

## Clinical study of the educational system in Oman

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### Summary:

Education in Oman is based on a 6-3-3 system, which means six years of primary education, three years of preparatory education, and three years of secondary education. Primary education begins at age of six years and continues for six years and above. Primary education is not compulsory, but despite it not being compulsory, there are a growing number of Omani childrens are attending due to a widespread support of education. In Oman primary level, students learned basic skills. Primary education enrolment was 76 percent of all relevant age-group children in 1997. Once children are successfully complete primary education, they are promoted to their first grade of the preparatory level of education.

Key Words: Clinical study, Educational system, Nation

### Introduction:

Pre-university education in the country has three fundamental stages: primary, preparatory (or basic education), and secondary. Primary education lasts a total of six years and is followed by preparatory education. Every student in Omani pays attention to preparatory schooling because its academic results establish the sort of secondary education one will be bound to receive.

In Oman Education is not compulsory at any level, but it is never the less provided at no cost for the student up until the end of the secondary level. In 1970. Oman's educational programme expanded in the national level quite abruptly during the 1970s up to the early 1980s. Sultan Qabus in 1986, University (found near Muscat), which is the first public university, officially opened for admission. By the latter part of the 80s, there were about 275,000 students attending roughly 700 schools.

In 1998, there were about 411 primary schools with 313,516 students attending and 12,052 members of the teaching community. Between the years 2006 and 2007, the numbers almost doubled, with 560,000 students attending already more than a thousand public schools, plus about 20,000 students attending private schools. There has been a movement against adult illiteracy rate in Oman. In 2000, the adult illiteracy rate was approximately 28.1% of the Omani population, with females

making up the majority of this fraction. By 2006, the adult literacy percentage has significantly increased from 54.7% (1990) to 85.6%, in the same way that the youth literacy rate grew from 85.6% to 97.3%.

### Ministry of Education-

1. The school education manages in all stage.
2. The Ministry's responsibilities include the development of education policies, curriculumme and school-books, development of student performance assessment mechanisms; overseeing the work progress in all schools and providing technical and administrative support for teaching and administrative personnel in Oman's schools.
3. The Ministry is gradually working towards conferring more financial and administrative powers to Directorates.
4. The Directorates General of Education across all governorates are in charge of the implementation of the Ministry's plan, and in return

### School Education System:

The School Education System comprises

1. pre-school education,
2. public school education.
3. Private school education.

### Preprimary & Primary Education

In 1993, there are no government established nursery schools in Oman. As Oman's society

developed and grow, more women are entering the workplace, thus creating a growing need for government-supported nursery schools. Although there were some nongovernmental schools, the government had not taken steps in that area. For this Omani culture supports children being cared for by their parents or extended family members. However, Omani women are continuing their education and pursuing professional roles, added nursery schools will be useful.

**1) Pre-School Education:**

**The Ministry of Education attaches –**

- Importance to pre-school education increases enrollment rates.
- From year 2008/2009 Academic Year, the Ministry of Education has been responsible for the technical supervision of all schools and centers that provide pre-school educational programs which had been supervised by several government's institute.
- Ministry assumed full responsibility for the private schools and pre-school programs, including licensing and the recruitment of teaching, technical and administrative staff.

**Advantages-**

1. The most important of which is the development of policies on Curricula and qualifications of teachers
2. The application of national standards of education
3. The proportion of students, teachers, hours, and the quality of resources and also facilities.

**2) Public School Education:**

Public school education comprises the following:

**1. Basic Education:** Divided into 2 cycles:

- a. Cycle 1 =Grades 1 – 4- Students of both sexes are taught in the same classes. The staff in these schools is exclusively females.
- b. Cycle 2 -Grades 5 – 10-Male and female students at this level are taught in separate schools. Accordingly, the staff can be either made up of males or females.

**2. Post-Basic Education** (Grades 11-12):

It represents the education in grades 11 and 12 after the completion of the second cycle of basic education in terms of teaching students by either male or female instructors.

**3. Continuing Education:**

This is a type of public school education and includes:

**Literacy Programs:** Three-year school programs, following which graduates obtain a Free from Illiteracy Certificate, equivalent to completing Grade 6 of basic education, and may proceed to Grade 7.

**Adult Education:** Starting from the Grade 7 till Grade 12. Adult education is divided into regular schooling at the centers and free home schooling.

