

Strategic Planning in Saudi Technical Institutes and Training Companies Within the Objectives of The Kingdom's Vision 2030

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Abstract

This paper presents the state of strategic planning in technical and vocational institutes and training companies (TVITC) in the Kingdom of Saudi Arabia, within the framework of the objectives of the Kingdom's Vision 2030. The descriptive approach was used in implementing this research to provide a comprehensive analysis of a sample of four strategic plans of TVITC. The analysis includes the vision, mission, strategic goals, and common values of TVITC in the period between 2016 and 2023. Some analysis tools were used, such as a mind map, an affinity diagram, thematic analysis, and other analysis tools. Many graphs, tables and figures were used. Among the most prominent results of the analysis of strategic planning is that the strategic objectives of TVITC are consistent with the objectives of the Kingdom's Vision 2030, in addition to the rest of the elements of the strategic plan. The results of the expansion of TVITC achieved over the past years and the results of employing graduates of TVITC as well. This confirms the importance of providing qualified personnel for sustainable development in quantity and quality to meet the requirements of the changing labor market and thus the development of the Kingdom.

Keywords: Strategic Planning; Vocational Institutes; Training Companies; Kingdom's Vision 2030

Introduction

Strategic planning is a great tool that managers usually use to organize the specific tasks of employees to reach a better future, whether for the institution, the company, or the organization. In addition to work to harmonize the changes that occur in the internal or external environment of the institution towards its ultimate goal. The World Bank took the lead in promoting a comprehensive national system reform strategy for TVET in Africa and other developing countries to make national training systems more demand-driven in order to meet the skill requirements of the private sector. [1] The schools of strategic planning are diverse, the most famous is the direct strategic planning, which depends on opportunities, threats, strengths and weaknesses, in addition to the organization's mission and vision, which they aspire to achieve through interim objectives. In the past, the strategic planning performance relationship has been treated as a black box, some strategy implementation helped convert the black box into a white box. [2] The importance of strategic planning lies in the fact that its use is an excellent tool for managing the work system in institutions and their future. Through strategic planning, it is also possible to ensure the achievement of sustainable development, and to work as a modern way to improve the overall return and

income of institutions. The importance in strategic planning by the institution director, as the leaders in the institution, has a key role in the development of the institutional activities. [3] Strategic planning sets the necessary assumptions to form an idea of what the situation will be like now and in the future. Strategic planning requires dealing with contemporary changes and current challenges and developing institutions' skills and capabilities in a way that suits these challenges. Strategic planning helps in analyzing the organization's situation, rationalizing the use of resources, and reducing waste of expenses. Strategic planning also changes the organization's culture towards increasing the measurability of work and tasks and thus managing them effectively. Consultants, planners, and strategic specialists work to analyze institutions, their internal and external relationships, and their competition in their environment. In some large-scale enterprises, strategic planners are considered as environmental analysts. They are responsible for investigating the recent development in different areas that managers at different levels are interested in, and providing reports to support managers' decision making. [4] The widespread use of strategic planning in management began during the sixties of the twentieth century, and until now it represents one of the most important aspects of strategic management. The literature on strategic planning, however, positions this activity as vital for clarifying future directions, important for developing a coherent basis for decision-making, necessary for establishing priorities, and helpful at improving organizational performance [5] The effects of implementation of the strategic planning approach include increasing performance, efficiency, optimal use of resources, increasing profits and achieving maximum benefits by managing time efficiently, predicting events that may occur in the future and how to deal with them, recording that and training employees on it. Effective strategic planning can determine the performance of the board in the long term. If strategic planning can be implemented through operational planning every year, the vision can be achieved. [6] Strategic planning also helps increase transparency among employees. Management aims to clarify goals and work collectively to achieve them through the best ways and tools, while ensuring the participation of employees. It helps in organizing the work within organizations and defines responsibilities and authority accurately while applying the best methods of internal and external communication and flexibility is positively related to innovation and that flexibility mediates the effects of participation in strategic planning on innovation. [7] Through the importance of strategic planning for training companies and institutes in the Kingdom of Saudi Arabia, they have been obligated to prepare strategic plans to obtain licenses and accreditation from the National Center for Training Evaluation and Accreditation (MASAR), affiliated with the Education and Training Evaluation Commission, which aims to contribute to raising the quality of training through specific frameworks and standards. To ensure that training facilities meet labor market requirements and the aspirations of leadership and society. [8] Technical and vocational education is defined as education that qualifies students and trains them in a specific skill or craft without the need for previous knowledge and the level of students graduates to the stage of mastery. Technical and vocational education is closely linked to the labor market and jobs as it meets its needs for qualified personnel, so institutes often develop their specializations to keep pace with the requirements of the labor market. In addition, a related, increasingly important, and rapidly developing area of expansion in higher education is technical and vocational training. [9] The importance of technical and vocational education and training lies in its ability to qualify trained human resources to enter the labor market at high skill levels. There is an increasing need for qualified national cadres to work towards achieving the state's goals by focusing on jobs, such as the Saudization program and creating new job opportunities. [10] Some countries depend on these skilled technicians, both quantitatively and qualitatively, such as China, Brazil, and India. Available statistics from industrialized European countries

