

# **Second Generation Reforms as a Mechanism for Establishing Values of Citizenship and Democracy and Enhancing Educational Policy in Algeria: An Analytical Study of the Civil Education Textbook for Fifth Grade Primary**

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**Abstract---**This research paper discusses a sensitive topic within Algeria's educational system: the reform process aimed at addressing the various shortcomings and obstacles faced by the education sector. This sector is considered essential for the cognitive and moral development of individuals. The importance of this topic is evident in the state's efforts to establish a comprehensive scientific system that contributes to the education and qualification of young people. The paper also highlights key initiatives undertaken by the Algerian state to equip students with educational competencies, instil values of citizenship and belonging, and reinforce democratic principles. The study analyses the content of the civic education textbook for Year 5 primary school students, attempting to understand the educational values and scientific foundations included in the book that enhance students' capabilities and solidify their sense of national identity.

**Keywords---**second generation, citizenship, school, reform.

## **Introduction**

The educational reform process is based on principles and objectives derived from society's values and culture. This helps instil a sense of national identity, citizenship and democracy in young people.

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Educational reform is a significant topic for decision-makers, educators and curriculum developers. Algeria has restructured its educational system several times; the most recent restructuring occurred in 2015 in line with new national and international developments. The aim of this restructuring was to improve the quality of education and human development by modifying educational structures and curricula to focus on a competency-based approach.

One of the subjects affected by these reforms is civic education in the fifth grade of primary school. This subject aims to instil civic values in students according to national and global standards. This includes fostering national culture, democratic values and principles, a sense of citizenship and belonging, responsibility, and other ethical standards that serve society and highlight its values and ideals to others.

This study aimed to analyse the content of the 'Civic Education for Fifth Grade Primary' textbook using a content analysis approach to address the following issue: To what extent have second-generation primary education curricula contributed to equipping students with a national identity, democratic principles and societal values since 2015? How effectively does the civic education curriculum for Year 5 incorporate these educational competencies? To address these questions, I present a plan consisting of three main sections. The first section discusses the concept of educational policy and reform. The second section covers the content and foundations of educational reform in Algeria. The third section presents a study of the content of the civic education textbook for Year 5.

### **Section One: The Theoretical Conceptual Framework of Educational Policy and Reform**

In this section, we will define the concepts of educational policy and reform, their characteristics and foundations, and their relation to active citizenship.

#### **1. The Concept of Educational Policy**

The concept of educational policy has evolved over time. It did not emerge randomly, nor did it crystallise all at once. Initially, it was referred to within the framework of general policy. As interest in this field increased, the concept of educational policy emerged to represent the broad principles and laws that guide and govern the educational system. These policies serve as a reference during the decision-making process regarding educational reforms or developments within society (Al-Hindawi et al., 2014). Educational policy is not created in isolation; rather, its principles and direction are shaped by an interactive movement between local and global cultures. Thus, educational policy arises from the educational philosophy, values and general principles of any society.

The definition of educational policy varies among thinkers and their intellectual fields. Linguistically, the term 'education' comes from the verb 'to teach', meaning to make someone learn. It is derived from the verb 'to learn', which implies recognising, memorising and confirming something (Zigouf, 2000, p. 217).

##### **1.1 Definition of Educational Policy**

Numerous definitions of educational policy have been presented.

- In Arab literature, Taha Al-Haj Elias defines education as an organised and purposeful process that facilitates learning for those involved, whether in formal or informal education (Mufeed, 2002).
- In Western literature, Henderson Wilner defines education as a process that addresses teaching inputs (e.g. classroom, equipment, time, learners, material and methodology) through a specific teaching style, with the aim of producing the desired behavioural change in the student. He also views education as a teaching situation that relies on interaction between one or more students and a teacher, and as a form of teaching involving live, realistic interaction (Nawaf & Al-Adaily, 2008).

#### **Characteristics of Educational Policy**

The characteristics of educational policy can be summarised as follows:

1. Goal-oriented: it aims to achieve specific educational outcomes.

2. Dynamic: It evolves in response to changing societal needs and contexts.
  3. Inclusive: It considers diverse cultural and social backgrounds.
  4. Guiding framework: It provides a structured approach to decision-making in education.
- This framework will further assist in analysing the role of educational reform and its impact on citizenship and national identity:
- Educational policy is defined as the framework that determines the overall structure of the educational system, including how learners are organised and the objectives of each stage. It encompasses plans, programmes and trends, as well as laws, rules, systems and general principles that guide the educational process (Hafez, 1937, p. 109).
  - Additionally, educational policy is described as a coherent and coordinated collection of objectives, orientations and principles based on spiritual, philosophical, social, economic and educational foundations. Through these principles, as well as the procedures and means it encompasses, the policy aims to achieve its objectives (Nawaf & Al-Adaily, 2008, p. 18).

It is also defined as the constitutional framework for education that outlines planning principles, clarifies the goals of the educational process and specifies its purposes. These materials may be written or announced through decisions and decrees, or unwritten and observed only by those overseeing educational institutions and directing their course (Al-Saud, 1994). Thus, educational policy serves as the general framework for the educational system, clarifying the relationship between the country's needs and the objectives of educational institutions. This framework is shaped by official and unofficial stakeholders active in the field.

Furthermore, educational policy provides the broad framework that underpins the educational process, meeting community needs and achieving the country's desired goals. This encompasses plans, curricula, teaching methods, systems and the administrative and technical bodies responsible for education and associated activities (Al-Qadi, 1981).

