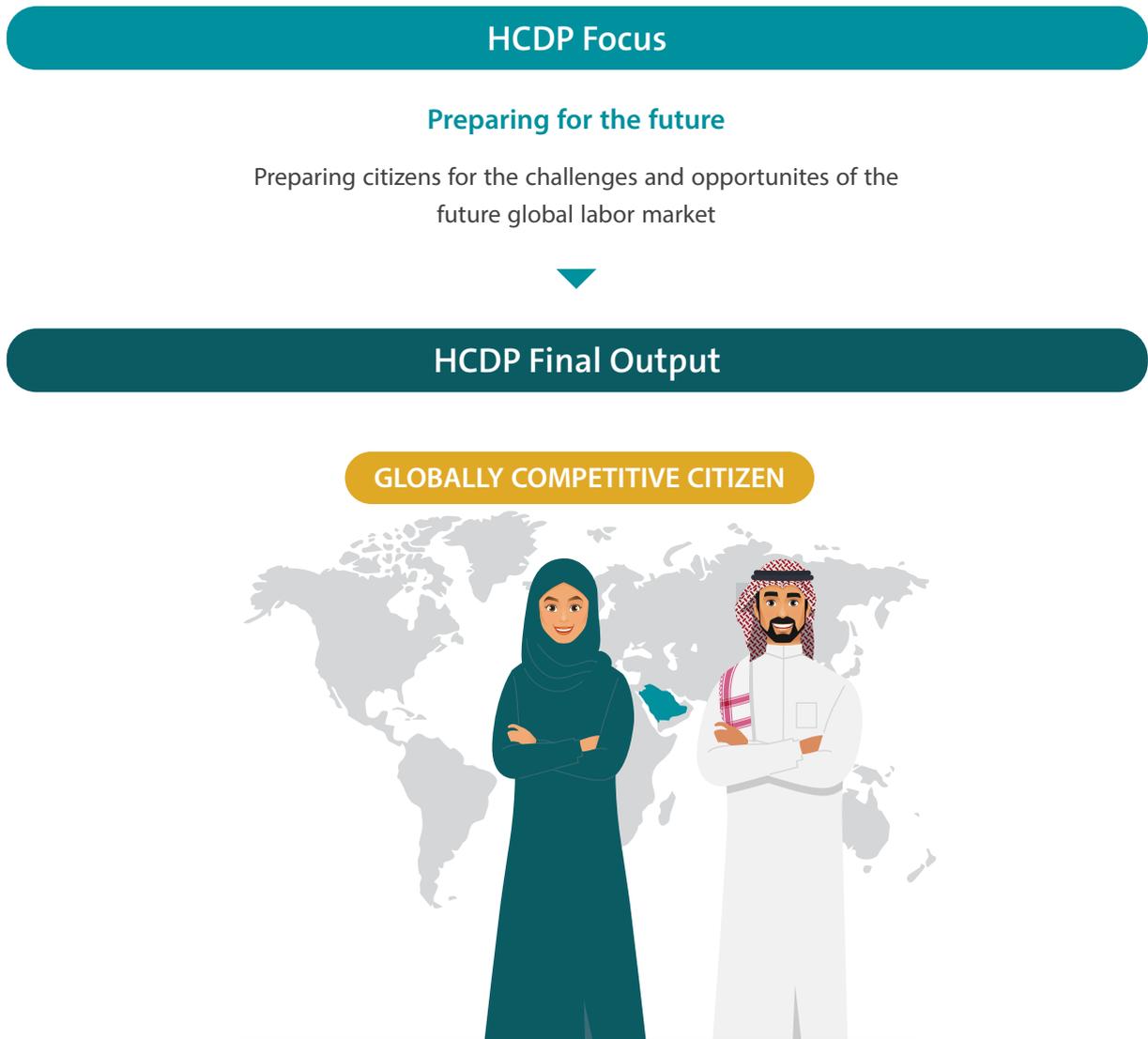


Figure 21: HCDP focus and output

The program covers all phases of the human capability development journey from early childhood to lifelong learning.

- **General education (K-12):**

This phase is critical for developing capabilities and essential in defining the trajectory of individuals in the medium to long term. Hence, challenges faced in this phase normally have a deep impact on subsequent development phases, affecting the lifelong learning journey.

- **Tertiary education (higher education, and technical and vocational training):**

This phase mainly focuses on preparation for starting a career and transitioning into the labor market through employment, starting a business or freelancing (gig economy).

- **Lifelong learning:**

This phase focuses on the workforce outside the education, training or employment ecosystem through skill development and rehabilitation, enabling them to get job opportunities. This phase also focuses on on-the-job training to ensure continuous skill development to keep pace with labor market trends.

The program covers the main human capability development elements (see Figure 22), including:

- **Community:**

All segments of community regardless of their geography, socio-economic status, qualifications and skills.

- **Human capability ecosystem:**

Different contributing entities to human capability development, e.g. formal education, family and community, private sector and NGOs.

- **Human capability development enablers:**

Private sector engagement, supply-demand foresight, R&D and innovation, basic data availability and sharing, new ways to promote values and uphold the Arabic language.



Figure 22: HCDP ecosystem elements

Based on global trends, and local and global challenges, three groups of imperatives have been identified to ensure readiness for the future. These are mirrored by the three pillars of the Human Capability Development Program strategy.

The desired output of the program is a globally competitive citizen. The following figure reflects examples of values, behaviors, knowledge and basic skills, and important future skills to define the characteristics of a globally competitive citizen which have informed the program's strategy and targets. The strategy is structured around increasing the competitiveness of Saudi citizens and enhancing their capabilities to make them stand out and increase their employability in globally leading companies or entities. Therefore, the program will increase the competitiveness of citizens and export their expertise globally (see Figure 23).

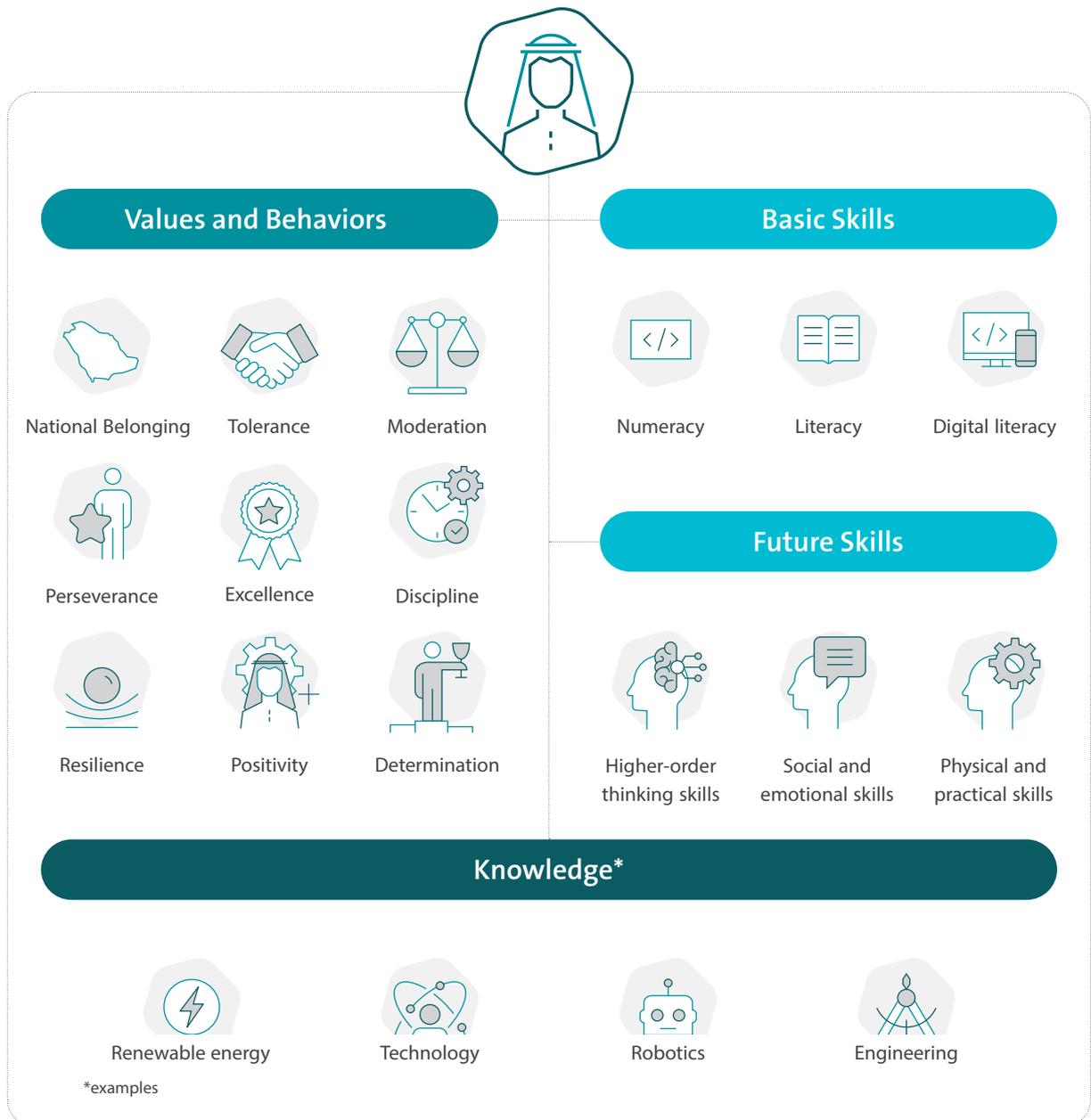


Figure 23: Capabilities of a globally competitive citizen

The desired output of the program is a globally competitive citizen defined through 12 key characteristics, as shown in Figure 24.

