

International Education Issues in Saudi Arabia's Public Education Curricula: An Analytical Study

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The objective of this study is to improve the situation of the general education curriculum in Saudi Arabia, in line with global aspirations in this area and a proposal to implement international education issues in general education curricula. The study was centered on answering the following questions: What is the reality of issues of international education in some of the curricula of the general education schools in Saudi Arabia? What are the most important issues of international education—after identifying and learning from the experiences of countries such as the United States of America and Britain—that can be included in the curricula of public education in Saudi Arabia? The study sample was limited to the Arabic language and Social Studies courses at different levels, namely elementary, middle and high school, which were compared to the general education curricula in the United States and Britain. In light of the experiences found in other countries, the study recommends the integration of the values of international education, such as peace, human rights and multiculturalism, in classrooms and extracurricular activities at all levels of public education in Saudi Arabia. Finally, the study concludes with specifying certain international education issues to be included in each stage of education.

Introduction:

The study of international issues and problems has become a necessity that must be addressed by researchers to understand the causes and to provide appropriate solutions; in accordance with global changes, students must be provided with knowledge to make them understand the world around them.

International education offers potential solutions to many of the problems of the world; while we are in the twenty-first century, we must begin the process of redesigning schools to create national institutions with an international character, which lends great importance to the curriculum. An international orientation is still one of the major challenges that should be improved (Hayden & Thompson, 2003, p. 9 - 97).

The study highlights that thinking about the future does not hold an important place in the Arab world in general. Al-Ayesh (2008) reported that those in charge of preparing the report of the Arab Thought Forum on education

noted that after reviewing the official documents of the Arab countries' educational objectives, "the preparation of citizens for the future" was not a clear and explicit objective of education in the Arab world.

Therefore, it is very crucial to focus on thinking about the future and preparing learners for a prosperous global future, through studying and surveying the issues of international education curricula to provide recommendations by including the most important issues.

Therefore, the study is centered on the following questions:

- 1 - What are the issues of international education in some of the curricula of general education schools in Saudi Arabia?
- 2 - What are the most important issues of international education that can be included in the Saudi public education curricula after identifying and learning from the

experiences of countries such as the United States and Britain?

The objectives of this study are to build on the reality of international education in some of the general education curricula in Saudi Arabia and, using the experiences of other countries, to visualize the most important issues of international education that can be included in the general education curricula in Saudi Arabia.

The important points of this research are to:

1. Respond to the recommendations of conferences at the local and global levels regarding the need to include international education in general education curricula.
2. Implement international education—which will have paramount importance and a profound effect on all elements of education, especially in the curriculum—to ensure the achievement of the desired goals.
3. Keep pace with globalization and develop a deep understanding of the international dimensions of education and culture to achieve communication and form trends that reflect this culture.
4. Keep pace with the project of changing the secondary-level curricula of Saudi Arabia for the 2014-2015 academic year by clarifying the gaps in previous approaches by including international education concepts.

This paper is organized as follows. Following this introduction is the literature review in section 2. The methodology is presented in section 3, with analysis and discussion in section 4, and results and recommendations in section 5. Finally, section 6 concludes this paper.

Literature Review:

The modern world is interested in the issues of international education and its subfields; hence, intensive scientific efforts are needed to simplify and apply it to daily life, especially with the crystallization of the ideas of globalization and the global world. Therefore, by linking humans to universality and globalism,

it focuses on the homogenization of cultures and civilizations (Yahya 1422 H). However, this concept embodies a contradiction between the point of view of liberal advocates who celebrate interdependence between nations and the radical view that sees it as an increase in the global dominance of capitalism (Ahmed, 2012).

This view is confirmed by many scientists, such as Antonio Gramsci, who presented a model for the concept of dominance from a Marxist perspective. Regarding the cultural dimension of dominance, he observed that the educational institutions of the state are the source of cultural domination, exercising their influence through many channels. In his opinion, the most dangerous types of dominance are those that can follow a type of reservation track to achieve positive learning processes with narcissism and aggressiveness, i.e., authoritarian dominance.