From these definitions, we can conclude that educational policy is the overarching framework of the education system and its various institutions. It clarifies the relationship between the needs of the country and the role of educational institutions. It enables the work of these institutions to be evaluated and is formulated by specialised administrations with the participation of some community members.

We deduce that any educational policy is inherently linked to the culture of its society, reflecting its values and aspirations. Consequently, educational policies differ from community to community based on their respective goals and philosophies. Educational policy includes objectives, standards, and simulations to guide and clarify implementation and improve the quality of education.

While Kerr did not provide a specific definition of educational policy, she attempted to categorise it as a sub-policy related to administration, curricula, funding and distribution. In general, she stated that it is a necessary policy for managing education from a particular perspective. Among these classifications are (Donna, 1976):

- 1.1.1 Policy that directs the selection and content of the curriculum (curricular policy): This is important for formal education and is considered one of the classifications of administrative policy.
- 1.1.2 Policy that guides and organises the development and application of the selected content (Organisational Policy): This classification is crucial for educational management.
- 1.1.3 Resource Distribution Policy: Fair distribution of resources is essential for any educational policy.
- 1.1.4 Policy on the distribution of educational benefits (educational services): This addresses the question of who will learn.

## 1.2 Characteristics of Educational Policy

### - Guiding rather than detailed:

Educational policy provides clear, stable foundations that enable stakeholders to make appropriate decisions in response to various situations and challenges. At the same time, it provides a framework to guide these decisions towards achieving the desired objectives.

### - Stable and evolving:

While educational policy is stable and does not change with every shift in leadership, it must also evolve to meet the changing needs of society. Achieving educational goals related to youth, adults and children requires stability, as it takes time to do so. However, this does not imply rigidity: educational policy must be developed and adapted according to changing circumstances, especially in an era of cultural prosperity and discovery.

### - Documented:

Simply announcing and disseminating educational policy is insufficient for it to be clear and understood by all stakeholders. It must be documented in writing to ensure commitment, review and potential amendments.

### - Applicable:

The selection of educational policies is based on the realities of the community and its available human and material resources. Therefore, it is grounded in achievable goals. This demonstrates the flexibility of educational policy to adapt to societal and educational changes. The educational policy's objectives are agreed upon by stakeholders, reducing debate and facilitating implementation.

### - Integrated:

Educational policy involves both internal and external integration. It aligns with other state policies due to the alignment of its objectives with those of other activities. As education is a social endeavour, the success of its policy requires integration with other policies. Furthermore, internal coherence is maintained through the alignment of objectives across various educational stages in order to achieve the overarching goals of education.

### - Scientific:

The scientific nature of educational policy stems from the selection process among various alternatives, which relies on scientific thinking to consider its suitability for the circumstances of the community and the characteristics of the learners and educators involved. It is neither spontaneous nor based on personal opinions, but rather results from research and scientific studies in the field.

### - Realistic:

Educational policy emerges from the actual conditions and circumstances of society, reflecting the social reality in which it exists. It is not imposed from above, but rather mirrors the social structure within which it operates. It is not based on dreams or wishes, but on practical matters — although its implementation requires good timing.

These characteristics enable educational policy to fulfil its designated functions (Abdul Hamid, 2009). Thus, educational policy is a set of principles, orientations and general rules established by the state to guide education at all levels and in all forms, achieving society's goals and aspirations in light of the available conditions and resources while serving the state's broader objectives.

## 1.3 The concept of educational reform

Although definitions of educational reform vary based on the perspectives of different researchers, they all agree on the necessity and importance of reform in order to keep pace with changes occurring in society. Before defining educational reform, it is important to consider some related terms (Al-Sanbal, 2002):

- Innovation: A new idea or process created from primary elements directed towards a specific goal.

Renewal: Superficial additions to an existing structure.

- Change: defined by Good as a partial or total modification of an element in form, quality, or relationship.

- Development: Enrichment of educational practices through planned intervention in specific sectors or fields, aimed at enhancing and activating them in a manner that aligns with certain educational,

economic, technological, cultural and scientific objectives, and responds to the conditions and challenges of a given society.

These concepts, especially educational development, renewal and innovation, integrate with the concept of educational reform as they all aim to transform and improve the educational system.

As noted earlier, educational literature and studies often use these terms interchangeably to refer to the same concept.

Educational reform refers to the process of changing the educational system, or part of it, for the better. It often has social, economic and political implications. Birch defines it as 'a practical intellectual effort to introduce improvements to the current state of the educational system or teaching methods' (Marei & Al-Hila, 2000).

Hassan Al-Bilawi, meanwhile, defines it as 'the comprehensive change in the structure of the educational system aimed at recognising significant levels, consisting of fundamental amendments to educational policy that lead to changes in educational opportunities and the social structure within a national education system' (Marei & Al-Hila, 2000, p. 293).

Simmons describes educational reforms as 'those changes in educational policies that significantly increase educational budgets and social development' (Marei & Al-Hila, 2000, p. 293).

Thus, reform can take the form of innovations or separate amendments, such as reforming teaching methods, or radical changes that address all factors related to policies and educational planning, including ideologies, goals, strategies and priorities.