indicate that 20 percent of technical education students continue their university education in the same majors. In the Kingdom, more than 28% of high school graduates have been attracted to enroll in technical and vocational training institutes and colleges in the year 2022. [11] Technical and vocational education is supported in some countries. For example, in Germany, training is free during the training period in addition to many services. The cost of the credit hour for the diploma program was 360 riyals, and the cost of the credit hour for the bachelor's program was 460 riyals at the General Organization for Vocational Training in Saudi Arabia after converting the system to the three-semester system. [12] The future of the TVET is guided with Saudi Vision 2030. Kingdom Vision 2030 is a government program launched by the Kingdom of Saudi Arabia with the aim of achieving increased economic, social and cultural diversity. [13] The importance of the Kingdom's Vision 2030 lies in that it focuses on supporting companies to benefit from their resources, diversify the Kingdom's economy, support local content, and provide growth opportunities with an encouraging environment for local and foreign investments, in addition to opening the Public Investment Fund to sectors that contribute to the economic growth of the Kingdom. A thriving, prosperous, and vigorous Saudi economy would be dependent on shifting from an oil to knowledge-based economy. [14] The Kingdom's Vision 2030 began on April 25, 2016. The Saudi Council of Ministers approved the National Transformation Program, which is one of the Kingdom's Vision 2030 programs, on June 7, 2016. The Council of Economic and Development Affairs presented the Kingdom's Vision 2030. The Kingdom's Vision 2030 relies on basic axes, which are a vibrant society. A thriving economy and an ambitious nation. The vision emphasizes a culture of responsibility and efficiency at work to build an ambitious nation with the achievements of all members. [15] Both the public, private and non-profit sectors participate in achieving the Kingdom's Vision 2030. [13]

Backgrounds

Technical and vocational education is defined as education in which students acquire skills and knowledge related to a specific profession or group of work. By acquiring these skills, the graduate becomes ready to enter the labor market due to the recognition of these professional qualifications. In competence-based Vocational Education and Training, learning is related to work practice. Knowledge, skills, and attitudes that are important for a certain job-competence profile, are learned in an integrative way and are commonly assessed. [9] Technical and vocational education in the Kingdom of Saudi Arabia is characterized by the fact that it requires completion of secondary education to enter. It grants the degree of associate diploma or intermediate diploma. The approved study hours range from 24 credit hours for the associate diploma to 60 credit hours for the intermediate diploma, with a minimum of 4 semesters. [16] Technical and vocational education in the Kingdom of Saudi Arabia falls under the administration of the governmental Technical and Vocational Training Corporation, and there are some technical and vocational training institutions that are not directly affiliated with the Technical and Vocational Training General Corporation, such as military training institutes and institutions affiliated with semi-governmental private bodies. Although the General Organization for Technical and Vocational Training provides licenses for all. [17] The General Corporation for Technical and Vocational Training specializes in developing human resources through training to meet the needs of the labor market. The Corporation provides technical and vocational training programs in 283 training facilities such as technical colleges, strategic partnership institutes, private training facilities, and community programs. The strategic objectives of the General Corporation for Technical and Vocational Training highlight the importance of accommodating the largest number of those wishing to undergo technical and vocational training to contribute to achieving