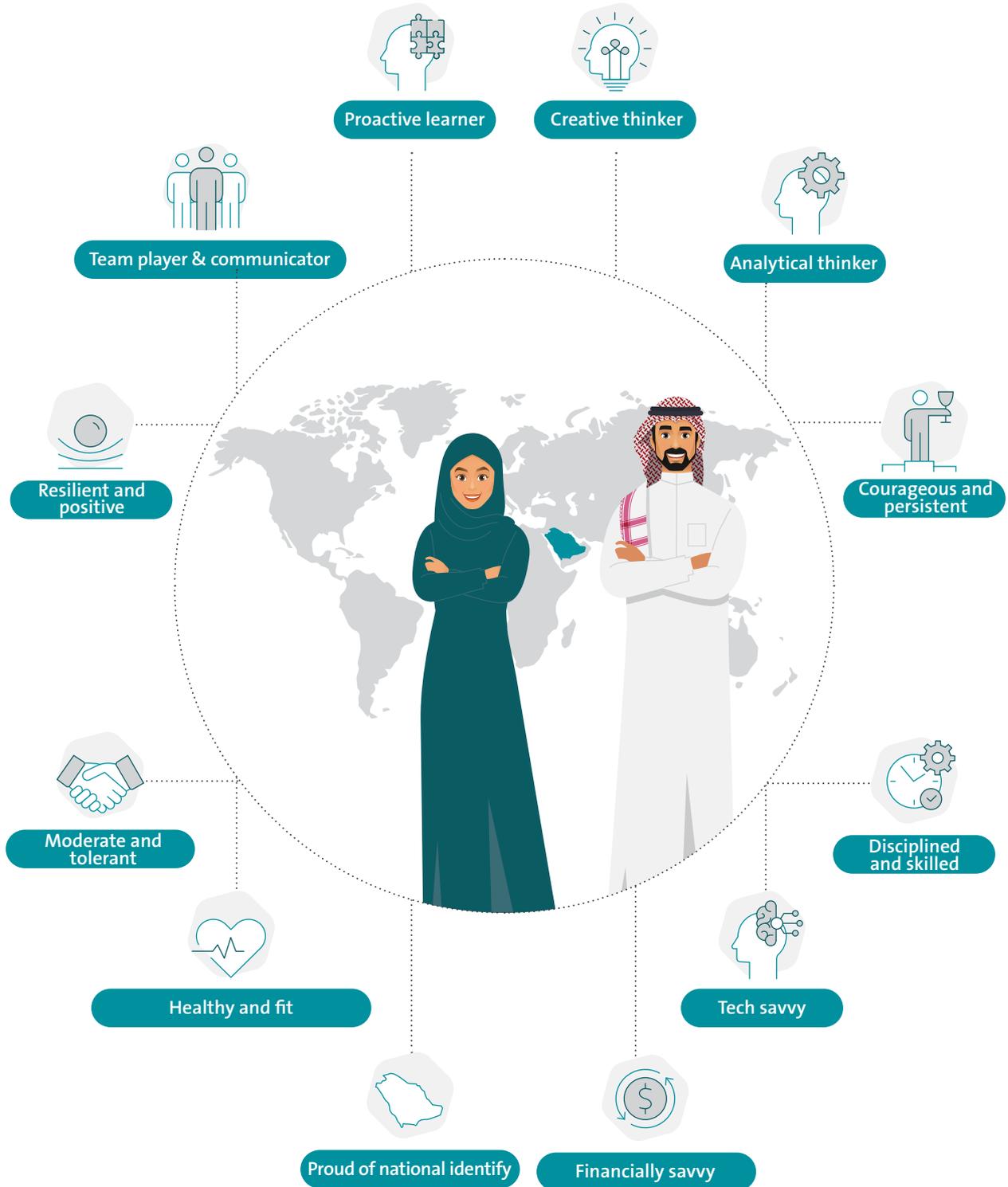


Figure 24: Traits of a globally competitive citizen

4.B. Trade-offs and Interdependencies with Other VRPs

Several VRPs within Vision 2030 contribute to job creation in target sectors. HCDP is responsible for developing and enabling policies to provide human capabilities for future job opportunities, and empower entrepreneurs and freelancers to build and refine their capabilities and skills.

HCDP conducted a comprehensive exercise to map HCDP trade-offs and interdependencies with other VRPs, followed by meetings with relevant VRP owners to collect their insights, detailed VRP trade-offs/interdependencies as shown in Table 5.

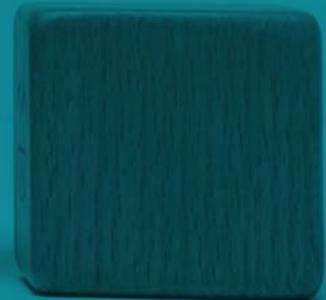
Relevant Program	Trade-offs / Interdependencies	Action Required
National Transformation Program (NTP)	<ul style="list-style-type: none"> Promoting the culture of volunteering. Drive proficiency in private sector and improve government employee performance. Ensure market-driven degrees and training opportunities are provided for priority sectors. Enabling accessibility to the labor market for women and people with disabilities. 	<ul style="list-style-type: none"> Align human capability development requirements for NTP, where necessary.
Quality of Life (QOL)	<ul style="list-style-type: none"> Enhance the physical well-being of students by increasing sports participation in educational institutions. Develop talents in arts and culture by introducing arts and culture into formal education. Build and develop human capabilities in QOL sectors (i.e. sports, entertainment and culture). Nurture innovation and entrepreneurship culture. 	<ul style="list-style-type: none"> Align with QOL on the development of the curriculum and awareness of the arts and sport and other extracurricular activities. Align human capability development requirements with QOL sectors to nurture the innovation and entrepreneurship culture.
National Industrial Development and Logistics Program (NIDLDP)	<ul style="list-style-type: none"> Develop capabilities for NIDLDP priority sectors (e.g. the oil and gas sector, mining, solar energy, military industries). Promote entrepreneurship fields. 	<ul style="list-style-type: none"> Align human capability development requirements with NIDLDP to drive the development of priority sectors.
Public Investment Fund Program (PIF)	<ul style="list-style-type: none"> Develop the capabilities needed for new sectors that will emerge through PIF investments. Promote entrepreneurship fields. 	<ul style="list-style-type: none"> Align the human capability development requirements of PIF projects.
Privatization Program (PP)	<ul style="list-style-type: none"> Involving the private sector in developing educational infrastructure, technologies and content Promoting public and private partnerships for schools. Promoting entrepreneurship fields. 	<ul style="list-style-type: none"> Coordinate with PP to increase private sector participation in education and training.



Relevant Program	Trade-offs / Interdependencies	Action Required
Financial Sector Development Program (FSDP)	<ul style="list-style-type: none"> Upskill financial sector employees. Develop higher education programs for Islamic banking. Nurture talent and support innovation in fin-tech fields and the financial sector in general. FSDP initiatives will be enablers for the “educational visa” initiative, with the financial sector acting as a pull factor for foreign students to pursue Islamic banking studies. 	<ul style="list-style-type: none"> Align with human capability development requirements of FSDP.
Doyof Al Rahman Program (DARP)	<ul style="list-style-type: none"> DARP aims to develop human capabilities across all segments, including Hajj and Umrah professionals, to enrich the journey for pilgrims and Umrah visitor and improve accommodation services. 	<ul style="list-style-type: none"> Align the human capability development needs of DARP to provide best experience for Hajj and Umrah visitors.
Health Sector Transformation Program (HSTP)	<ul style="list-style-type: none"> Develop necessary skills and capabilities to drive efficiency in the health sector. Raise health awareness targeting students and adults of all ages during and after academic years. Promote volunteering in health sector. Promote health discipline. 	<ul style="list-style-type: none"> Align with human capability development requirements of the health sector. Collaborate with HSTP to upskill Saudi healthcare practitioners. Collaborate with HSTP to raise health awareness among students (psychological health, healthy nutrition, etc.).

Table 5: Trade-offs and interdependencies with other VRPs

05 Program Initiatives



5. PROGRAM INITIATIVES

There are 89 initiatives aiming to drive all components of the Human Capability Development ecosystem in Saudi Arabia. Each portfolio contains a group of initiatives focused on creating a strategic shift in the ecosystem and providing effective solutions to related challenges.

HCDP is based on three strategic pillars, each focused on developing different phases in the learning journey, from early childhood and until post retirement. The program follows a holistic approach, considering all sources of capability building, whether they are part of the formal education system or supported by families, communities, employers and NGOs.

Throughout these initiatives, the program focuses on leveraging and enabling the Human Capability Development system to provide better learning experiences. This requires joined efforts from all stakeholders, families and communities, to education and training institutions, to employers and NGOs.

5.A. Initiatives Portfolio

The initiative portfolios presented are based on the three pillars of the learning journey and support the Human Capability Development ecosystem, in addition to the enablers pillar, they are designed and structured around strategic imperatives that direct efforts towards the program goal, and enable the resolution of challenges faced along the capability development journey:

- **Build strong core capabilities that enable adaptability across all segments of society:**

The program will focus on strategic imperatives, across nine initiative portfolios, aimed at laying a strong foundation of 21st century skills, nurturing a self-development mindset, and involving the wider community, to make high-quality learning accessible to all.

- **Develop the knowledge and skills necessary to take advantage of future opportunities:**

The program will focus on strategic imperatives, across six initiative portfolios, aimed at developing advanced skills to lead the Fourth Industrial Revolution, to offer multiple pathways to success, while driving and supporting career choices.