Educational reform refers to the process of developing and improving the educational process through several fundamental bases and pillars. The most important of these are sound scientific educational planning and the scientific restructuring of educational objectives based on a study of students, teachers, the educational environment and society.

### **1.3.1 Operational definition of educational reform**

Educational reform is a set of procedures targeting the inputs of the educational process, with the aim of improving educational outcomes through radical or gradual changes within a framework of objectives, orientations and principles underlying the educational system. This is achieved through the participation of all stakeholders in the educational field.

#### **Concept of Citizenship:**

The Arab World Encyclopedia defines citizenship as belonging to a nation and homeland. The Sociology Dictionary defines it as the relationship between a person and a political community (state). Through this relationship, the individual offers loyalty, while the state provides protection, and this relationship is defined by law.

Hilal et al. view citizenship as a sense of belonging and loyalty to the homeland and political leadership that serves to fulfil basic needs and protect individuals from existential dangers. In this study, citizenship is understood as visible behaviour exhibited by students in their communities and environments that reflects their interactions with community members, fosters cooperation and acceptance of others and their opinions, and demonstrates love for the homeland (Ghada, 2016).

Citizenship is closely linked to the educational process, as it is a comprehensive political education that aims to create responsible citizens who are aware of their rights and duties. Such a citizen embodies the principles of justice and democracy, prioritising the public interest over individual interests. There are three fundamental aspects of citizenship (Al-Hurra, 2021):

- Civil citizenship corresponds to basic freedoms, such as freedom of expression, equality before the law and the right to property.
- Political citizenship: Based on political participation, including the right to vote, run for office and access certain public positions, as well as the right to protection by the state abroad.
- Social citizenship: resulting from the creation of social and economic rights (right to health, right to protection from unemployment, trade union rights).

From the aforementioned definition of citizenship and its connection to educational upbringing, we can see that this value is nurtured and developed from a young age through lessons and guidance from school and society. Therefore, the fundamentals of citizenship integrate with each other to ultimately create a responsible citizen who is aware of their rights and duties towards their community and homeland.

## **Section Two: Contents and Foundations of Educational Reform in Algeria**

The purpose of educational reform is to effect positive change and development in teacher and learner outcomes, achieving tangible improvements in school performance, educational results and management and organisational methods. This ensures that efforts align with objectives. However, following numerous reforms to the Algerian education system, the focus has been on the most recent of these reforms.

Thus, we will trace the historical trajectory of the reforms that have impacted the educational system, as well as the approaches that have been adopted.

### **1. Educational Policy Reform in Algeria**

The call for reform is legitimate and noble, driven by the aim of improving the education system and raising its internal and external efficiency. Therefore, the educational system must be subject to continuous review and ongoing adjustments to ensure purposeful and considered development. Based on this premise, this paper will outline the key stages of educational reform experienced by the Algerian education system.

#### **1.1 Phase of Adoption and Guidance**

In the period immediately following independence, school officials aimed to maintain the status quo while implementing changes that would pave the way for the establishment of a national education system to replace or modify the existing one. This reform process underwent three main phases (Fadhel, 2013):

**Language and Religious Education Adoption:** This phase saw the prominent incorporation of Arabic language and Islamic education into the curriculum, alongside a focus on history lessons and improving teaching methods. Efforts were intensified to recruit educational staff, which had become a heavy burden on the state. During this phase, there were no significant changes to programmes or organisation, as the inherited school system was adopted. This marked the first step taken by the education system after it came under Algerian administration, having previously been under French administration. This phase occurred directly after independence.

#### **1.2 Phase of Partial Reform and Necessary Corrections**

The processes of correction and reform continued, but without precise planning or a clear vision, leaving the direction ambiguous and the objectives unclear. The most notable developments included:

##### **Comprehensive Arabisation**

This involved Arabising the first four grades of education, one-third of scientific subjects and social sciences such as history and geography. The legal framework for a national education system was established with the aim of eliminating dual systems operating in two languages within one school and promoting a single language in education. However, those in charge of education did not consider this situation to be problematic; rather, they viewed it as a normal state of affairs that could persist indefinitely, satisfying different preferences and accommodating those who favoured education in French. This phase extended from the beginning of 1965 until 1976.

#### **1.3 Phase of Comprehensive Change and Building a National Educational System**

The goal of reshaping the inherited educational system was achieved through partial modifications and reforms that occurred over successive periods, paving the way for comprehensive change and the

establishment of a national educational system. The foundational texts for this system were issued in 1976, and implementation began in 1980.

### **Institutional framework**

The reform, initiated by Order 76-35 on 16 April 1976, aimed to organise education and training in Algeria by introducing changes to align with economic and social transformations. Key features of the educational system during this period included the following (Fadhel, 2013, pp. 56–58):

- establishing a basic education system to replace the primary and intermediate systems and extending mandatory education to nine years;
  - Integrating intellectual and manual work within curricula and linking schools to the social and economic environment.
  - Making Arabic the medium of instruction for all subjects at all levels, thereby fulfilling the primary objective of unifying and grounding education in community values.
  - Focusing on scientific and technological education to enable learners to apply theoretical knowledge in practical work contexts.
  - Organising foreign language education as supportive streams to promote broader understanding and learning from others' experiences.
  - Clarifying guidance methods and approaches to knowledge management.
- Renewing the secondary education system and diversifying educational pathways.

### **Conditions of the Algerian School System:**

These were the conditions endured by the Algerian school system until the turn of the 21st century. During this period, the school underwent several reform attempts aimed at aligning with the various societal transformations occurring at the time.