From this perspective, it is clear that the reasons for adopting international education are due to the effects of political and economic globalization; transitions to democracy; the use of distance education; increases in the number of self-teaching websites; increases in violence resulting from international conflicts; cultural heritage and its impact on the labor market as a result of labor migration; and the communications revolution, which helped to disseminate different cultures, requiring the development of values that respect cultural pluralism. Adding to the above factors are the problems faced by the international community, such as the increase in growth, environmental degradation and poverty, which require wide-ranging remedial actions that will revive the spirit of international cooperation and enhance its capabilities (Lashin & Abdul-Jawad, 2012).

Since its establishment, UNESCO has created global networks and adopted international and regional educational models and systems at all levels of education for mutual communication, human rights, international education and tolerance. In pre-university education, UNESCO set up a network of affiliated schools to promote understanding and peace by incorporating the concepts of international education into course material (UNESCO, 2001). In addition, the results of the study by (Hanna, 2000), which drew on international

experience, indicated that the teaching of global mutual understanding by integrating it into course materials is better than teaching it independently as a separate course. UNESCO also encouraged the establishment of "UNESCO Clubs" in different educational institutions through school activities. It also stressed strengthening the relationship between schools and clubs as one element of international education in schooling, in addition to its ongoing efforts to add an international dimension to different curricula to keep pace with successive and rapid global changes (UNESCO, 2001).

A study by Guven, 2008, shows that the reform movements came only after knowing that there were errors and that the current reality shows that the targets, as well as the achievements, were incomplete and imperfect; this was due to not considering the global changes that have been adopted in the world with regard to education.

All of these changes have forced the citizens of the Arab world into a frantic race against time or bet on a future that holds many challenges, first and foremost, the need to think about those challenges and prepare for them by raising individuals who are able to face them and meet them (Al-Omran, 1992, p. 1).

The recommendations of the Education and the New World Order Conference, held in Egypt in 1992, affirmed the need to expand international understanding in curricula, the positive concepts associated with the so-called new world order—freedom, democracy, humanity and others in the areas of education, students, and nations—and encouraged beginning to apply them in the community (Gutub et al., 1992, p 190). International education reflects concerns of the dialogue of civilizations, respect for others, cultural interaction, the strengthening of citizenship, cultural tolerance, child and other human rights, world peace, and international cooperation, in addition to providing an international dimension to educational systems and institutions of all types (Ahmad 2012).

All of these factors, among others, motivated the author to study the issues of international education in the public education curricula of the Kingdom of Saudi Arabia and the associated problems and requirements to

provide a vision of the most important issues that can be included in those curricula given the experiences in this field of particular developed countries.

2.1 The emergence of international education:

At the beginning of the seventies, international education appeared as an educational movement in the United States and grew dramatically from the eighties until the present time. Since then, education has gone through different stages characterized mostly by success, where it was noted that education has adopted international curricula in the past two decades (Al-Qahtani, 1994, p. 47).

In the eighties, the idea of international education arose in developing countries based on the conviction that a nation's future is linked to the ability of successive generations to address the rest of the world and accept the challenge of competition in the economic field. Therefore, it became necessary to prepare students for effective participation in a world where people are connected with each other at various levels, namely economic, industrial, political and cultural, and it becomes necessary for them to act as citizens in a global world.

The United Nations issued a decision to make 1970 International Education Year, and in 1973, it established the International Studies Project in the United Kingdom, which includes:

- Studying countries and cultures while focusing on more than one nation.
- Studying contemporary international issues and interactions between the countries of the world.

In 1997, during the 29th session of the General Conference of UNESCO, the government of the Republic of Korea proposed the establishment of the Asia-Pacific Centre of Education for International Understanding. The center's mission is to strengthen and play an important role in education, training, research, and curriculum development for international understanding in the Asia-Pacific region (UNESCO, 1997).

In 1982, the Association of American Geographers stressed the importance of

international understanding. In 1984, the Joint Committee on Geographic Education, which consisted of the National Council for Geographic Education and the Association of American Geographers, prepared a guide to teach geography in the general education system. This guide was translated into Arabic in 1992 and emphasizes the importance of geography in education given its international issues and different concepts (Yahya, 1992).

International understanding led to the emergence of a range of political and economic systems, such as the World Trade Organization and the integration and interdependence of all of the elements of the global system. Additionally, the expansion of telecommunications and networking, which is linked to the emergence of new computer technologies, has led to increasing interest in international education within public education and teacher preparation institutions (Yahya, 1992).