sustainable development, which is in line with the goal of the Kingdom's Vision 2030 No. (4.1.7), in addition to the corporation's goal of qualifying and developing human cadres in the technical and vocational fields. According to the quantitative and quantitative labor market demand, which is in line with the goal of the Kingdom's Vision 2030 No. (4.1.6). [18] The importance of strategic planning in training institutes and colleges stems from the need for self-development in addition to the requirements of the Ministry of Education, the General Corporation for Technical and Vocational Training, and the Education Evaluation Commission and their requirements for accreditation and other local and international accreditations and recognitions. These accreditations require an institutional system that shows governance in the organization's management system, which is similar to the strategic planning system. [8] Keeping up with the outcomes of the Kingdom's Vision 2030 is one of the most important requirements of strategic planning. Training companies, and institutes in the Kingdom of Saudi Arabia vary according to the regions and population density. They show great distinction in its outputs, largely in accordance with the requirements of the labor market and the private sector, which have pumped large amounts of money and investments into this field, proving the significant demand from the private sector in the field of training, especially with the state's trends in the field of privatization. The Ministry of Education (MoE), in coordination with the National Center for Privatization and Public-Private Partnership, has been preparing the privatization mechanisms for the education sector. [19] The training institutes and companies that were selected in the sample of this study are considered the most important technical and vocational training institutes and companies in the Kingdom. The Education and Training Evaluation Commission works to evaluate, measure and approve qualifications in education and training in the public and private sectors. It is organizationally linked to the Prime Minister of the Kingdom of Saudi Arabia. It ensures and controls the quality of education and training institutions and programs in the Kingdom and controls the quality of their outputs and their alignment with the labor market, in a way that contributes to achieving the goals of the Kingdom's vision 2030. [8] One of the goals of the Education and Training Evaluation Commission is to enhance the excellence and quality of education and training institutions and programs. Spread and activate the culture of continuous improvement of the education and training system. This comes through recommendations and decisions based on data and evidence to evaluate trends and strategic transformation and enhance the decision-making process. The Education and Training Evaluation Commission provides the institutional accreditation service, which provides official recognition granted by the Commission that the training facility has met the conditions and standards of institutional accreditation approved for a specific period of time. [8] One of the most important pillars of accreditation standards is achieving the Kingdom's vision by motivating training facilities towards adopting policies and systems that enhance the adequacy of human capital to achieve competitiveness and quality, and the necessity of aligning training outcomes with the requirements of the labor market. The importance of the role of strategic planning appears in the second standard of institutional accreditation, which obligates the training facility to ensure that the governance of the training facility and its administrative systems provide ethical and regulatory frameworks and distributions of powers and responsibilities in a manner that indicates effective leadership. This standard includes seven sub-standards, one of which speaks about the importance of providing an effective and comprehensive strategic plan. [8]

Research Objectives

The research aims to explore the state of strategic planning in technical and vocational training companies and institutes in light of the Kingdom of Saudi Arabia's Vision 2030. This research also answers questions

including: What are the trends of strategic planning in technical and vocational training institutes and companies, and what is the distance between the goals of the Kingdom of Saudi Arabia’s Vision 2030 and the strategic goals of training institutes and companies. The research works to shed light on some of the goals and challenges in the field of technical and vocational training.

Research Methodology

Information and data were collected from a sample of training institutes and companies, representing (4) institutes and companies affiliated with governmental and semi-governmental agencies and the private sector in the Kingdom of Saudi Arabia. In order to know the state and trends of strategic planning in technical and vocational training institutes and companies by considering the vision, mission and strategic objectives of these institutes and companies. This data was collected from the websites and other sources of these training institutes and companies in the period between the years 2016 and 2023, and then summarized to achieve the research objectives. Some appropriate analysis tools were used e.g Mind Map, ACORN Test, Affinity Diagram, Thematic Analysis and other analysis tools. Many graphs, tables and figures were also used.