Thus, the need for a new educational reform emerged to keep pace with these developments, focusing on the following pillars:

- Improving the quality of training
- Pedagogical reform
- Reorganising the educational system

The latest educational reform underwent several stages during its implementation (Publications, p. 57).

### **Path of Educational Reform Implementation:**

When discussing the implementation of educational reform in Algeria, we refer to the role of the newly established National Committee for the Reform of the Educational System. This committee began its activities in 2001. In addition to the committee's activities, a government council decision was issued in April 2002, marking the beginning of structural, educational and pedagogical reforms in the 2003–04 academic year. This included the Ministry of National Education's October 2003 document titled 'Action Plan for Implementing Educational System Reform'. Furthermore, the concept of the institutional project was introduced at the start of the 2006–07 academic year with the publication of Circular No. 153 on 5 June 2006. This summarises the trajectory of the reform process.

### **National Committee for the Reform of the Educational System:**

This committee was formed in May 2000 and was tasked with providing proposals on three key topics.

1. Improving the quality of training, particularly educational training.
2. Ways to develop pedagogical work.
3. Reorganising the entire Algerian educational system

The committee's work culminated in the publication of a detailed file analysing the evolution of the Algerian education system, its achievements and shortcomings. This file was the subject of several government council meetings in February and March 2002, which aimed to study the various proposals contained within it, determine the necessary actions for their implementation and set deadlines.

The National Committee for Educational Reform was responsible for various aspects of educational reform, including:

Contributing to the direction of the educational system, aiming to produce citizens who are capable of personal development, contribute to national growth and adapt to the world.

- Studying proposals and arrangements: developing suggestions and means that serve the interests of the educational system.

The Committee consistently aimed to base its decisions on fundamental principles and values relating to citizenship, equality, tolerance, peace and democracy. A series of new measures were implemented during the academic years from 2003 to 2005.

### **Key changes implemented:**

1. Introduction of preparatory education: This phase was integrated into the restructured educational system.
2. Reduction of primary education duration: the duration of primary education was shortened from six years to five.
3. A new subject, "Scientific and Technological Education", was introduced from the first year of primary school.
4. Language education changes:
  - French as a first foreign language: French is taught from the second year of primary school.
  - Tamazight language integration: Tamazight was introduced in the fourth year of primary education.
  - Global symbols in mathematics were adopted.

The following changes were made for intermediate education:

- Extension of Duration: The duration of this phase was increased from three to four years.
- Introduction of English as a Second Foreign Language: English is now taught from the first year of intermediate education onwards.
- Global Coding System: Adoption of a global coding system and introduction of scientific terminology.
- Replacement of Technological Education: The subject 'Technological Education' was replaced with a new subject titled 'Physical and Technological Sciences'.
- Recognition of Tamazight: The Tamazight language was recognised as a national language (Publications, 2003).

### **Implementation of programmes**

Implementation of these programmes began in September 2003, starting with the first year of primary education and the first year of intermediate education. By September 2007, it had reached the fourth year of intermediate education and the fifth year of primary education. This programme raised issues regarding the management of student flows and teacher movements, as adding a fourth year to intermediate education required more classrooms and instructors.

This presented two related challenges (Educational, 2005):

- Need for classrooms and staffing: the need for more classrooms and qualified personnel became evident, necessitating the creation of pedagogical solutions and programmes that align with this situation.

The authorities were required to focus on improving the quality of training as this was the objective of the new educational reform. These pedagogical changes represent a new vision for education, defined by a competency-based approach that places learners at the centre of the educational and training process.

It can therefore be concluded that the new reform has three essential levels:

1. Renewal of curricula: updating curricula and other training tools.

2. Teacher competence and mobility: enhancing teacher training.
3. Reorganisation of educational duration and programmes: restructuring the duration and pathways of education and training.

The new guiding law report on the national educational system states that the proposed education law aims to replace the 1976 ordinance on education and training with a new law. This new law, referred to as the guiding law for the educational system and presented by the Ministry to the Government this year, differs from previous reforms in the following ways: The most important of these is the limitation of its scope to the education sector (pre-primary, basic and secondary education), the adaptation of the educational system to transformations in the market economy within a democratic society, the enabling of individuals subject to private law to open private educational institutions under conditions determined by the state, and the integration of Tamazight teaching as part of awakening activities. The Algerian state is working to promote and develop Tamazight in all its varieties used within the national territory.

At the beginning of 2015, the National Curriculum Committee established a national training plan through the guiding education law No. 08-04, dated 23 January 2007, in three phases, directing inspectors responsible for conveying the training content. The goal is to equip all teachers and administrative staff involved with the objectives of pedagogical liberation with training before the start of the school year in September 2016. The second-generation curriculum focuses on Algerian values, heritage and spirituality, as well as the general features of curricula, including comprehensiveness, coherence, applicability, readability and relevance. It provides guidance to address shortcomings observed in the first-generation curriculum. These profound reforms are part of a continuous renewal process based on a precise scientific programme.

The pedagogical approaches applied in Algerian curricula throughout the reform process have evolved. Educational curricula are now prepared according to the latest approaches adopted in developed countries. This involves a competency-based approach derived from a constructivist framework. This approach is student-centred, with students acting as partners in building and assessing knowledge after its application. Algerian curricula have adopted three fundamental types of pedagogical approach: (Qrairi and Hargas, 2009/10).