In 2011, UNESCO emphasized the necessity of including this area in all activities and materials regardless of the educational system through applying recommendations that could alleviate different types of conflict. A study by Issa (2004) confirmed that taking the appropriate measures for the development of international education, in coordination with the National Commissions for UNESCO formulas, leads to the advancement of international education.

2.2 International education goals:

El-Sherbini in Al-lagany et al. (1990) reported that the general goals of international education can determine the following:

- Understanding of the role of humans in a global world
- The study of human activities and training on decision-making
- Grasp of the overall picture of the global system
- The formation of trends that reflect respect for cultural differences

In this context, according to a study by Kerr, 2011, the states of Nebraska and Pennsylvania currently have laws prohibiting public school teachers from wearing religious garb because of

the belief that it may affect the beliefs of students. However, this decision was met with criticism from many countries, especially within the United States, because of the violation of personal liberties.

The study explains that such a decision in this globalized era, which penetrates borders and principles dedicated to the respect of others, has shown that these are just allegations that lack evidence. Hence, the implementation of such policies in the context of globalization may affect the transition of students between communities and will be considered a type of discrimination.

On the contrary, this will contribute to the educational process in view of the increasing interdependence and communication between countries and migratory flows that would be crucial for people to develop the necessary skills to understand and help others. As religious diversity is just one of many aspects of globalization, citizens must acquire tolerance and knowledge of this diversity by allowing school personnel to wear uniforms.

2.3 International education issues:

The research on international education, explained by Lashin and others in (Liopez, 2000, p. 35), states that there are multiple areas of international education where education for peace and security comes to the forefront to help students acquire tolerant and non-violent qualities.

The international organizations have identified the elements of international education from which curricula can be derived: world peace, national cultures, international systems, the environment, human rights, international issues and problems, and the United Nations. These elements were outlined by Abdul Aziz (1999, pp. 301 -303), Abdullah (1996), Salam (1997) and Abboud (1980) as follows:

The study by Issa (2004) demonstrated the faith in and global recognition of the role that education plays in achieving international understanding and peace in a world of conflict, tension and war.

The study by Hanna (2000) illustrates that international education can gradually prepare students for understanding the world from the

beginning of their schooling and starts by directing precise trends and sound relationships in their family lives. This can be achieved by gradually widening their loyalty to include their local environment, their nation and the world they live in.

International education helps students to see themselves as citizens, consumers and producers, as well as understand the process of cultural communication in the international community, who learn to adapt to that community by using modern technology and protect the ecosystem by respecting and maintaining it.

The whole world is the human environment that God perfectly created and balanced, and humans interact with this natural order, which exists alongside the system of civilization. Therefore, through this interaction, ecological imbalance may potentially occur because of human ignorance, misuse of resources, or aggression toward the environment. Therefore, human behavior toward the environment needs to be adjusted scientifically, thus making the issue of the environment an international issue rather than a local issue (Abdullah, 1996). Because humans are in charge of the biosphere, this responsibility has increased and it is no longer national or local but has become a global obligation that can be observed through the establishment of joint scientific research programs between governments for humanity and the biosphere. This has also been reflected in several international conferences supported by international organizations such as UNESCO to maintain the balance of the environment.

Since World War II, global attention to human rights has increased because human rights differ in their meanings and significance from one country to another, even though all agree on the human aspiration for a better life. Despite the issuance of the Universal Declaration of Human Rights in 1948, there are still those who ignore and violate human rights internationally.

International education emphasizes human values related to human rights and how to understand them between cultures. The affirmation of democracy is based on the principles of respect for human rights, complete freedom in making personal decisions, respect

for all that is humane, and the role of international education in helping students understand the contradictions among world views on human rights (Salam, 1997).

The study of international issues became a necessity, which students must live with by knowing their causes, consequences, and how to find solutions for these issues, which have the following important characteristics:

- They transcend national boundaries.
- Their solutions cannot be accomplished within a single state.
- They are characterized by the nature of the conflict.
- They are continual; they last for a long time before being resolved.
- These international issues are interdependent, and their solutions can be affected by factors that are associated with other problems (Abboud, 1980).