- **Offer opportunities to those who have already exited the education system to support them to further their learning:**

The program will focus on strategic imperatives, across five initiative portfolios, aimed at creating chances for life-long learning, facilitating and recognizing the development of informal skills, while encouraging continuous upskilling and reskilling.

- **Enable the achievement of the program strategic pillars:**

The program will drive a set of human capability ecosystem enablers, mainly private sector engagement in learning technology, content development, distant learning access, in addition to labor market foresight, data availability and sharing on education, and development of methods to promote values and preserve the Arabic language.

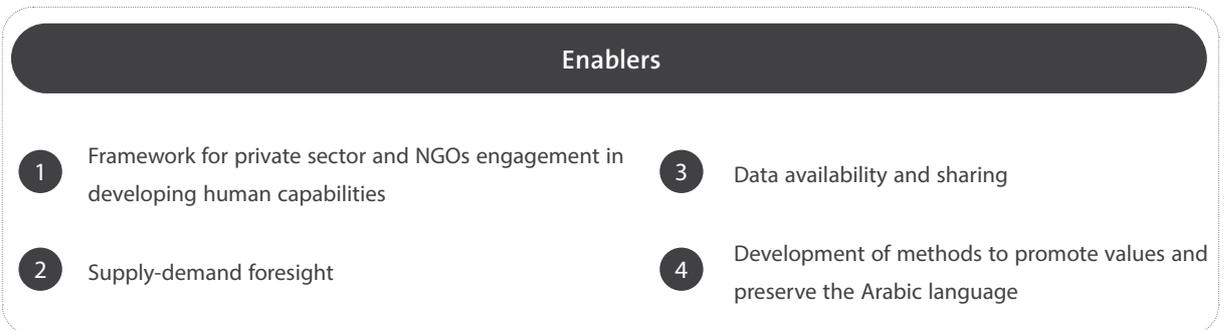
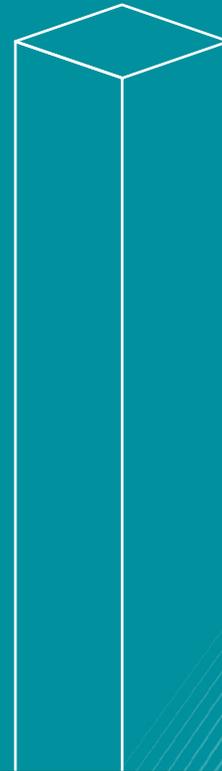
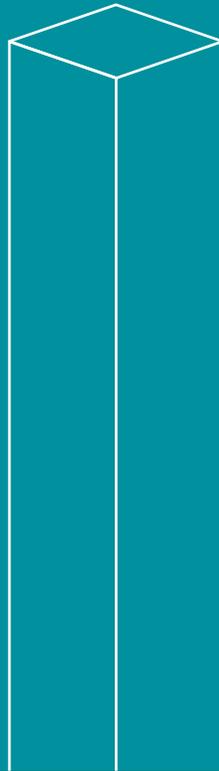


Figure 25: HCDP initiative portfolios



Pillar 1

Develop a resilient and
strong educational base



5.A.1. Pillar 1 initiatives:

This pillar includes 35 initiatives focusing on core educational phases, including teachers, educational institutions and families. It also focuses on core capabilities that enable adaptability and flexibility, and covers the basis from which a child starts his/her educational journey until entering the labor market. The HCDP seeks to reform and transform this base into a flexible one by overcoming challenges, such as lack of educational opportunities in kindergarten, inefficient teaching methods, lack of intensive curriculum, few educational paths, limited consolidation and promotion of values, weak educational service for people with disabilities, and lack of programs for talented students through the following:

- **Instill the sense of national belonging and global citizenship:**

Enhance the leading role of schools in instilling values and promoting positive behavior and national belonging by updating curriculum and extracurricular activities, disseminating targeted informative material, stimulating community participation and volunteering, and promoting hard work culture among students.

- **Instill moderation and anti-extremism values:**

Schools to play a role in inculcating the principles and teachings of moderate Islam in the minds of young people' and raising awareness on the implications of extremism to prevent and fight such behavior.

- **Build a strong foundation of 21st century skills:**

K-12 pathways should be restructured to instill and develop skills and values among students, rebalance the curriculum towards more STEM subjects, and introduce innovative and practical learning methods. The quality and accountability of teachers and school leaders should be increased in order to improve the quality of the whole education system.

- **Nurture the mindset for self-development and community:**

Engage parents in student learning to enhance outcomes and provide guidance to improve career decision-making based on the particular abilities and interest areas of every student.

- **Make high-quality education accessible to all:**

An increase in kindergarten enrollment will give students a better head-start, and the adoption of an inclusive approach will offer opportunities to specific learner segments, such as gifted students and those with disabilities.

- **Provide different secondary-level educational pathways:**

Develop a variety of flexible secondary-level educational pathways to expand and diversify learning opportunities for all students and improve education ecosystem efficiency; in order to develop pedagogically, academically and technically qualified competencies capable of enrolling in higher education or meeting labor market requirements.

Figure (26) shows Pillar 1 portfolios and initiatives

89 initiatives

Globally Competitive Citizen

35 initiatives



Develop a resilient and strong educational base

3

Kindergarten education expansion and quality enhancement

- 1.1.1 Promote expansion of kindergarten education
- 1.1.2 Innovative teaching methods, curriculum, assessment tools and teacher trainings in kindergarten education
- 1.1.3 Requirements setting for kindergarten schools

5

Flexible and diverse K12 journey

- 1.2.1 Trimester-based school year
- 1.2.2 Specialized tracks in general education for secondary school level
- 1.2.3 Vocational upper secondary schools
- 1.2.4 Flexibility between general and vocational secondary education
- 1.2.6 Enable and promote investment in private schools

8

Innovative, practical learning experience and 21st century curriculum

- 1.3.1 Review and update primary to secondary curriculum framework to give more focus to basic skills and build skills for the future
- 1.3.2 Healthy school nutrition program
- 1.3.3 Engaging and innovative teaching methods
- 1.3.4 Student profiling and assessment
- 1.3.5 Technology labs / STEAM labs in selected primary / secondary schools
- 1.3.6 Innovative and advanced school models
- 1.3.7 Extra-curricular activities
- 1.3.8 Promotion of cultural field trips

3

Gifted education expansion

- 1.4.1 Gifted student identification test expansion
- 1.4.2 Regulations and policies for gifted students
- 1.4.3 Gifted student enrichment program expansion