## **Approaches in Education**

### **1. Content-Based Approach:**

This approach prioritises educational content. It focuses on the knowledge that teachers must acquire and emphasises completing the curriculum within the specified timeframe, regardless of student understanding. Learning relies on the teacher's lectures, with students receiving and memorising the information.

### **2. Objectives-Based Approach:**

This approach sets learning as its goal, focusing on student outcomes, which should consist of a set of observable and measurable behaviours. Rather than merely receiving, imitating and memorising, students learn and understand what they have learnt, embodying it in educational behaviours before transforming it into social behaviours.

### **3. Competency-Based Approach:**

Philippe Perrenoud defines competency as 'a person's ability to mobilise different knowledge resources to address a specific type of situation' (PERRENOUD, 1999). This approach is considered more advanced than others, as it puts learners at the centre of the teaching and learning process. It seeks to provide learners with scientifically and functionally valuable content through integration to ensure the achievement of general objectives. To achieve this, the competency-based approach activates the assessment system, promptly addressing and correcting errors during the teaching process. Therefore, it

is essential to define competency before explaining and delving into this approach by analysing the content of school textbooks.

### **Contents and implications of educational reforms:**

The reforms from 2010 to 2016 took the form of a series of laws involving amendments to the educational system, all of which were aimed at achieving sound educational policy. These reforms were reflected in both regulatory laws and the work of agencies and institutions. The most important of these laws are:

- Framework Circular for Preparing the 2010/2011 School Year (Circular No. 229/W.T.W/A.D, dated 18 March 2010).
- 'Circular for Implementing the French Language Curriculum for the Fifth Grade of Primary Education': Circular No. 537/A.W.T/A.D/2009, dated 26 May 2009.
- Circular No. 175/0.0.2/10, addressing remedial assessments at the end of primary and intermediate education stages and referring back to Circular No. 137/2.0.0/09, dated 28 July 2009.

During the 2016/17 academic year, remedial assessments were introduced at all educational levels, achieving a success rate of 91%. This was attributed to the implementation of second-generation curricula. Ministerial Circular No. 15/193, dated 21 October 2015, included amendments relating to the assessment of primary school students' work through formative assessments and daily observations. This resulted in monthly exams being cancelled from the first semester of the 2015/16 academic year onwards. Additionally, Ministerial Circular No. 291/3.0.0/14 established listening and psychological support units in secondary schools.

During this phase, the educational policy aimed to implement the educational reform adopted in 2003 while introducing a degree of renewal through a series of laws to provide a unique and distinguished approach in line with national and global developments. This involved applying the competency-based approach, adapting the second-generation curricula and restructuring the assessment system (National, 2012).

Criticism of the educational reforms in Algeria did not cease during the tenure of Minister Aboubakr Ben Bouzid, peaking with the appointment of Minister Nouria Benghabrit in 2015, who introduced the second-generation reforms. Upon her arrival, she reduced the weekly hours allocated to Arabic to five, which is approximately equal to the four and a half hours allocated to French. However, the second-generation reforms allowed only two hours of foreign language instruction and just one hour for subjects such as history, Islamic education, geography and civic education (Ben Noun, 2020).

### **Section Three: Analysis of the Content of the Fifth Grade Primary Civil Education Textbook**

When analysing the content of a school textbook, it is important to divide the process into two parts: first, analyse the formal aspects of the book; then, analyse its content.

The textbook consists of a single section comprising 64 pages. The cover features an image of a Year 5 student voting at a ballot box, with the front of the National People's Assembly building visible in the background. This image has political connotations, teaching students about democracy and their right to political participation as a duty towards their homeland, and emphasising their responsibility towards society and the nation. The image establishes a connection between the ballot box, the National People's Assembly and the citizen, ensuring it remains ingrained in the student's mind.

The initial pages contain a table of contents, instructions on how to use the book, and numerous images and materials that clarify and reinforce values of national identity and understanding of state institutions, as well as the rights and duties of citizens within society and the nation.

**The book is divided into three sections:**

**1. Social Life:**

This section emphasises the importance of certain social policies in Algerian society and their role in meeting individual needs for public services, particularly in education, healthcare, and housing.

**2. Civil Life:**

This field discusses aspects of civil life.

**3. Democratic life:**

The third field explains how to practise democratic life and introduces students to Algerian state institutions. Each field concludes with a practical section that includes field visits to connect theoretical knowledge with practical applications.

**First category: Social Policy**

This category aims to establish certain social policies in Algerian society, particularly with regard to meeting individual demands for public services, especially in the areas of education, healthcare, and housing. This category is divided into four units:

**Educational Situation:**

These educational units focus on clarifying and teaching students about public service institutions that interact directly with individuals, providing them with the best services and emphasising the most important institutions.

- Unit on Public Service Institutions:

This unit aims to familiarise students with the various public service institutions that play a significant role in their lives. (Al-Zahra & Ben Said, 2019–2020).