2.4 - International education in schools:

Al-Hwaik (Al-Hwaik 2010) reported that most of the international declarations agree on the following:

1. Teaching foreign languages. Where most of the universities in the United States and Australia introduced foreign languages into their programs and the Education Committee in the European Community integrated policies, which include the following essential elements:
 - A The introduction of foreign language education in the curricula of all educational institutions and the encouragement of students to master at least three foreign languages.
 - B The encouragement of using foreign languages as the medium of instruction in schools and universities.
2. Making national certifications internationally recognized. The International Baccalaureate, Abibac, and the European Credit Transfer System

- (ECTS) distribute academic achievements over eight years (3 years for a Bachelor's degree, 2 years for a Master's degree, and 3 years for a Ph.D.); therefore, all European countries recognize the certificates issued by any European country.
3. Encouraging international exchanges of students, professors and researchers for periods ranging between 3 and 12 months. The student who travels develops different capacities to adapt to geographical, social, linguistic, cultural and intellectual changes, which helps him/her acquire suitable skills for dealing with all types of differences and changes and increases self-confidence. The same study confirms that the student who expands his/her affiliations and adapts to their present environment is confident that no one can uproot his/her heritage and erase his/her national identity.
 4. The need to introduce the goals of international education to curricula and teaching methods.

2.5 International education related to teachers and curricula:

2.5.1 The teacher:

In 1976, the World Organization for the Federation of Educational Trade Unions announced the approval of a set of recommendations for the international community. These recommendations appeared in the Journal of the National Association of Teachers in Further and Higher Education and are as follows:

- To encourage open discussion that allows students to express their views and respect the opinions of others.
- To support social justice for all students in their classrooms, schools and communities.
- To support the concept of international education and strengthen it through

curricula that respect the differences between cultures.

- To use suitable multimedia to support and clarify the concept of the international community.
- To renounce teachers' intolerance or bias against particular individuals and give everyone the opportunity to highlight their role in the international community.
- To help students understand their responsibilities by respecting interdependence between individuals and people of different countries.
- To affirm the concept of international education at the stage of "Teachers Preparation" until they achieve this concept with their students (Abdul Aziz, 1999).

Several studies have agreed to the need for the preparation of an international education curriculum; hence, a study of the American Association of Colleges of Teacher Education (1990) aimed to build a set of guidelines and plan the development of international education in teacher preparation programs in the state of Washington, so it is characterized as international. The study also proposed the need to develop university courses so that international education is an integral part of the general and specialized programs of teachers in the American multicultural society. Another study (Merryfield, 1994) asserted a need to achieve global knowledge for teachers in general, as is the case for the content specialist in the topics that will be taught in the future. Equally studying local cultures and overlapping cultures at home and abroad is important, in addition to interest in the content and experiences that are used during teacher preparation programs.

A study by (Malisa et al., 2007) confirmed that the teacher preparation programs in the United States, which offer specialized courses in comparative and international education, should be re-evaluated. Where the objectives of these courses are achieving international education and awareness and locating education in an international context, it is worth mentioning that American education did not develop in isolation from the rest of the world but that the education

and Americanization are synonymous. Americanization represents engaging in the contest of ideologies and identities locally and internationally because globalization, modernism, postmodernism, and openness to different world views are all linked together.

Research by (Al-Khasawneh, 2009) stated that the New World Order wants to revisit teacher preparation according to globalization trends. Hence, a different vision is needed to face the challenges posed by the nature of the current age, as the success of any educational process depends largely on the extent of its success in teacher preparation.

In this context, the contemporary role of teachers in meeting current and future challenges can be determined as follows (Gilpin & Gurab, 2000, p. 251):

- To take education to the global market while retaining the style and features of national and cultural identity, by facing the effects of the dominant forces.
- To rely on education to model rational choices.
- To develop alternatives to the dominant models and their collapse, as well as communication strategies.
- To achieve unity of integration between the parts confirmed through scientific and educational organization with an emphasis on links to the humanities.
- To provide stability for normal practice in the forms of science and education, to achieve creativity.
- To confirm the legitimacy of individual and collective creativity to allow for growth in the context of human relationships.
- To provide freedom to invest available resources and develop educational policies and exploit them according to global changes and visions of the future.
- To use the ascendancy of the positive perspective as a means of social control, which is considered

a positive value if is invested properly in favor of prosperity.