Results

1. The Kingdom’s Vision 2030 and the strategic objectives of training institutes and companies

1.1 The goal of the Kingdom’s Vision 2030 No. (4.1.7) is to expand vocational training to meet the needs of the labor market.

Using Mind Map, it is noted that the goal of the Kingdom’s Vision 2030 No. (4.1.7) to expand vocational training to meet the needs of the labor market is linked to some of the strategic goals of training institutes and companies, as in Figure No. (1). There was a connection between objectives such as providing financial support to support expansion and its processes to meet the needs of the labor market and working to support the Kingdom’s economy through expansion processes, studying the needs of the labor market and aligning its requirements with potential expansions, creating the appropriate environment for training to provide the best conditions for graduating the largest number of qualified cadres to reduce the rates of The unemployed and increasing the rates of Saudization jobs in the labor market.



Figure No. (1) Mind Map of the relationship of the Kingdom’s Vision 2030 goal No. (4.1.7) to the strategic objectives of training institutes and companies

2.1 The goal of the Kingdom’s Vision 2030 No. (4.1.6) is to ensure compatibility between educational outcomes and the needs of the labor market.

Using Mind Map, it is noted that the goal of the Kingdom’s Vision 2030 No. (4.1.6) to ensure alignment between educational outcomes and the needs of the labor market is linked to some of the strategic goals of training institutes and companies, as in Figure No. (2). It has become apparent that objectives such as meeting the needs of the industrial sector, keeping pace with labor market requirements, developing the knowledge and skills of the young Saudi workforce, and supporting the shift to developing local content have emerged. These also include obtaining international and local accreditations, supporting Saudization efforts, reducing unemployment in the Kingdom, and creating an appropriate training environment to support training outcomes and enhance scientific research.