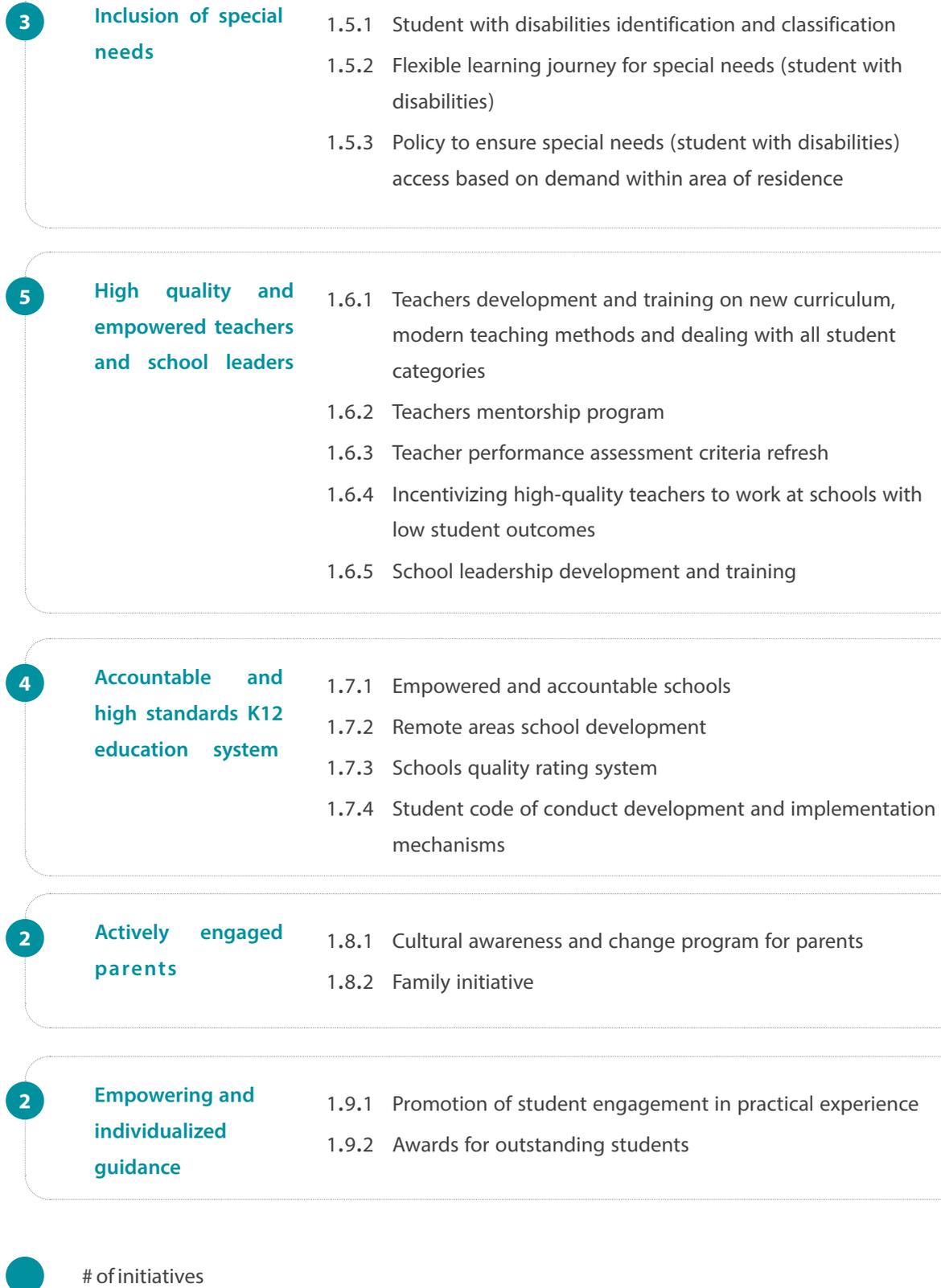


Figure 26: Overview of pillar 1 initiative portfolios

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
1.1 Kindergarten education expansion and quality enhancement			
1.1.1 Promote expansion of kindergarten education	<ul style="list-style-type: none"> Promote investment in kindergarten in collaboration with the private sector and utilize current public schools facilities to increase access and expand geographical coverage. 	4.1.1 Build a life-long learning journey	Ministry of Education (MoE)
1.1.2 Innovative teaching methods, curriculum, assessment tools and teacher trainings in kindergarten education	<ul style="list-style-type: none"> Leverage innovative teaching methods (e.g., game-based approach), review and develop a curriculum focused on basic and future skills adapted to the age group (ensure content is accessible online), develop assessment tools, and develop specific training for educators (teachers and principals). 	4.1.3 Improve fundamental learning outcomes	MoE
1.1.3 Requirements setting for kindergarten school	<ul style="list-style-type: none"> Set requirements for kindergarten addressing the full-ecosystem, e.g., infrastructure standards, workforce qualification, and profile requirements, and any other dimension necessary to ensure high quality and secured learning environment for young children. 	4.1.3 Improve fundamental learning outcomes	MoE
1.2 Flexible and diverse K12 journey			
1.2.1 Trimester-based school year	<ul style="list-style-type: none"> Introduce a 3-semester school year instead of two semesters to provide more flexibility and optimal resources utilization. 	4.1.3 Improve fundamental learning outcomes	MoE
1.2.2 Specialized tracks in general education for secondary school level	<ul style="list-style-type: none"> Define specialized tracks in general education for the secondary level including curriculum, teacher training requirements, admission process, capacity of each track and student assessment modalities in line with tertiary education tracks (such as computer science and engineering track, health and life sciences track, business administration track) in addition to, tracks that meet labor market needs. 	4.1.3 Improve fundamental learning outcomes	MoE
1.2.3 Vocational upper secondary schools	<ul style="list-style-type: none"> Introduce vocational upper secondary schools specialized in multiple fields, tailored to the needs of the local labor market. Develop the guidelines for identifying and updating the relevant fields to match the local labor market. 	4.1.7 Expand vocational training to provide for labor market needs	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
1.2.4 Flexibility between general and vocational secondary education	<ul style="list-style-type: none"> Introduce policy to allow secondary school students to move from general to technical schools and vice versa, during their secondary school years. 	4.1.7 Expand vocational training to provide for labor market needs	MoE
1.2.6 Enable and promote investment in private schools	<ul style="list-style-type: none"> Enable private sector participation and investment in operation development of K-12 schools in general education (e.g. international curriculum schools) and special needs schools. Develop framework and incentives to support the private sector investment (e.g. fee vouchers for students covering a percentage of the annual fees). 	4.1.3 Improve fundamental learning outcomes	MoE
1.3 Innovative, practical learning experience and 21st century curriculum			
1.3.1 Review and update primary to secondary curriculum framework to give more focus to basic skills and build skills for the future	<p>Review curriculum framework (subjects and relative weights) to develop and promote target skills and values, which includes dedicating more hours and focus to:</p> <ul style="list-style-type: none"> Literacy and numeracy skills leveraging high quality and engaging educational content, including ed-tech for learning. Mandatory digital and computer science such as coding starting from grade 1 including digital safety and protection against threats and personal data management. Mandatory English classes from grade 1 with options for other relevant languages (e.g. Chinese) Physical education for both genders (e.g. sports, self-defense, etc.). Culture-related topics (drama, poetry, music, etc.). Design thinking, decision making, information management, project management, entrepreneurship and financial literacy – for intermediate and secondary levels only. <p>This also includes restructuring focus on other subjects such as:</p> <ul style="list-style-type: none"> Islamic education, in a way that promotes Islamic values. Social studies, to focus on the nation civilizational achievements and promote national belonging. 	4.1.3 Improve fundamental learning outcomes	MoE
1.3.2 Healthy school nutrition program	<ul style="list-style-type: none"> Design a policy to mandate healthy food options in schools and launch a program to increase awareness and impact parents and kids attitudes towards healthy nutrition habits. The private sector is to play a key role in healthy food options provision in schools. 	4.1.3 Improve fundamental learning outcomes	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
1.3.3 Engaging and innovative teaching methods	<ul style="list-style-type: none"> • Activate new teaching methods, including project-based, challenge-based, and game-based learning across subjects to increase student engagement, facilitate student interaction, and stimulate learning. • New teaching methods require introducing a policy and setting guidelines for designing and accommodating the necessary spaces in the learning environment, e.g. makerspaces and learning labs. 	4.1.3 Improve fundamental learning outcomes	MoE
1.3.4 Student profiling and assessment	<ul style="list-style-type: none"> • Review student assessment system to measure learning outcomes related to skills, leveraging data driven diagnostic tools to provide regular feedback (including detecting at-risk students) through design students digital profiling and categorizing. 	4.1.3 Improve fundamental learning outcomes	MoE
1.3.5 Technology labs / STEAM labs in selected primary / secondary schools	<ul style="list-style-type: none"> • Initiate pilot programs of technology / STEAM labs in selected schools to serve a group of schools within the area. The initiative should leverage partnerships with the private sector to train students to use advanced technologies including 3D modelling, computer science tools in STEM and creativity fields. 	4.1.5 Develop our brightest minds in priority fields	MoE
1.3.6 Innovative and advanced school models	<ul style="list-style-type: none"> • Launch a set of school models of the future with minor variations, delivering a holistic approach including innovative teaching methods, learning environment, and spaces. These schools would integrate pre-defined student categories, starting in dense population areas before broader expansion in the Kingdom, and measure the learning outcomes before implementing the lessons learned in the general education system. 	4.1.3 Improve fundamental learning outcomes	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
1.3.7 Extra-curricular activities	<p>Revamp current extra-curricular activities in public schools through:</p> <ul style="list-style-type: none"> • Activate the use of school facilities for extra-curricular activities and student clubs to be developed by the private sector to deliver innovative activities. • incentivize students extra-curricular activities that refine their skills and promote target values (e.g. excellence, perseverance, discipline etc.) through community service, volunteering, arts and culture, sports and physical activities entrepreneurship, etc. 	4.1.3 Improve fundamental learning outcomes	MoE
1.3.8 Promotion of cultural field trips	<ul style="list-style-type: none"> • Expand outdoor learning activities by promoting school field trips to visit cultural attractions (e.g. museums, libraries, theaters, farms, national parks, and others) to cultivate students awareness of Saudi Arabia's heritage, cultural diversity. These activities should promote values like national belonging and tolerance. 	4.1.3 Improve fundamental learning outcomes	MoE
1.4 Gifted education expansion			
1.4.1 Gifted students identification test expansion	<ul style="list-style-type: none"> • Expand and invest in identifying gifted students in all areas (culture, science, sports or digital) through talent/gift identification tests. The initiative also includes the design and roll-out of an online identification test, while ensuring the alignment, and preventing the duplication of existing identification efforts at ETEC and Mawhiba. 	4.1.5 Develop our brightest minds in priority fields	MoE
1.4.2 Regulations and policies for gifted students	<ul style="list-style-type: none"> • Review, update and activate policies, bylaws and regulatory framework for gifted students in general education in collaboration with relevant entities to regulate nurturing gifted students in KSA, and draft legislations that will help enabling them (e.g. gifted acceleration, supporting and funding gifted students and their programs, identifying talent areas). 	4.1.5 Develop our brightest minds in priority fields	MoE
1.4.3 Gifted students enrichment program expansion	<ul style="list-style-type: none"> • Expanding Mawhiba enrichment programs and studying other existing enrichment programs with relevant entities (e.g. Ministry of Culture, Ministry of Sports...). 	4.1.5 Develop our brightest minds in priority fields	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
1.5 Inclusion of Special Needs			
1.5.1 Student with disabilities identification and classification	<ul style="list-style-type: none"> Define the framework to identify students with disabilities and classify them based on their disabilities in order to design specific requirements to ensure their integration into general education. 	4.1.2 Improve equity of access to education	MHRSD
1.5.2 Flexible learning journey for student with disabilities	<ul style="list-style-type: none"> Redesign and adapt the general education curriculum to cater for the needs of students with disabilities 	4.1.2 Improve equity of access to education	MoE
1.5.3 Policy to ensure access for student with disabilities based on demand within area of residence	<ul style="list-style-type: none"> Introduce policies to accommodate students with disabilities within their area of residence based on the demand and need to ensure appropriate access and to optimize infrastructure across multiple schools 	4.1.2 Improve equity of access to education	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
1.6 High quality and empowered teachers and school leaders			
1.6.1 Teacher development and training on new curriculum, modern teaching methods and dealing with all student categories	<p>Implement mandatory training programs for teachers tailored to specific areas requirements:</p> <ul style="list-style-type: none"> • Target segments (e.g., gifted students, students with disabilities, etc.). • New curriculum (e.g., digital literacy, entrepreneurship...), using modern teaching methods (e.g. project-based learning, challenge-based learning, problem-based learning etc.). • Updated curriculum (e.g. social studies, Arabic language, Islamic education...), and directing teachers towards focus areas such as reading books. • Training programs for teachers transforming them into role models of target values, helping to promote and instill values in students. 	4.1.3 Improve fundamental learning outcomes	MoE
1.6.2 Teachers mentorship program	<ul style="list-style-type: none"> • Introduce a mentorship program between experienced and junior teachers to transfer knowledge and provide guidance and best practices to build their educational capabilities. 	4.1.3 Improve fundamental learning outcomes	MoE
1.6.3 Teacher performance assessment criteria refresh	<ul style="list-style-type: none"> • Review and update teacher performance assessment criteria to reflecting the changes in teaching methods and curriculum, and link the teachers performance to students learning outcomes. 	4.1.3 Improve fundamental learning outcomes	MoE
1.6.4 Incentivizing high-quality teachers to work at schools with low student outcomes	<ul style="list-style-type: none"> • Review current regulation and incentives to design and implement a program to encourage the allocation of the best teachers to low student outcomes areas. 	4.1.3 Improve fundamental learning outcomes	MoE
1.6.5 School leadership development and training	<ul style="list-style-type: none"> • Review and implement programs to upskill school leaders, increase their responsibilities and accountability for the outcomes, and link their performance to their students learning outcomes. 	4.1.3 Improve fundamental learning outcomes	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
1.7 Accountable and high standards K12 education system			
1.7.1 Empowered and accountable schools	<ul style="list-style-type: none"> Review governance, current authorities and resource management mechanisms across all phases and segments of the general education ecosystem to increase flexibility, promote accountability for outcomes, redefine the roles of education leadership and field workers, and optimize resources utilization. This initiative will contribute to clarifying the roles and responsibilities, and set standards aimed at raising the performance level which will lead to promote values of excellence. 	1.1.2 Foster values of excellence and discipline	MoE
1.7.2 Remote area schools development	<ul style="list-style-type: none"> Improve access to education in remote areas through a review of the school network and the introduction of distance learning tools to ensure access to high-quality education for all students. 	4.1.2 Improve equity of access to education	MoE
1.7.3 Schools quality rating system	<ul style="list-style-type: none"> Design and implement a system for rating and classifying schools and educational journeys, as well as activating educational supervision within the education ecosystem based on multi-source data, such as KPIs data (including learning outcomes). In addition to, stakeholders evaluation (including parents, students and local community), assess the school community participation level (e.g. cultural and sports activities), and provide data to all stakeholders to guide them in their decision-making processes. 	4.1.3 Improve fundamental learning outcomes	MoE
1.7.4 Student code of conduct development and implementation mechanisms	<ul style="list-style-type: none"> Update conduct regulations in K12 schools, focusing on instilling target values in students and teachers by identifying acts and behaviors that students should abide by (such as attending classes early, being peaceful, cleaning classrooms, disposing of trash in the right way, having proper table manners, and other behaviors that promote values in students), and determining the consequences on students and teachers in the event of non-compliance. As well as, develop an operating model to ensure the continuous update and application of these regulations. 	1.1.2 Foster values of excellence and discipline	MoE