2.5.2 The curriculum:

In 1974, the 18th General Conference of UNESCO issued its Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, which focused on the international dimensions of education, as well as the most prominent goals for the educational authorities, given the following points:

- 1) The clarity of the international dimension of education and international prominence at all levels and stages of education.
- 2) The contribution of international education to the values of respect and understanding among all cultures and civilizations and the methods and means of livelihood.
- 3) The development of international awareness toward interdependence among peoples and their countries.
- 4) The development of the individual's capacity to communicate with others.
- 5) The development of the individual's awareness of their rights and obligations within the national and international community.
- 6) The development of understanding for international cooperation and solidarity.
- 7) The development of the individual's preparation to participate in solving local problems that arise in the native language and then to contribute to solving the problems of the world (Obeid, 1992).

It is essential that the international education curriculum fulfills the emotional and academic needs of those studying it; for the international education curriculum to achieve this goal, it must contain two approaches (Hayden & Thompson, 2003, pp. 115-116):

Under the first approach, it should be considered as a comprehensive approach for the institution that carries all aspects of the academy

that have been codified and those hidden aspects that represent the political, cultural and social messages delivered during formal lessons and social activities, which are informal lessons. Under the second approach, the international curriculum should provide students with the opportunity to see the world from a wider perspective, one that is able to understand and absorb other cultures.

According to most research in this area, the curriculum content must be reconfigured to include the dimensions/issues of international education. For example, determining the content of the geography curriculum and its methods of teaching in a certain way can lead the student to discover that everything in the universe is inevitably interconnected; he/she is aware of the impact of the environment on humans, the importance of preserving the environment in all of its dimensions, and the importance of respecting human rights and the application of justice (Al-Hwaik, 2010).

(El-Sherbini, 1999), in a proposed study of a geography curriculum for an international education program, recommends the creation of exhibitions or museums for different cultures of the world by contacting the embassies of countries, cultural and tourism offices for brochures, publications, maps, movies, pictures, posters, and other learning sources that reflect the cultures and civilizations of the people.

Three case studies conducted by (Atwa & Clarks in 2005) on groups of mathematics teachers from universities in Australia, Colombia and the Philippines demonstrated that not all countries participate equally in taking advantage of globalization; some feel isolated and disempowered because the resources necessary to conduct research, curriculum development and professional achievement are expensive. At the same time, they noted that knowledge is not a commodity that can be transferred intact from teachers to students or from one context to another to be useful. Therefore, it must be developed locally to contain some of the historical and cultural context, and states must build the capacity of educators and teachers, enabling them to generate knowledge and experience to develop their own curricula.

1. METHODOLOGY:

The methodology in this study will follow the descriptive analytical method, which describes a set of procedures that integrate research depending on the facts and data collection, classification, processing and analysis to extract and access results or generalizations on the phenomenon or topic in question (Al-Rashidi, 2000, p. 95). A more comprehensive definition of the descriptive analytical method is given by Al-Assaf and is the same as Berlson's, i.e., a research method is applied to reach quantitative description of purposeful and structured content (Al-Assaf, 1989, P. 235).

The study sample was limited to particular general education curricula in Saudi Arabia (Arabic language and social studies courses) for elementary, middle and high school and the general education curricula in developed countries such as the United States and Britain. Textbooks in Saudi public education are provided for free by the Ministry of Education. The academic year is divided into two semesters, and each semester has its own textbooks. It is also noted that in some grades, the textbooks for boys and girls may differ in content, and this is clearly mentioned on the textbook cover.

This research has the following limitations:

- 1 - Spatial boundaries: specific general education curricula in Saudi Arabia for elementary, middle and high school. Additionally, some of the most important issues of general education curricula in developed countries, such as the United States and Britain, are identified.
- 2 - Objective boundaries: limited research on issues of international education in some of the different approaches.
- 3 - Temporal boundaries: the second semester of the 2013-2014 academic year.

2. Analysis and Discussion:

The study starts by analyzing some of the experiences of developed countries that have introduced international education issues into their curricula. The examples used in this study include experiences from Britain and the United States.

4.1 International Education Issues found in British Curricula:

The British education system varies, especially at the elementary level, where skills, knowledge and cultures enrich children's outcomes. With an emphasis on mathematics and English language, including the pronunciation of the letters, dictation, and the natural sciences, there is a focus on teaching by entertainment and the acquisition of a minimum

level of skills that enable the student to become self-reliant in the middle stage.