Table 1: Reference: Civil Education Book for Year 5 Primary

| Final Competence                                                                                                                    | Components of competence:                                                                                       | Indicators of competence                                                                                      | Values of Cross-Competencies                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recognizes public institutions as tools for enhancing citizens' lives and addressing their daily concerns, highlighting their role. | Recognises service institutions and understands the relationship between their tasks and the needs of citizens. | Recognises the role of service institutions in improving citizens' lives and developing the national economy. | Taking pride in one's country's achievements, contributing to the preservation of state property, showing respect for laws and democratic principles, and respecting state institutions. |
| Used illustrative tools:                                                                                                            |                                                                                                                 |                                                                                                               |                                                                                                                                                                                          |
| Textbook, lesson notebook, live images of postal services and hospitals.                                                            |                                                                                                                 |                                                                                                               |                                                                                                                                                                                          |

The educational policy outlined in Table 1 aims to instil a set of cognitive and practical competencies in students' behaviour, particularly in social situations. This table provides a comprehensive overview of knowledge that enhances understanding of service institutions, their role in improving public services and their contribution to enhancing individual life and supporting national economic development. The competency indicators reflect the activation of these institutions and an attempt to better understand their functions. This makes students aware of the importance of these institutions in serving the public good, as well as how to interact with them within a legal framework.

Educational Unit: Postal Services and Communications

Table 2: Reference: Civil Education Book for Year 5

| Final Competence                                                                                                                      | Components of competence:                                                                         | Indicators of competence                                                                                             | Values of Cross-Competencies                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Recognises public institutions as tools for enhancing citizens' lives and addressing their daily concerns, and highlights their role. | Recognises postal and communication services, including their general structure and postal codes. | - Identifies the postal and communication institution and its services, and recognises its role in serving citizens. | - Uses and controls capabilities; respects Algerian state institutions; fulfils obligations towards oneself and others; and practises citizenship. |
| Used illustrative tools:                                                                                                              |                                                                                                   |                                                                                                                      |                                                                                                                                                    |
| Textbook, lesson notebook, images of postal headquarters, cheques, postage stamps, envelopes, gold cards and postal codes.            |                                                                                                   |                                                                                                                      |                                                                                                                                                    |

This educational unit, outlined in Table 2, explains the function of one of the service institutions: postal services and communications. This enables students to develop their understanding of the role of postal services in serving citizens. The relationship between these services and individuals is emphasised, and students are familiarised with postal codes and the documents used in this context. Images and materials are used to aid comprehension. Examples include images of items such as the gold card, postal cheques and postage stamps. The unit also introduces the Algerian Telecommunications Institution, covering its establishment, activities and public services, and linking its functions to those of other institutions.

Educational Unit: Media and Communication

Table 3: Reference: Civil Education Book for Year 5

| Final Competence                                                                                                | Components of competence:                                                                                                                | Indicators of competence                                                                                                                                                                                   | Values of Cross-Competencies                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Recognises the importance of media as a tool for enhancing citizens' lives and addressing their daily concerns. | Recognises service institutions in the information and communication process and understands their relationship with users and citizens. | - Identifies and distinguishes between media and communication tools, highlighting their role in enhancing individual and community life and emphasising that this sector is considered the fourth estate. | - Uses and controls their capabilities, respects state institutions, fulfils obligations towards themselves and others, and practises citizenship. |
| Used illustrative tools:                                                                                        |                                                                                                                                          |                                                                                                                                                                                                            |                                                                                                                                                    |
| - Textbook and lesson notebook.                                                                                 |                                                                                                                                          |                                                                                                                                                                                                            |                                                                                                                                                    |
| - Images of media and communication tools, from old to modern.                                                  |                                                                                                                                          |                                                                                                                                                                                                            |                                                                                                                                                    |

The competencies outlined in Table 3 introduce students to social media, helping them to understand the various forms of media and communication, their benefits and the role that these platforms play in disseminating relevant information and news to citizens. Social media is defined as a tool for education, guidance and awareness, as well as for marketing products through advertising. For children, the positive role lies in enhancing imagination and fostering a sense of religion and national belonging, as well as reinforcing citizenship. It also emphasises the individual and societal importance of these media by comparing old and modern communication methods using images and materials.

### Second Category: Citizenship Policy

The most significant aspect of this research paper is the second category, which instils citizenship values in students and helps them recognise their rights and duties towards society and the nation. This category is divided into two units:

#### 1. Educational Situation: Civil Life:

This differs from the previous situation in that it emphasises and teaches students about social life. It establishes a connection between them and their nation and community by helping them to understand their rights and duties towards their homeland. This reinforces the values of belonging and knowledge of national symbols and instils a spirit of love for their country.

#### 2. Educational Unit: Citizenship and Belonging.

Table 5: Reference: The Civil Education Book for Fifth Grade Primary

| Final Competence                                                                                                                                                                  | Components of competence:                                                                                                                            | Indicators of competence                                                                                                                                                                                         | Values of Cross-Competencies                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understands the importance of national identity and takes pride in knowing the significance of Algeria's position.                                                                | To learn about the state institutions, the geographical scope of his country, enjoy national sovereignty, and consolidate the values of citizenship. | Terms indicating citizenship and its importance; adherence to a sense of responsibility; working to make the homeland a united family; ensuring its safety; and embodying the characteristics of a good citizen. | - Instilling a sense of belonging to the homeland and repeating this process in various fields to strengthen this sense of belonging and commitment. |
| Used illustrative tools:                                                                                                                                                          |                                                                                                                                                      |                                                                                                                                                                                                                  |                                                                                                                                                      |
| Textbook, lesson notebook, images of state symbols and components of citizenship, national flag and its colours, national anthem, national currency and the seal of the republic. |                                                                                                                                                      |                                                                                                                                                                                                                  |                                                                                                                                                      |

In this table, we transition to field life by starting with the definitions of citizenship and belonging. Students learn about their country's geographical location and take pride in it, recognising their rights and contributing to its advancement. They are encouraged to defend their nation, take responsibility and embody the qualities of a good citizen. This is all aimed at reinforcing the values of citizenship and belonging. Important illustrative tools include the national anthem, flag, currency, state seal and images of cities across Algeria.