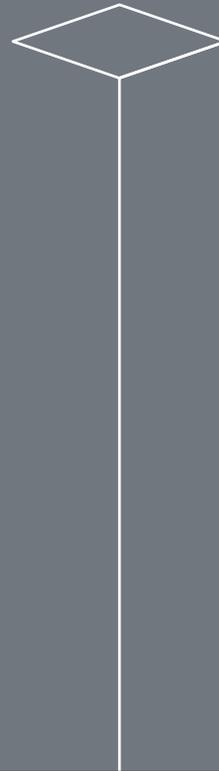
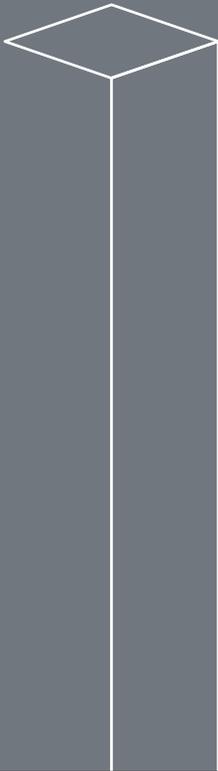
Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
1.8 Actively engaged parents			
1.8.1 Cultural awareness and change program for parents	<ul style="list-style-type: none"> Develop a governance framework to enhance parents positive behavior and guide them to prepare their children future. The initiative includes training parents on educational and psychological skills that help to deal with children and build their core skills (e.g. reading, writing, and calculating) by learning the psychological and educational reasons hindering their skills development. Additionally, use communication tools to send alerts and recommendations via different channels (Nudging Behavior). 	2.6.1 Enhance family involvement in preparing for their children's future	MoE
1.8.2 Family initiative	<ul style="list-style-type: none"> This initiative includes a series of programs within a national strategic framework for families and their members, focusing on five pillars (safety and security, equality and inclusiveness, stability and prosperity, social responsibility, and values and identity), to enable families to live in a secure, and prosperous environment and gain the skills required to manage their lives, promote their position in society, and expand opportunities to achieve best results. 	2.6.1 Enhance family involvement in preparing for their children's future	MHRSD
1.9 Empowering and individualized guidance			
1.9.1 Promotion of student engagement in practical experience	<ul style="list-style-type: none"> Promote and encourage students to participate in professional activities that help them work in part-time jobs by engaging community centers in identifying suitable work opportunities for students, in line with Vision 2030 initiatives assigned to MHRSD (Early work initiative, and volunteering initiatives). 	4.2.1 Improve readiness of youth to enter the labor market	MoE
1.9.2 Awards for outstanding students	<ul style="list-style-type: none"> Grant national awards to students excelling in several areas including national test results, such as the Qiyas standardized test, competitions, social and emotional skills and practical skills. Additionally, celebrate student volunteering, community service and entrepreneurship. 	4.1.3 Improve fundamental learning outcomes	MoE

Table 6: Pillar 1 initiatives portfolios



• Pillar 2

Prepare for future
local and global
labor markets



5.A.2. Pillar 2 initiatives

This pillar includes 26 initiatives focusing on labour market alignment through addressing the current status, engaging the private sector, instilling values and developing the knowledge and skills required for future opportunities through the following:

- **Strengthen values, the sense of national belonging and global citizenship:**
Includes a number of initiatives that aim at raising awareness about KSA history, heritage, civilization and culture to instil a sense of national belonging and pride in the Arabic language, amongst students.
- **Strengthen moderation and anti-extremism values:**
Encourage young people to use their free time productively and raise awareness of the dangers of extremism.
- **Develop advanced skills to lead the next industrial revolution:**
Leverage working professionals to bring relevant work experience into the classroom, elevate focus on quality control and accountability of leaders of universities and vocational institutes and increase the involvement of the private sector to make education and R&D more relevant for the labor market and the economy.
- **Offer multiple pathways to success:**
Align better tertiary education offering with labor market and increase enrollment in vocational education to ensure higher employability, and increase focus on practical experience, including entrepreneurship, to develop employability skills.
- **Drive and support career choices:**
Provide guidance to students to improve career decision-making
- **Nurture a culture of innovation and entrepreneurship:**
Develop a number of initiatives aimed at incentivising and guiding young people towards innovation and entrepreneurship by providing research, innovation and entrepreneurship centers, facilitating regulatory and legal policies, and sharing awareness about the Kingdom's culture of entrepreneurship.

Figure 27 includes an overview of Pillar 2 initiative portfolios

89 Initiatives

Globally Competitive Citizen

26 Initiatives



Prepare for the future local and global labor market

- 11 Flexible, market-driven and appealing Higher Education and TVET programs**
- 2.1.1 Employability assessment of higher education degrees and review of degree portfolio
 - 2.1.2 Employability assessment of technical vocational qualifications and review of degree portfolio
 - 2.1.3 Transform community colleges into applied colleges and develop market-driven programs
 - 2.1.4 Establish a transfer bridge between higher and vocational education
 - 2.1.5 Individualized studies degree
 - 2.1.6 Vocational and technical education attractiveness campaign
 - 2.1.7 Research and innovation partnership
 - 2.1.8 International higher education and vocational institutions attraction to KSA
 - 2.1.9 Educational visa
 - 2.1.11 Refresh Higher Education Diploma programs
 - 2.1.12 TVTC capacity expansion and sustainable funding mechanism development
- 7 Practical and entrepreneurial experiences**
- 2.2.1 Mandatory 6-month internship before higher education graduation
 - 2.2.2 Apprenticeship industry program
 - 2.2.3 Entrepreneurship capability development in higher education program
 - 2.2.4 Global Student Exchange Programs
 - 2.2.5 Entrepreneurship capability development in TVET institutions
 - 2.2.6 Global TVET student exchange
 - 2.2.7 Early employment