**3) Private School Education:**

The Ministry is in charge of the technical and administrative supervision of private schools. That is in terms of examining and approving the educational programs and curricula adopted in private schools. There are several types of schools offering private education:- Monolingual (एकभाषी) bilingual (बहुभाषी) and international schools.- International schools which offer educational programs and curricula accredited by international education systems/bodies.

**A) Quantitative Accomplishments (Enrollment in School):**

1. Past 48 years, the education system has seen major developments.
2. By the 2019-2018 academic years, the number of schools reached (1,124) schools, offering education to (5,79,024) male, female students and employing (56,385) male and female teachers.

**B) Statistical indicators-**

- a. children's complete primary education over 98% in net enrolment ratio.
- b. Lilliteracy rate OF Omanis for -more than 15 years-- the percentage dropped to approximately - in 2017 there are 4.31% among males and 9.08% among females.

**Special Education Schools and Programs:**

The Ministry support provided to special education schools and programs. These services are targeting students with disabilities (motor, visual, hearing and intellectual), as well as students with

special needs (learning difficulties and speech-language impairment). The Ministry has launched several initiatives aimed at developing the services provided to these students through the following schools and programs:

1. Special Education Schools-they comprise three schools like Al Fikriyah School for students with intellectual disabilities, Al Amal School for students with hearing disabilities and Omar Bin Al Khattab Institute for the Blind.
2. Addressing Learning Disabilities in Schools Program: This was implemented in 2000-2001, and then expanded to schools offering programs for the Cycle 1 (grades 1-4) and grade 9 of basic education.
3. The Integration of Children with Disabilities Program in basic education schools: the Ministry implemented this program starting from 2005/2006 academic year by opening separate special classrooms for students with hearing and intellectual disabilities. The program was expanded to cover all the Governorates across the Sultanate.
4. Speech-Language impairment Program: The program aims to provide diagnostics and therapeutic services to students with speech and language impairments through visits conducted by speech-language pathologists to targeted schools.(Total / Partial) Integration Program of students with autism disorder in general / basic education schools.

This is a program to integrate children with autism was initiated in the academic year 2016-2017. The program aims to provide educational and rehabilitative services to support these students to integrate them into the school environment to become more effective in the community. The program also aims to promote effective community participation for sustainable development. The program was implemented in cooperation with the Ministry of Social Development, Sultan Qaboos University and Sultan Qaboos University Hospital.

The Ministry is currently developing a strategy for the implementation of comprehensive education in its broadest sense in cooperation with UNESCO, UNICEF and carried out to identify the challenges facing its implementation.

### **Education System Evaluation:**

The Ministry conducted several studies aimed at identifying the strengths and weaknesses of the education system. "Education cooperation with the World Bank. In the year 2013, the Ministry conducted an extensive study entitled In Oman Evaluation system for 1-12 in cooperation with the New Zealand Association for Research. The two studies concluded with a number of proposals and recommendations which the ministry benefited from as starting points for achieving quality in education. The Ministry also began the drafting of the document of the general framework for education policy development along with its implementation plans.

### **Main Developmental Projects**

There are many development projects like

- 1.National Career Guidance Centre:
- 2.National Center for Educational Evaluation and Examinations:
- 3.Specialized Center for Professional Training of Teachers:
- 4.The Oman Center for School Evaluation:
- 5.Private Schools Rating Office:

### **Developing Expenditure on Education:**

The Ministry has started reviewing the financial management system so that the decision-making process is based on clear basis. Among the most notable accomplishments in this regard are participating in a study regarding the public expenditure on education in cooperation with the Ministry of World Bank and Finance.Improving the overall efficiency of the educational system in terms of resources, funding and improving the quality, alignment and equity in educational services, in a cooperation between the Ministry represented by the Oman National Commission for Education, Culture and Science and the International Bureau of Education. Expanding decentralization in the financial works by supplying directorates of education with the equipment and software necessary for the financial system users.

### **Conclusion:**

Oman is an advanced nation for the betterment of its manpower. Out of Religion, tradition, superstition, Oman has made their progress

with the sole goal of human development. They have used highly advanced, trained manpower for pre-primary education to university education as well as vocational education. Oman is known in the world as an educationally advanced nation.

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