Table 6: Reference: Civil Education Book for Year 5

| Final Competence                                                                                               | Components of competence:                                                     | Indicators of competence                                                                                                                                                                                                                                       | Values of Cross-Competencies                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Respects state institutions of all types and understands rights and duties before them.                        | - The right to education, health care, candidacy and voting, and social care. | Understanding rights and duties; knowing how to exercise the right to education and the obligation to educate; knowing health rights and how to benefit from them; understanding the meaning of candidacy and voting; and instilling the meaning of democracy. | Knowing how to defend the homeland, respecting laws and the constitution, engaging with charitable associations, performing national service, obtaining citizenship and healthcare, and voting. |
| Used illustrative tools:                                                                                       |                                                                               |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                 |
| Textbook, lesson notebook, images of fulfilling duties and obtaining rights, and the spirit of responsibility. |                                                                               |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                 |

This educational unit includes a collection of knowledge and competencies related to the rights and duties of citizenship, structured progressively through consistent competency indicators. This repetition helps students to acquire an understanding of the values of citizenship and belonging, and enhances their knowledge in various life situations, such as the right to education and healthcare, and the right to stand for election.

### Third Category: Policy of Democratic Values

As democracy is a term found at the beginning of every official state document, it is essential to introduce it at the start of students' educational journeys. Its principles must remain ingrained in students as they grow into esteemed members of society. The prominent image on the cover of the book clearly illustrates symbols of democracy, including the rights and duties of voting.

### Educational situation: Democratic Life and State Institutions

Democratic life is represented by imparting knowledge related to democratic values to students, clarifying their right to run for office and their duty to vote, as well as emphasising the importance of respecting laws and state institutions. Understanding these values is crucial for preserving the integrity of the state.

Educational Unit: Voting as a Right and Duty.

Table 7: Reference: Civil Education Book for Year 5

| Final Competence                                                                                                               | Components of competence:                                                                                                                                                          | Indicators of competence                                                                                                                                                                                  | Values of Cross-Competencies                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Recognises the electoral process and the stages involved, and understands its necessity.                                       | - Recognises the electoral process and the relationship between voting and citizens. Understands how to vote, the age requirement and the important role of citizens in elections. | - The ballot box, the stages of the electoral process, the voter card, the conditions that must be met for citizens to vote, the categories that can vote by proxy and the right to vote for expatriates. | - Practising voting; respecting state institutions; adhering to electoral laws; committing to fulfilling duties towards society and the homeland; credibility; the legitimacy of governance; the sovereignty of the people; and instilling the spirit of democracy. |
| Used illustrative tools:                                                                                                       |                                                                                                                                                                                    |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                     |
| Textbook, lesson notebook, images of the voting process and voter cards, terms relating to elections and some legal materials. |                                                                                                                                                                                    |                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                     |

This educational unit, titled 'Voting as a Right and Duty', encompasses competencies and democratic knowledge, focusing on the principles of democracy. It emphasises understanding the electoral process, including knowledge related to candidacy and voting. It also covers important information about adhering to electoral laws and developing familiarity with these practices for future participation.

The aim is to provide students with knowledge about their right to stand for election and their duty to vote, and to prepare them for active engagement in political life.

Educational Unit: Municipal and Provincial Councils

Table 8: Reference: Civil Education Book for Year 5

| Final Competence                                                         | Components of competence:                                                       | Indicators of competence                                                      | Values of Cross-Competencies                                                    |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Recognises elected councils and their importance; understands the proper | - Knowledge of elected councils and their tasks; the relationship between their | - Understanding the roles and responsibilities of municipal and local council | - Taking pride in elected councils and recognising their importance; respecting |

| Final Competence                                                                                                                             | Components of competence:                                                                                                                                                                           | Indicators of competence                                                                                                                                                                 | Values of Cross-Competencies                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| selection of members to serve citizens; and knows their tasks and processes for preparing for elections.                                     | members and citizens; how they are chosen and nominated; the structure of the municipality and its units; and the division of members based on population, including deputies of the local council. | members;<br>- Proposing developmental projects for the public good;<br>- Preparing and voting on the annual budget;<br>- Knowing the number of members and deputies of elected councils. | laws within the framework of democracy and understanding how this is practised through the election of council members. |
| Used illustrative tools:                                                                                                                     |                                                                                                                                                                                                     |                                                                                                                                                                                          |                                                                                                                         |
| Textbook, lesson notebook, legal materials, images of municipal headquarters and local council meetings, banners displaying candidate lists. |                                                                                                                                                                                                     |                                                                                                                                                                                          |                                                                                                                         |

This table presents knowledge on the importance of elected councils, such as municipal and provincial councils, and how local council members are selected to represent citizens. It details the structures and divisions of the municipality, their functions, and the process of proposing development projects and preparing the annual budget. It also explains how council members are distributed based on population size.