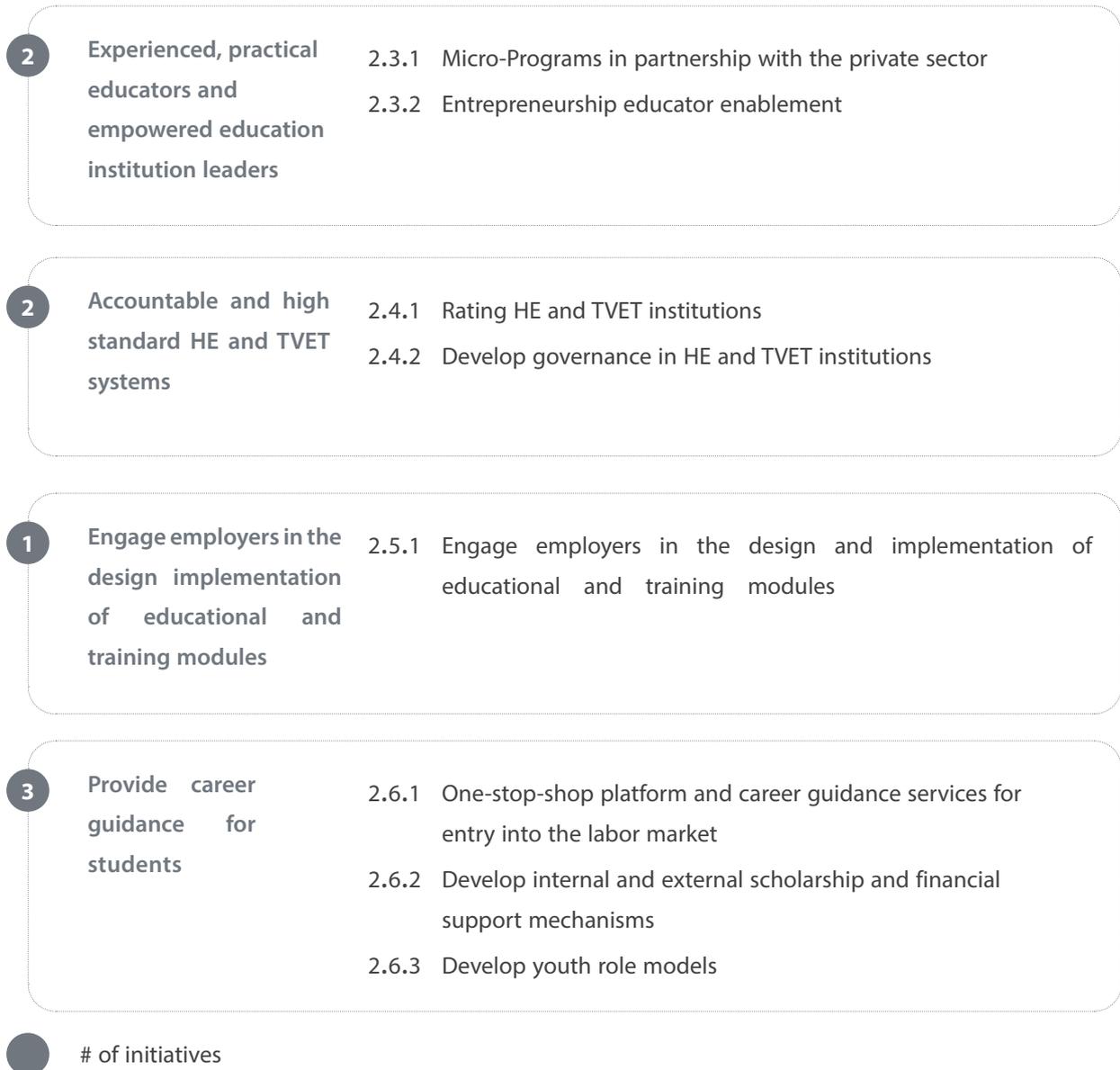


Figure 27: Overview of Pillar 2 initiatives portfolios

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
2.1 Flexible, market-driven and appealing HE and TVET programs			
2.1.1 Employability assessment of higher education degrees and review of degrees portfolio	<ul style="list-style-type: none"> Review academic higher education degrees based on their recent and expected employability results in line with future labor market needs. Develop recommendations for individual degrees, e.g., including suspension or removal of degrees Set up restriction on available number of seats of degrees with low future labor market demand. This initiative coordinates with the Labor market supply-demand foresight unit initiative to determine the number of annual places based on the degrees and regions. 	4.1.6 Ensure alignment of educational outputs with labor market needs	MoE
2.1.2 Employability assessment of technical and vocational qualifications and review of qualifications portfolio	<ul style="list-style-type: none"> Review TVET programs based on recent employability rates, study the programs and prepare solutions in line with future labor market needs. Develop recommendations on certain programs regarding their suspension or removal, amend the number of annually available places for training students, This initiative coordinates with the Labor market supply-demand foresight unit initiative to determine the number of annual places based on the programs and regions. 	4.1.6 Ensure alignment of educational outputs with labor market needs	TVTC
2.1.3 Transform community colleges into applied colleges and develop market-driven programs	<ul style="list-style-type: none"> Transform community colleges to applied colleges, create scientific and applied programs based on future labor market requirements, focusing on regional needs. Develop a governance model for these colleges in a way that engages the private sector in developing strategies and designing and implementing programs. 	4.1.7 Expand vocational training to provide for labor market needs	MoE
2.1.4 Establish a transfer bridge between higher and vocational education	<ul style="list-style-type: none"> Implement policies to facilitate the transfer between HE and TVET programs, ensuring the continuity of the educational process. Enable early labor market entry, while continuing education in a flexible way according to specific standards (Multi-exit Multi-entry). 	4.1.7 Expand vocational training to provide for labor market needs	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
2.1.5 Individualized studies degree	<ul style="list-style-type: none"> Implement a pilot a program that allows students to design their own specialization based on their interests and preferences by identifying their own major and minor (or focus areas) and developing a customized curriculum reflecting their academic interests and future career paths, giving them the option to create an interdisciplinary learning plan (Multi-skilling). The individualized studies degree would require relevant entities approval. 	4.1.6 Ensure alignment of educational outputs with labor market needs	MoE
2.1.6 Vocational and technical education attractiveness campaign	<ul style="list-style-type: none"> Launch a marketing campaign to elevate the attractiveness of TVET and vocational programs, in order to increase student enrollment by publishing statistics and engaging in school events and job fairs, and reaching to students via multiple channels. 	4.1.7 Expand vocational training to provide for labor market needs	TVTC
2.1.7 Research and innovation partnerships	<ul style="list-style-type: none"> Develop a research and Innovation investment strategy through partnerships between the private sector and private and public universities. Direct R&D investments to priority areas that address national and regional needs by focusing on the local economy and commercial and industrial activities and by providing financial support to research co-funded by the private sector (Investment Matching) and regulate the support for other research areas 	4.3.1 Nurture and support the innovation and entrepreneurship culture	MoE
2.1.8 International higher education and vocational institutions attraction to KSA	<ul style="list-style-type: none"> Develop a framework to attract leading international universities and vocational institutions to open campuses in KSA or establish partnerships with local institutions to increase the quality of offering and enable knowledge transfer. 	4.1.4 Improve ranking of educational institutions	MoE
2.1.9 Educational visa	<ul style="list-style-type: none"> Introduce educational visa to market KSA as an attractive destination for international students, researchers, and professors on a global and regional level. Launch StudySaudi.sa platform which increases the internationalization of education, and raises the quality of educational process, and research and innovation outputs focusing on specific areas aligned with national strategies (solar power) and local potential (Islamic banking). 	4.1.4 Improve ranking of educational institutions	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
2.1.11 Refresh Higher Education Diploma programs	• Refresh High Education Diploma Programs and focus on the bachelor degree, by creating opportunities for early graduation or shortening the overall graduation period.	4.2.1 Improve readiness of youth to enter the labor market	MoE
2.1.12 TVTC capacity expansion and sustainable funding mechanism development	• Expand the capacity of students enrolled in TVET by developing effective strategic and sustainable partnerships with the private sector and formulating enabling policies, including funding and incentives mechanisms, to ensure the sustainability of existing partnerships. Additionally, work on establishing new partnerships that ensure the alignment of training program outputs with labor market needs.	4.1.7 Expand vocational training to provide for labor market needs	TVTC
2.2 Practical and entrepreneurial experiences			
2.2.1 Mandatory 6-month internship before Higher Education graduation	• Introduce a compulsory 6-month internship pre-higher education graduation including a mandatory 6-month training period for all higher education students and incentives to encourage employers to participate in the program and focus on jobs with growing demand. The program aims at offering both national and international internship opportunities.	4.2.1 Improve readiness of youth to enter the labor market	MoE
2.2.2 Apprenticeship industry program	• Create industrial apprenticeship programs in line with industrial and regional strategies, with the participation of the private sector in the program design, to provide an enriching training experience. Policies should be developed to encourage industrial companies to participate in the program to access qualified national cadres.	4.2.1 Improve readiness of youth to enter the labor market	TVTC
2.2.3 Entrepreneurship capability development in Higher Education programs	• Develop entrepreneurship learning materials based on specializations (FinTech, Edtech) and global experiences, promote partnerships between universities/colleges/divisions and local startups, providing practical and experimental learning of entrepreneurship in relevant specializations. As well as, develop general materials to qualifying tertiary program graduates to establish their own business.	4.3.1 Nurture and support the innovation and entrepreneurship culture	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
2.2.4 Global Student Exchange Programs	<ul style="list-style-type: none"> • Create student exchange programs to enable local and international university students to study a semester or two in a partner international institution, and focus on developing relevant enablers, such as establishing partnerships with top global HE institutions. 	4.1.4 Improve ranking of educational institutions	MoE
2.2.5 Entrepreneurship capability development in TVET institutions	<ul style="list-style-type: none"> • Develop entrepreneurship learning materials based on techniques (e.g., startups in 3D manufacturing, etc.) and promote partnerships between colleges/divisions and local startups, providing practical and experimental entrepreneurship learning in relevant specializations. As well as, develop general materials to help technical and vocational graduates to establish their own business. 	4.3.1 Nurture and support the innovation and entrepreneurship culture	TVTC
2.2.6 Global TVET Student Exchange	<ul style="list-style-type: none"> • Expand global exchange programs to enable local and international college students to study a semester or two in a partner international institution, and focus on developing relevant enablers, such as establishing partnerships with top global TVET institutions. 	4.1.7 Expand vocational training to provide for labor market needs	TVTC
2.2.7 Early employment	<ul style="list-style-type: none"> • Cultivate work ethics and skills in male and female students from the secondary education level by providing summer or part-time jobs that are appropriate for their age groups. 	1.1.4 Foster values of determination and perseverance	MHRSD