With regard to issues contained in the curriculum of international education, Hayles mentioned that these issues come from within the extracurricular activities that support the curriculum themes and are subject to the keenness of the teacher to address these issues (Hayles, 2013). Table 1 summarizes these issues:

Table 1: International issues found in extracurricular activities by Hayles (Hayles, 2013)

School Grade	Curriculum	Comments and International Issues in the curriculum
Foundational Stage (4 years of age)	Religious Education Citizenship History Other Subjects	International education can be viewed as having the following aims. To encourage young people to: <ul style="list-style-type: none"> • Become global citizens • Develop language skills • Improve their chances of employment in a global economy. International themes can be identified in the following areas:
Key Stage 1 (5-7 years of age)	Religious Education Citizenship History Other Subjects	<u>Religious Education:</u> The aim of religious education is to encourage and assist all pupils in exploring and expressing their own response to the spiritual and religious approaches to life by enabling them: <ol style="list-style-type: none"> a. To acquire a basic knowledge and understanding of religious beliefs and practices. b. To understand and respect how religious beliefs and values affect ways of living. c. To develop an increasingly reflective and caring approach to life. d. To gain an awareness of the spiritual dimension of life.
Key Stage 2 (8-11 years of age)	Religious Education Citizenship Languages History Other Subjects	Christianity and the other principal religions must be referred to in every aspect of this aim. <ul style="list-style-type: none"> • RE addresses important questions about the meaning and purpose of existence and what is ultimately worthwhile and valuable in life. • RE should make a positive, strong contribution to pupils' spiritual, moral, social and cultural development. A study of religious beliefs and practice is essential to an understanding of Britain and the rest of the world. • Through RE, schools and colleges have a unique opportunity to break down some fundamental barriers to understanding.
		Over the years, practice has developed for drawing insights primarily from six religions that have a significant following worldwide and are also among the principal religious communities of the UK,

School Grade	Curriculum	Comments and International Issues in the curriculum
		<p>namely Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.</p> <p><u>Citizenship</u> We want young people to leave our schools with an understanding of the political, legal and economic functions of adult society and with the social and moral awareness to thrive in it. Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and their communities. It is not about trying to fit everyone into the same mold or about creating 'model' or 'good' citizens. In our school, we do not simply want to teach citizenship but to demonstrate it through the way we operate to make students:</p> <ul style="list-style-type: none"> • aware of their rights and responsibilities as citizens; • informed about the social and political world; • concerned about the welfare of others; • articulate in their opinions and arguments; • capable of having an influence on the world; • active in their communities; • responsible in how they act as citizens. <p><u>Languages:</u> All UK KS 2 children from September 2014 must learn a modern foreign language.</p> <p><u>History:</u> Teaching of history enables the pupils to achieve various instructional objectives in a hierarchical manner. These objectives are (1) Knowledge, (2) Understanding, (3) Critical thinking, (4) Practical skills, (5) Interests and (6) Attitudes relating to historical matters. This will involve looking at various periods of history and will, of course, involve looking at various other countries and cultures. The attitudes that the study of history can develop are particularly important, and pupils should:</p> <ol style="list-style-type: none"> (a) Show respect toward other people, ways of life, ideas, etc.; (b) Know about other religions and faiths; (c) Establish friendship with other people; (d) Understand the main religions and their principles; (e) Cooperate with others in social and historical activities; (f) Appreciate cultural differences; and (g) Believe in equality for man irrespective of caste, class, creed, color and religion. <p><u>Other Subjects:</u> Many other subjects give opportunities to look at international aspects, e.g., artists and mathematicians from around the world;</p>

School Grade	Curriculum	Comments and International Issues in the curriculum
		geographical features of landscapes in other countries, etc.

4.2 International Education Issues found in American Curricula:

When comparing the issues addressed by the curricula in each country, it is very important to emphasize how to build the curriculum and what the role of the teacher is. In Saudi Arabia, the Ministry of Education determines the general framework of the curriculum and its required content, tools and evaluation questions. Hence, there is no room for the teacher to become involved in this process because the ministry determines and is responsible for everything presented by the teacher in the classroom. Therefore, by studying the curriculum, it is easy to identify international issues addressed in it. On the other hand, in the United States, the process is completely different. There are standards at the federal and state levels for each course curriculum, which the teacher must offer his/her students. Thus, there are two parts: the first is what the decision makers identify as knowledge and skills that students should acquire, and the second is the organization of content through which these objectives are achieved. This framework allows the teacher to determine the content based on the capabilities and needs of his/her students (Tanner & Tanner, 2006). From this, we conclude by saying that

the teacher in the United States is responsible for issues contained in the content.