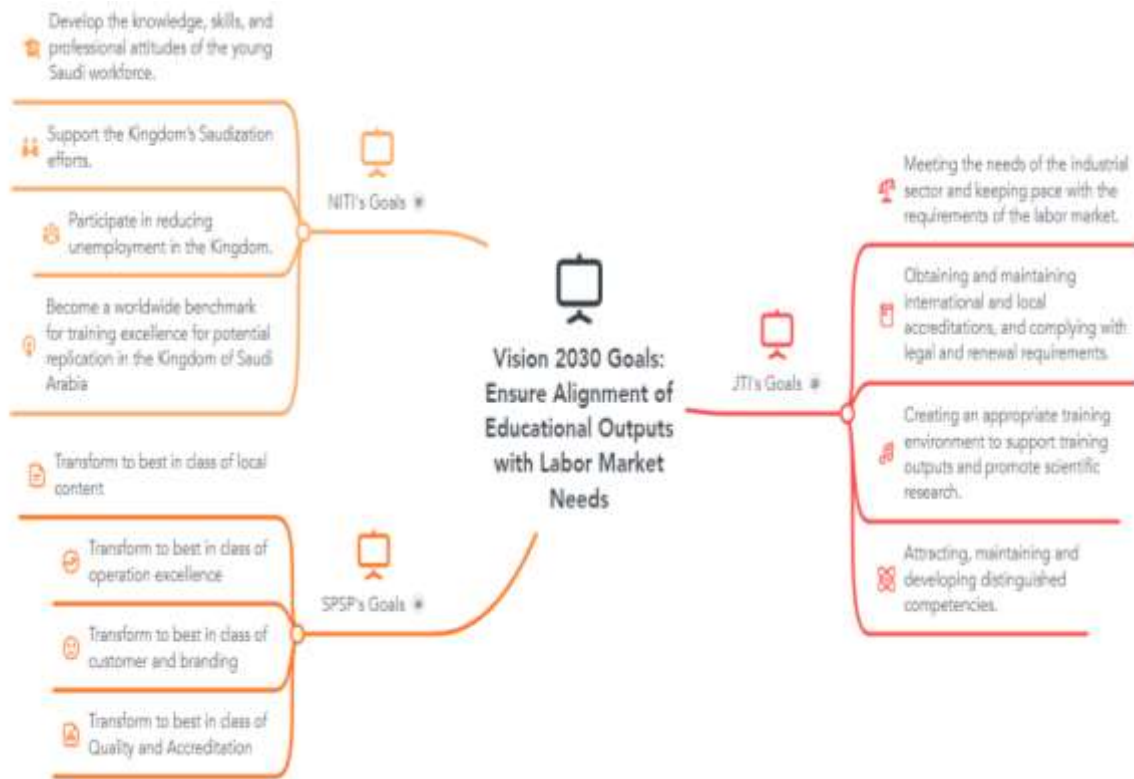


Figure No. (2) Mind Map of the relationship of the Kingdom’s Vision 2030 goal No. (4.1.6) to the strategic objectives of training institutes and companies

3.1 Analysis of the strategic objectives of training institutes and companies

The Affinity Diagram was used to organize the strategic goals into appropriate relationships, as in Figure (3), to explain the trends of these goals. The result was the emergence of trends in growth, targeting the local content of skills and knowledge, focusing on customers, and excellence in technical and vocational training through international and local accreditations and recognitions, while ensuring appropriate financing sources for these strategic objectives.

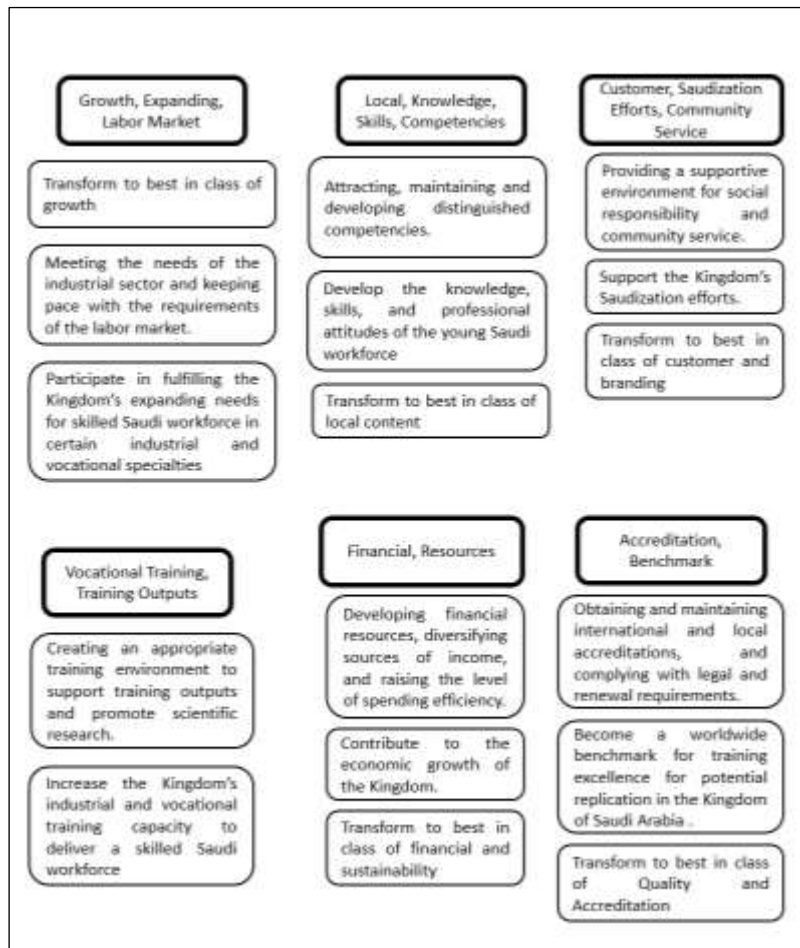


Figure No. (3) Infinity Diagram of the trends of the strategic objectives of training institutes and companies