To help students visualise this information, the Ministry has organised a visit to the municipal office and the provincial council, along with the associated facilities. The aim of this visit is to clarify the role of each facility and service, thereby connecting students with the local administrative reality they experience.

Educational Unit: State Institutions: Police, National Gendarmerie and Civil Protection

Table 9: Reference: Civil Education Book for Year 5

| Final Competence                                                                                                                                                                                                                                                                       | Components of competence:                                                                                                                                                                                                           | Indicators of competence                                                                                                                                                                                                                                        | Values of Cross-Competencies                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understands the duties of the police in maintaining homeland and citizen security, the duties of the gendarmerie in preserving public peace and ensuring law enforcement and border protection, and the role of civil protection officers and how citizens can facilitate their tasks. | Components of Competence<br>Recognises state institutions, especially those that serve citizens directly, and understands their relationship with the community and the services they provide to protect citizens and the homeland. | - The police, their duties and the ministry to which they belong; the national gendarmerie, its mission and the ministry to which it belongs; the civil protection agency, its personnel and its founding history, along with the ministry to which it belongs. | - Taking pride in the duties of state institutions and their commitment to serving citizens and the homeland; respecting security and civil protection personnel; and embodying the principle of democracy. |
| Used illustrative tools:                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                             |
| Textbook, lesson notebook, legal materials and images depicting the police, gendarmerie and civil protection carrying out their duties for the benefit of citizens and in service to the homeland.                                                                                     |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                             |

The competencies outlined in Table (9) aim to clarify the concepts of state institutions, helping students recognise their functions as entities that serve citizens, ensure their safety and protect state property and associated institutions. Each institution is described through its history and the relevant ministry that oversees it. The institutions covered include the National Police, the National Gendarmerie and the Civil Protection Service. The intention is for students to appreciate the services provided by these

institutions, respect their personnel and offer assistance, thereby reinforcing the principle of the rule of law.

### Contribution of Illustrative Tools

The use of illustrative tools plays a significant role in instilling social, civic and democratic values in students' behaviour. These tools enhance understanding and engagement, fostering respectful and informed citizenship.

Table 10 (prepared by the researcher)

| Clarifying Means                       | Frequency | Percentage |
|----------------------------------------|-----------|------------|
| - Prophetic sayings and Quranic verses | 01        | 1.14 %     |
| - Legal texts and materials            | 10        | 11.49 %    |
| - Images and drawings                  | 76        | 87.35 %    |
| - Total                                | 87        | 100 %      |

The analysis of the data in Table 10 reveals that illustrative tools, particularly images and materials, make a significant contribution. These tools occupy the leading position with a percentage of 87.35%, equating to 76 occurrences in the book. This high frequency captures students' attention and reinforces the values they are meant to learn by linking these images and materials to real-life scenarios and social contexts.

In second place are texts and legal materials, accounting for 11.49% (10 occurrences), considerably lower than the percentage of images and materials. This approach aims to reduce students' cognitive load by providing them with essential texts and legal references, particularly in the area of public affairs regulation, to demonstrate that these regulations are state-governed. Conversely, prophetic sayings and Quranic verses were mentioned only once, accounting for a mere 1.14% — almost negligible compared to images and materials. This is insufficient, as these values are crucial in the realms of social relationships, citizenship, love for the homeland and responsibility.

### Conclusion

In our study of educational policy in general and the reforms to the Algerian education system in particular, we found that various studies have emphasised the importance of establishing an effective educational system. In this context, we addressed the chronology of the Algerian education system, which we divided into three major phases. We studied the reforms that the education system underwent, which were embodied in the national education orientation law 08-04.

At the beginning of the millennium, many reforms affected educational laws and institutions, primarily aiming to improve education and rationalise educational policy. However, recent attempts initiated by officials in this sector have not been sufficient. The latest of these reforms stemmed from Francophone ideas and Algerian bodies; put simply, they sought to establish a school in Algeria rather than an Algerian school. This is evident in the reduction of the number of hours allocated to Arabic subjects that embody the values of citizenship, which have been combined into one book.

This research paper evaluates the content of these reforms through a case study of the civil education book for fifth grade, examining how the recent approach embodies the values of citizenship and democracy. It also considers the content of the book and how it conveys these values to students, encouraging them to practise them in reality. In order to achieve the desired educational policy objectives, a set of recommendations can be made:

- Greater attention to crafting educational policy by adopting reforms stemming from the local environment and civilizational values.

- A deep reform of the education sector is required, as the current situation is holding society back. Opening up space for civil society institutions to contribute to educational policy-making according to performance standards.
- Cooperation and exchange between countries and governmental and non-governmental organisations in the field of education should be intensified by sharing experiences, training courses, curricula and practices.
- Continuous training for teachers and educators, alongside developing competencies in line with technology and globalisation.

### Footnotes:

Masaoud Amrawi, the former media officer at the National Union of Education and Training Workers, confirmed that Ben Ghobrit's actions consistently demonstrate that her only goal since assuming her position, from a pedagogical and educational standpoint, is to Frenchify the Algerian school system. In a protest call, the union stated that the educational system is being undermined and that national constants and identity are under attack. Examples include the removal of the Basmala from textbooks, the exclusion of the union from contributing to the reform of the educational system, shocking errors in textbooks, the use of Masonic symbols in training curricula, the Frenchification of education and the marginalisation of Algerian educational staff in the development of curricula and textbooks.

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