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
2.3 Experienced, practical educators and empowered education institution leaders			
2.3.1 Micro-programs in partnership with the private sector	<ul style="list-style-type: none"> Establish a set of micro-programs in partnership with the private sector and draft policies and legislations to allow private sector professionals to participate in programs implementation by contracting them as professors or trainers in partnership with HE and TVET institutions. 	4.1.6 Ensure alignment of educational outputs with labor market needs	MoE
2.3.2 Entrepreneurial educator enablement	<ul style="list-style-type: none"> Introduce policy and legislation enabling professors and trainers to leverage their knowledge and experience and allow them to do business and launch successful business ventures. Additionally, they will be allowed to commercialize their intellectual property and innovations via a profit-sharing agreement with universities. 	4.3.1 Nurture and support the innovation and entrepreneurship culture	MoE
2.4 Accountable and high standards HE and TVET education systems			
2.4.1 Rating for HE and TVET institutions	<ul style="list-style-type: none"> Design and implement a quality rating system for HE and TVET institutions based on specific criteria including KPIs (learning outcomes and employment rates) and stakeholder/customer reviews (students and the community) to increase the competitiveness of universities and enable students and other entities to make the right decisions. 	4.1.4 Improve ranking of educational institutions	ETEC

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
2.4.2 Develop the governance in HE and TVET institutions	<ul style="list-style-type: none"> Review and develop rules and regulations: review and update university bylaws, amend rules and regulations, such as the innovation and entrepreneurship support regulation, the code of conduct and other regulations that contribute to the application of the bylaws, in line with KSA directions, which helps in developing the students capabilities and instills values in them Develop the HE and TVET governance model: review the governance adopted across the ecosystem (e.g., review the performance management system and promote accountability based on a number of criteria such as employability rates, research innovation and entrepreneurship outcomes) Develop key tools to manage and direct the ecosystem, such as establishing partnerships with the private sector to align HE and TVET outcomes with labor market requirements. 	4.1.4 Improve ranking of educational institutions	MoE
2.5 Engage employers in the design and implementation of educational and training modules			
2.5.1 Engage employers in the design and implementation of educational and training modules	<ul style="list-style-type: none"> Work with employers to design and implement educational modules in universities and training units within TVET institutions by co-developing and teaching curriculum. Additionally, employers would give lessons on main capabilities required for employment. 	4.2. Improve readiness of youth to enter the labor market	MoE

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
2.6 Provide career guidance for students			
2.6.1 One-stop-shop platform and career guidance services for entry into the labor market	<ul style="list-style-type: none"> • Provide professional guidance and career counseling starting from K12 before students choose their specializations, to introduce students to labor market trends and opportunities available in top companies and guide them to enter the labor market with part-time or full-time job opportunities, whether they are in schools or HE and TVET institutions. • This initiative will help to provide students with training opportunities until they enter the labor market and provide career guidance and counseling and link students with employers and alumni professionals. This initiative will be aligned with the "One-stop-shop career management guidance" initiative assigned to MHRSD. 	4.1.6 Ensure alignment of educational outputs with labor market needs	MoE
2.6.2 Develop internal and external scholarship and financial support mechanisms	<ul style="list-style-type: none"> • This initiative aims at reviewing the strategy and governance of the internal and external scholarship programs and develop their plans and appropriate funding mechanisms, it also seeks to review rewards and education fees, and draft policies and legislation that direct the support to national priorities and local and global labor market requirements. 	4.1.6 Ensure alignment of educational outputs with labor market needs	MoE
2.6.3 Develop youth role models	<ul style="list-style-type: none"> • Honor young role models that had an impact nationally or globally by introducing them via media and documenting their success stories to create national role models and highlight program-related values such as perseverance, determination and national belonging which led them to achieve that impact. Market educational and training pathways that are in line with national priorities and labor market requirements to guide students towards them. 	4.1.5 Develop our brightest minds in priority fields	MHRSD

Table 7: Pillar 2 initiative portfolios

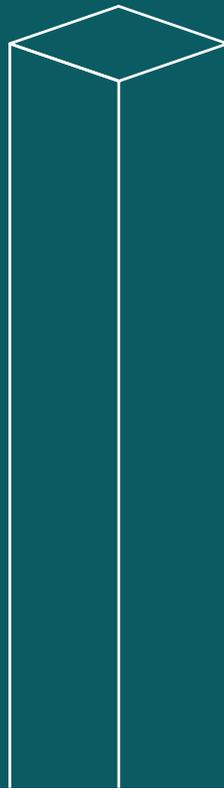
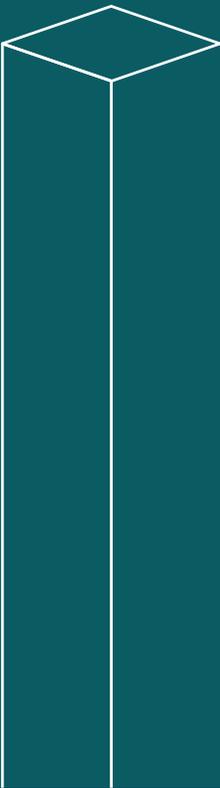


• Pillar 3

Provide Lifelong

Learning

Opportunities



5.A.3 Pillar 3 initiatives:

This pillar includes 17 initiatives which offer training and development opportunities to citizens that have exited full time education, by engaging the private sector to support them to further their learning and upscale their competitive advantage (see Figure 29: Overview of pillar 3 initiatives):

- **Encourage continuous upskilling:**

Ensure the availability of a wide range of upskilling programs.

- **Reskill the unemployed and those in jobs at risk:**

Ensure the availability of a wide range of reskilling programs. Engage employers and communities to support capability development and skillsets will be officially recognized.

- **Create opportunities for the contribution of the NEETs:**

Promote involvement in entrepreneurial and lifelong learning activities and provide guidance to professionals and non-active population to improve career decision-making.

- **Provide innovation and entrepreneurship opportunities:**

Drive employers, experts (practicing and retired), and society towards innovation and entrepreneurship by facilitating regulatory and legal policies and raising awareness on the culture of entrepreneurship via media.

- **Disseminate and promote pride in the Arabic language:**

Ensure the availability of policies required to focus on and spread the Arabic language, including encouraging the publication of Arabic research, journals, and academic books and teaching them to non-Arabic speakers.

Figure 28 shows an overview of pillar 3 initiatives.

89 Initiatives

Globally Competitive Citizen

17 Initiatives



Offer lifelong learning opportunities

8	Design upskilling/ reskilling program	<ul style="list-style-type: none"> 3.1.1 Opening higher education for all 3.1.2 Skills Accelerator 3.1.3 Micro & Nano Degrees 3.1.4 Digital skills program for adults 3.1.5 Upskilling program for CEOs of digital start-ups 3.1.6 Foreign language micro-lessons and cultural awareness based learning materials 3.1.7 Developing governance model for private and public training institutions license 3.1.9 New government employee onboarding program
2	Create skill recognition systems	<ul style="list-style-type: none"> 3.2.1 National skill framework and skill recognition system 3.2.2 Private sector experience recognition: the first step
2	Promotion of entrepreneurship and lifelong learning activities	<ul style="list-style-type: none"> 3.3.1 Part-time and unpaid leave for employees for lifelong learning and entrepreneurship 3.3.2 University start-ups
2	Engaged private sector and communities	<ul style="list-style-type: none"> 3.4.1 Intergenerational mentorship programs 3.4.2 National program for employer incentive and commitment to provide training opportunities
3	Individualized career guidance	<ul style="list-style-type: none"> 3.5.1 Market-driven training vouchers for individuals 3.5.2 One-stop-shop career management guidance 3.5.3 Awareness campaigns and cultural change to promote lifelong learning
	# of initiatives	

Figure 28: Overview of pillar 3 initiatives portfolios

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
3.1 Design upskilling/reskilling program			
3.1.1 Opening higher education for all	<ul style="list-style-type: none"> Modify the policy to eliminate restrictions for individuals who finished their secondary education more than 5 years ago and wish to continue education and enable multi exit and entry through equivalency of subjects and study hours. 	4.1.1 Build a life-long learning journey	MoE
3.1.2 Skills accelerator	<ul style="list-style-type: none"> Establish short, private sector driven and co-delivered, industry-specific skill accelerator programs to upskill/ reskill labor force and bridge the current and future skill gaps in the labor market. 	4.1.1 Build a life-long learning journey	MHRSD
3.1.3 Micro and Nano degrees	<ul style="list-style-type: none"> Introduce short university degrees (<12 months) focused on specified professional or career disciplines to develop specific skills relevant for the labor market (e.g., cyber security, entrepreneurship, culture etc.). This initiative will work closely with private sector and universities to identify and design micro-credentials aligned with labor market needs, and ensure micro-programs credibility and recognition. 	4.1.1 Build a life-long learning journey	MoE
3.1.4 Digital skills program for adults	<ul style="list-style-type: none"> Establish basic digital upskilling programs for adults to be offered in educational institutions or via websites. The program aims to build and implement sustainable partnerships with the private sector and NGOs for developing updated training material. 	4.1.1 Build a life-long learning journey	Ministry of Communications and Information Technology (MCIT)
3.1.5 Upskilling program for CEOs of digital start-ups	<ul style="list-style-type: none"> Develop a program to upskill CEOs of digital start-ups covering both sectorial skills and entrepreneurial skills (marketing, sales, product management, etc.). 	4.3.1 Nurture and support the innovation and entrepreneurship culture	MCIT
3.1.6 Foreign language micro-lessons and cultural awareness based learning materials	<ul style="list-style-type: none"> Create foreign language teaching lessons using a new curriculum to promote understanding of different cultures. These lessons are offered in various technological means (e.g., PC, mobile, etc.). The private sector participates in developing content and technological tools used to deliver these lessons. 	4.1.1 Build a life-long learning journey	MoE
3.1.7 Developing governance model for private and public training institution licenses	<ul style="list-style-type: none"> Review the governance and the licensing regulation and requirements for private and public sector training institutions and set quality and service standards. 	4.1.1 Build a life-long learning journey	TVTC