2. Missions of training institutes and companies

After using the ACORN test to examine the missions of institutes to determine their suitability in the field of training, as in Figure No. (4), it appeared that the tasks in the field of achievement describe results, not behaviors. In terms of control, the missions are within the control of training institutes and companies, and for sure that achieving the missions of training institutes and companies are enough to gradually move towards the vision of training institutes and companies. The fulfillment of the missions of training institutes and companies is shared by all departments within these institutes and companies, and necessarily there is no conflict. Finally, the extent to which these missions have been achieved by training institutes and companies can be measured from several aspects as well. After the missions of training institutes and companies have passed the ACORN test, we can evaluate performance against those missions in a purposeful way towards achieving the Kingdom's Vision 2030.

Institution	Mission	A— Accomplishment When the mission is fulfilled?	C— Control	O—Only Objective	R— Reconciliation	N— Numbers
JTI	To train and qualify national labor force in technical and technological aspects to meet the industrial sector’s needs.	Tangible Accomplishment	Controlled	If accomplished it is enough	The mission is reconcilable	Numbers intuitively understands
NITI	To provide world class industrial technical training to prepare a skilled and competent workforce for the hydrocarbon, chemical and energy-related industries through internationally accredited programs.	Tangible Accomplishment	Controlled	If accomplished it is enough	The mission is reconcilable	Numbers intuitively understands
SPSP	Partner with major Petroleum Services companies to graduate quality Saudi Technical Workforce who will serve the needs of the Petroleum Services Companies.	Tangible Accomplishment	Controlled	If accomplished it is enough	The mission is reconcilable	Numbers intuitively understands
Alkhaleej	As a qualified professional Team, we try to provide the essential foundations for the development of human resources and business through out what we have of international experiences to develop our society aligned with its local view.	Tangible Accomplishment	Controlled	If accomplished it is enough	The mission is reconcilable	Numbers intuitively understands

Figure No. (4) ACORN test for selected training institutes and companies

3. Visions of training institutes and companies

Figure No. (5) shows the checklist for the visions of training institutes and companies, which was verified from several aspects. The result was that the visions fulfilled some criteria, such as the future outlook and aspirations, motivation, incorporating the organization’s culture, and paving the way for further improvements, in addition to setting foot and working on reserving a place and a share in the training market in the Kingdom. In harmony with the strategic objectives of training institutes and companies, these objectives motivate customers to respond to training services and products.

Institution	Vision	Forward-looking	Motivating/ Inspirational	Reflective The Culture	Guide to Improvement	Defines the existence
JTI	To be the criteria of excellence in the field of technical training within the Arab Gulf countries.	✓	✓	✓	✓	✓
NITI	We envision ourselves as committed quality training providers that positively impact the growth of Saudization of the technical workforce within the Petroleum Services Sector.	✓	✓	✓	✓	✓
SPSP	To be a world-class industrial training provider in Saudi Arabia.	✓	✓	✓	✓	✓
Alkhaleej	To be your first choice during your journey in the search for knowledge	✓	✓	✓	✓	✓

Figure No. (5): Checklist for visions of training institutes and companies

4. Values of training institutes and companies

Using the thematic analysis tool for the values of training institutes and companies by analyzing them through an iterative process of sorting and searching for relationships between values, it becomes clear that values fall under four expectations: Value expectations from groups and work teams, value expectations from customers, values expectations from employees towards commitment and excellence in services and products, and value expectations from employees towards each other in work environments.

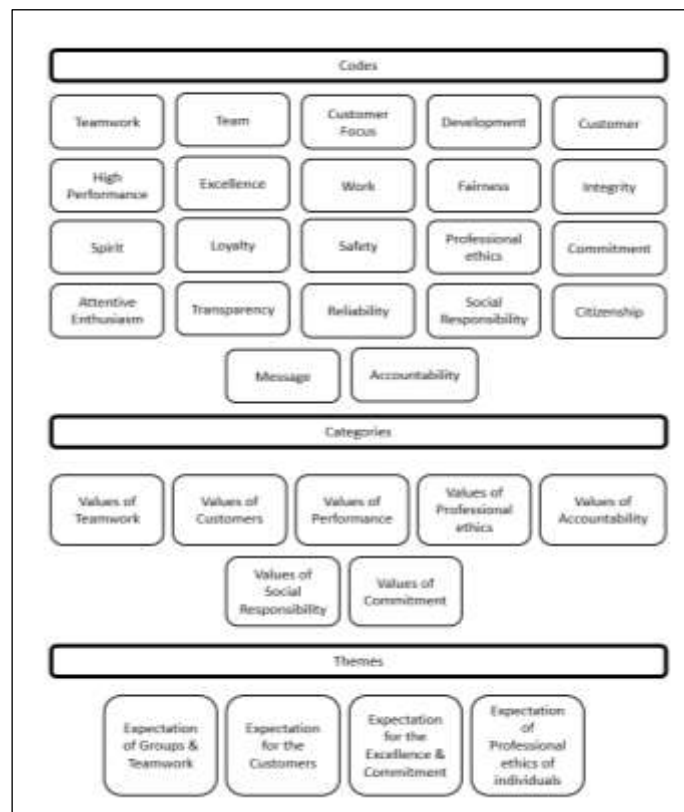


Figure No. (6): thematic analysis of the values of training institutes and companies

5. Current Results within the Kingdom’s Vision 2030

5.1 Achieved results within the National Transformation Program as base line

Change in targets towards achieving the Kingdom’s Vision 2030. The target values in the National Transformation Program for the year 2020 were increased by raising the target number of students enrolled in vocational education and training from 104,000 students in the year 2015 to 950,000 students in the year 2020, and the percentage of high school graduates who join the facilities of the General Organization for Technical and Vocational Training was increased from 7 % in 2015 to 12.5% in 2020. The number of strategic partnerships with the private sector in vocational training was also increased from 21 partnerships with an institution in 2015 to 35 partnerships with an institution in 2020.

5.2 Achieved results within the framework of the plan

As a result of implementing these strategic plans, several results have emerged, including:

5.2.1 Results of expansion in student admission

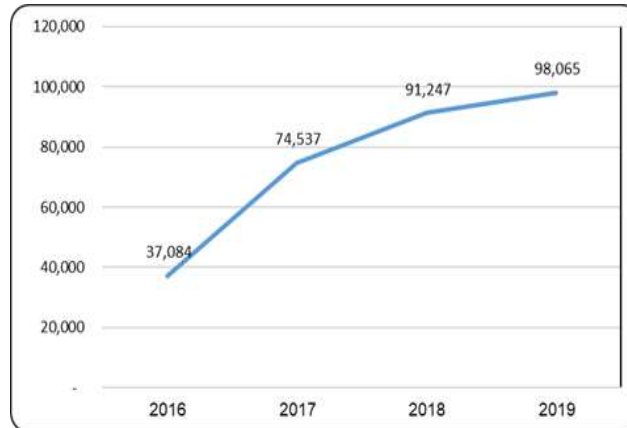


Figure No. (7): Numbers of those accepted to the General Organization for Technical and Vocational Training. [20]

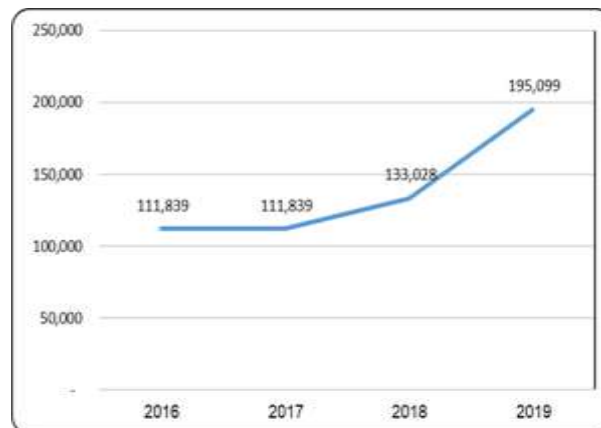


Figure No. (8): Numbers of trainees at the General Organization for Technical Training and Vocational Training. [20]