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
3.1.9 New government employee onboarding program	<ul style="list-style-type: none"> Develop mandatory government employee onboarding program to focus on promoting target values by setting required job morals and necessary legislations, raising employee administrative awareness in the work environment based on understanding, acceptance, and tolerance, as well as instilling the culture of diversity and integration. 	1.1.2 Foster values of excellence and discipline	MHRSD
3.2 Create skill recognition systems			
3.2.1 National skills framework and skill recognition system	<ul style="list-style-type: none"> Design a national skills framework, including digital skills, to standardize skills nomenclature and definitions in alignment with global definitions and standards, and identify required skills for different jobs. Based on the skills framework, develop a skills accreditation system to assess skills of individuals, and collect the data related to education, certificates, languages, work experience (local and international), voluntary work, etc. 	4.1.6 Ensure alignment of educational outputs with labor market needs	ETEC
3.2.2 Private sector experience recognition: The first step	<ul style="list-style-type: none"> Review hiring policy and procedures to include previous work experience in the private sector as a key requirement for civil service job applications. 	4.2.1 Improve readiness of youth to enter the labor market	MHRSD
3.3 Promotion of entrepreneurship and life-long learning activities			
3.3.1 Part-time work and unpaid leave for employees for lifelong learning and entrepreneurship	<ul style="list-style-type: none"> Introduce a policy allowing employees to work part-time and apply for unpaid leave to pursue further education and training or to start and operate a personal start-up. 	4.1.1 Build a life-long learning journey	MHRSD
3.3.2 University start-ups	<ul style="list-style-type: none"> This national initiative contributes to the development of an environment suitable for successful entrepreneurship in all areas to encourage and enable individuals and groups to transform ideas into successful leading projects. This is done by integrating existing efforts of all relevant entities in the entrepreneurship ecosystem and increasing coordination with educational and training institutions. This initiative includes all levels, from instilling the entrepreneurship culture and suitable environment to establish and drive the growth of start-ups and preparing them for success. This initiative will enhance the population knowledge of available entrepreneurship opportunities and develop effective emerging ideas in order to build nationally-successful projects. 	4.3.1 Nurture and support the innovation and entrepreneurship culture	Monshaat

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
3.4 Engaged private sector and communities			
3.4.1 Intergenerational mentorship programs	<ul style="list-style-type: none"> Develop a program to connect junior professionals with senior industry experts that volunteer to provide mentorship and advice. 	4.1.1 Build a life-long learning journey	MHRSD
3.4.2 National program for employer incentive and commitment to provide training opportunities	<ul style="list-style-type: none"> Encourage companies to pledge and commit to reskill and upskill their employees through a set of government incentives. 	4.1.1 Build a life-long learning journey	MHRSD
3.5 Individualized career guidance			
3.5.1 Market-driven training vouchers for individuals	<ul style="list-style-type: none"> Issuance of a training voucher system, which focuses on skills that align with the labor market needs. The trainings will be provided by a selection of public and private sector training providers. 	4.1.1 Build a life-long learning journey	MHRSD
3.5.2 One-stop-shop career management guidance	<ul style="list-style-type: none"> Develop one-stop shop career management to provide information and advice on upskilling/ reskilling programs and opportunities This initiative should also coordinate with the one-stop-shop career platform initiative under MOE responsibility to integrate education system information and plan for the merger of the 2 platforms in the future. 	4.1.1 Build a life-long learning journey	MHRSD
3.5.3 Awareness campaigns and cultural change to promote lifelong learning	<ul style="list-style-type: none"> Conduct lifelong learning events and nudging campaigns to raise awareness about the importance of lifelong learning and the available opportunities. The initiative also aims to change behavior to ensure continuous involvement in lifelong learning, while adopting creative ways to reach out and influence potential learners. 	4.1.1 Build a life-long learning journey	MHRSD

Table 8: Pillar 3 initiatives portfolios

5.A.4 Enablers

This pillar includes 11 initiatives related to key components of human capability development ecosystem as shown in Figure 29.



Figure 29: Overview of enablers initiatives

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
1. Framework for private sector and NGOs engagement in developing human capabilities			
EN1.1 Regulatory framework for private sector and NGOs engagement	<ul style="list-style-type: none"> Review, develop and activate the regulatory framework for private sector and NGOs engagement in the provision of educational services, such as curriculum, technologies, and learning methods and tools. 	4.1.3 Improve fundamental learning outcomes	MoE
EN1.2 Private sector and NGOs investment promotion in education content, technology and innovation	<ul style="list-style-type: none"> Developing an incentive package to encourage the private sector and NGOs to develop curriculum and learning technologies, and stimulate demand by linking educational institutions and service providers. 	4.1.3 Improve fundamental learning outcomes	MoE
EN1.3 Standardize and develop frameworks and platforms for distance learning	<ul style="list-style-type: none"> Develop a regulatory framework and a distance learning platform for general education levels. This platform will enable teachers and students to complete all educational tasks and activities online. It also allows the engagement of authorized service providers in the provision of educational content and curriculum. 	4.1.3 Improve fundamental learning outcomes	MoE
2. Supply-demand foresight			
EN2.1 Labor market supply-demand foresight unit	<ul style="list-style-type: none"> Create a national unit for demand and supply forecast through which the gap between labor market requirements and the number of qualified human resources is measured. The system predicts labor market needs in terms of numbers and skills required through a number of input sources. The unit aims to unify government efforts by assessing the state of the labor market and educational outcomes according to the needs of different sectors and regions. The system also issues periodic reports on job loss and proposed programs for upskill/reskill. 	4.1.6 Ensure alignment of educational outputs with labor market needs	MHRSD
EN2.2 Lifelong learning R&D and innovation program	<ul style="list-style-type: none"> Develop a program that specializes in promoting research, development and innovation in the field of lifelong learning. The program aims to develop innovative solutions for the local context to improve lifelong learning. Coordinate and drive the implementation of innovative solutions in all areas and across the entire lifecycle of human capability development ecosystem. 	4.3.1 Nurture and support the innovation and entrepreneurship culture	ETEC

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
3. Data availability and sharing			
EN3.1 Education data management	<ul style="list-style-type: none"> Develop and operate a standard educational data management system for all levels. This initiative aims to set criteria for data mapping and sharing, and work with different educational institutions to link them to the system. 	4.1.3 Improve fundamental learning outcomes	MoE
EN3.2 Education data sharing	<ul style="list-style-type: none"> Create a system and a platform for data sharing. This initiative aims to increase transparency and support future decisions and plans. 	4.1.3 Improve fundamental learning outcomes	MoE
4. Development of methods to promote values and preserve the Arabic language			
EN4.2 Produce 1,000 wide-scale short videos	<ul style="list-style-type: none"> Develop a huge visual content library targeting all community segments. These media products aim to document the cultural wealth, intellectual creativity and civilized contribution, to be broadcasted on a wide scale on traditional media platforms and social media, thus becoming a unique reference to enrich the local and international audience culture in a way that fosters target values in the community, motivate individuals towards adopting them while feeling proud of the Arabic language, and contributes to positively promoting life in the Kingdom. 	1.3.1 Instill national values and strengthen the sense of national belonging	Ministry of Media
EN4.3 Values agenda	<ul style="list-style-type: none"> Develop an agenda outlining the most important activities to motivate the community to uphold the values (which the program targets) so that efforts are focused on a specific value during a specific period (such as allocating days, months, or years to it). The agenda will also have a number of targeted media campaigns during specific periods to spread community events that instill values. 	1.1.1 Foster values of moderation and tolerance	Ministry of Media
EN4.4 Mega cinematic production on KSA inception	<ul style="list-style-type: none"> Produce a huge television series that tells the story of emergence of the greatest kingdom in the East and the story of three centuries of epic battles and struggle to establish the KSA, in order to educate the viewer about the people who had the greatest credit in building this great country. This initiative includes studying policies to support media production and enabling the private sector to participate in production. 	1.3.1 Instill national values and strengthen the sense of national belonging	Ministry of Media

Initiative Name	Initiative Description	Linked L3 Direct SO	Leading Entity
EN4.6 King Salman International Complex for Arabic Language	<ul style="list-style-type: none"> The complex will strive to become a global reference in Arabic language and its applications, based on the Kingdom heritage, its values and position as the heart of the Arab and Islamic worlds, by establishing a global research center for language planning, an international observatory and language programs in international organizations and through international conferences, in addition to competitions and grants. The Artificial Intelligence Center for the Arabic Language will also be established, a record of terms and a contemporary dictionary will be developed and published, and a global competency test for the Arabic language will designed and launched, in addition to developing digital tools for teaching the Arabic language, supporting the establishment of centers that teach Arabic to non-native speakers around the world, and a global exhibition for the Arabic language along with media campaigns to enhance the value and centrality of the language and stimulate and enrich Arabic content, so that these programs become integrated to lead the efforts of national and Arab language institutions in serving our language, with a genuine responsibility towards the Arabic language nationally, and the efforts to serve it internationally. 	1.3.3 Uphold the Arabic language	Ministry of Culture

Table 9: Enablers initiatives portfolios