2.2.5 Graduate employment results and meeting labor market needs

As an example of this, the Jubail Technical Institute (one of the sample elements in this study) had the highest employment rate for its graduates in the Kingdom. The employment rate reached 88% in the year 2020 for graduates of the year 2019, compared to the rest of the public colleges and universities. [21]

Discussion:

The research assumed that the reality of strategic planning in technical and vocational training institutes and companies is consistent with the goals of the Kingdom of Saudi Arabia's Vision 2030. Strategic planning tools in technical and vocational training institutes and companies help achieve the goals of the Kingdom of Saudi Arabia's Vision 2030 and facilitate their tracking. This is what the results showed, as a set of strategic objectives for training institutions and companies revolve around the objectives of the Kingdom's Vision 2030. From the main results, the importance of strategic planning appeared in supporting the connection between the objectives of the Kingdom's Vision 2030 No. (4.1.6) ensuring compatibility between educational outcomes and the needs of the labor market, and No. (4.1.7) expanding vocational training to provide the needs of the labor market with some of the strategic objectives of training institutes and companies. The emergence of trends in growth, targeting the local content of skills and

knowledge, customer focus, and excellence in training. Emphasizing that achieving the tasks of training institutes and companies is sufficient to gradually move towards the vision of training institutes and companies and then the Kingdom's Vision 2030. [22] One of the most prominent challenges facing technical and vocational training in the Kingdom of Saudi Arabia is the weak enrollment of students in vocational training compared to international reference comparisons. There are several subsidiary challenges, such as the variation in the quality of educators and their level of qualification, in addition to the negative perception associated with vocational training. From a financial perspective, the high cost of training per trainee and the weak return on government spending on training pose additional challenges. [23] Considering that the goals of the Kingdom's Vision 2030 are very ambitious, it is not easy for training institutions, institutes and companies to achieve this vision in light of the existing challenges and sanctions, unless they are overcome.

Conclusions:

The study highlighted the connection of some strategic objectives of training institutes and companies with the vision's goal of "expanding vocational training to meet the needs of the labor market," such as providing financial support to support expansion and expansion processes to meet the needs of the labor market and working to support the Kingdom's economy through expansion processes, studying the needs of the labor market and harmonizing its requirements. With potential expansions. Another set of strategic objectives for training institutions, institutes and companies is also linked to the vision's goal of "ensuring compatibility between educational outcomes and labor market needs," such as meeting the needs of the industrial sector, keeping pace with labor market requirements, developing knowledge and skills for the young Saudi workforce, and supporting the shift to developing local content.

On the other hand, the results clarified the directions of the strategic goals of growth, targeting the local content of skills and knowledge, focusing on customers, and excellence in technical and vocational training through accreditations. The missions and visions achieved the most important standards required according to the tools used in the research, such as the ACORN test and the checklist. The common values thrust in the strategies also highlighted that values fall under four categories with different expectations, namely, work teams, customers and employees towards commitment and excellence in services and products and towards each other in work environments. As a direct result of strategic planning processes in technical and vocational training institutes and companies, indicators of improvement and increase in target data to achieve the goals of the Kingdom's Vision 2030 have emerged. One of the most important reasons for the results of this study is the urgent need for training institutions, institutes and companies to use the strategic planning tool to reach the desired goals and thus achieve the Kingdom's Vision 2030. On the other hand, the requirements for accreditations and licenses require training institutions, institutes and companies to resort to strategic planning to meet these requirements. Also, the failure of technical and vocational training institutes and companies to develop strategic plans makes it difficult for them to commit to efficient spending and develop a return on investment. This study can be developed by enhancing the results of this study by increasing the sample size with the largest number of technical and vocational training institutes and companies. Various tools can also be used to verify the extent and quality of strategic planning applied in training institutes and companies. Modern technical tools, such as using artificial intelligence to link and track data within strategic plans, constitute a new dimension that requires

study and analysis. Finally, the focus on the targeted values and what was achieved from them within the Kingdom's Vision 2030 increases the importance of this direction of studies.

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