For the researcher to know the international issues discussed by U.S. teachers in their classrooms, interviews were carried out in the state of Kansas with teachers at all levels of general education; these teachers have preferred not to release their identities. In the interviews conducted by Fahad Al-Harbi (2014), Richard, a science teacher, said that "the content of his curriculum does not address any of the international issues raised by the researcher." This was also stressed by a history teacher, Mannagado, who stated that the objectives of his course focus on American history and that he does not see any goal that may be achieved by incorporating any of these important issues that could be included in another course. On the other hand, Michael, a geography teacher at the secondary level, mentioned that his curriculum includes some of these international issues and problems and that the most important issues being addressed are pollution and rising temperatures. Frank, a social studies teacher, stated that in his curriculum, he includes some international issues, such as the rights of students for his 12th grade students and racism for his 11th grade students (Al-Harbi, 2014). Table 2 below shows some of the issues within each educational stage.

Table 2: International Education Issues found in curricula at different stages of public education

Stage	International education issues included	Description in the curriculum
Elementary Level (Primary School)	Generally focuses on learning the basics without focusing on a particular issue.	Science curriculum at all levels
Intermediate Level (Middle School)	Did not address human rights	History curriculum level 8 (Grade 8)
Secondary Level (High School)	Solutions to the problems of the world, such as increasing population and pollution	Geography curriculum at three levels (Level 9, Level 10 and Level 11)

Racism and focus on "we / us" versus "others"	Language Arts Level 11.
Some issues such as the rights of the child	Social Studies Level 11
Racism	Social Studies Level 12

4.3: The reality of international education issues included in the curricula of the Kingdom of Saudi Arabia:

The random sample for the two subjects of the curriculum included Arabic language and national social studies, which are taught in general education (elementary and middle

school levels) for boys and girls. For the high school level, one course was chosen for boys and the other for girls to investigate if such issues of international education are included in these curricula. Below, the findings for each will be discussed.

First, Table 3 shows the availability of international education issues in the Arabic Language curriculum.

Table 3: Examples of International education issues in the Arabic Language curriculum in Saudi Arabia

No.	Textbook	Page No.	Text	Issues of international education
1	Grade 6, Semester II (Boys/Girls). Edition 1434-1435 H	109	"وهكذا يضرب لنا أبو حنيفة مثالا رائعا في أسلوب التعامل مع الناس حتى لو كانوا يخالفوننا في الفكر والتصرفات بل وفي العقيدة" "Hence, Abu Hanifa provides an excellent example of the way of dealing with people, even if they don't agree in thought, behavior, or faith."	Global thinking and the principle of accepting and respecting others' opinion
		153	"تبادل التجارب والمصالح في ظرف وجيز ، عبر العالم" "Exchange of experiences and interests in a short matter across the world"	
		102	"حقوقه وعدم مراعاته لحقوقهم يراعي" "Takes into account his rights and doesn't observe their rights."	Human Rights
		97	"(من حقوق المسلم حقا)" "One of the rights of a Muslim"	
		34	"بالرأي يسبب الألم الاستبداد" "Tyranny in opinion causes pain."	Rejection of tyranny and call for democracy
2	Arabic language (لغتي الجميلة) Grade -7	56	" حقوق الانسان حفظ"	Human Rights
		58	"Protecting human rights"	
		55	"أخو المسلم لا يظلمه فالمسلم" "A Muslim is the brother of a Muslim and he	Human Rights

	Semester I (Boys/Girls) Edition 1434/1435H		does not oppress him"	
		46	في التدريبات تضمن خيارات (احترام الآخرين وضده فرض الرأي والسلطة) "In the exercises, the options included (respecting others, against the imposition of opinion and power)"	Accepting others and respecting their opinion
3	Rhetoric and criticism Semester II Grade 10 (Girls) Edition 1434-1435 H	54	"مما يدل على حرية الرجل حنينه إلى وطنه" What demonstrates the freedom of man ... is homesickness."	Citizenship
		54	"السلام بمدينة أنا" "I am in the city of peace."	Peace values
		16	"الإنسان كدر السلام" "Humanity torments peace"	
		40	ربما اقتتل الوحش والوحش ، والطير أو الطير " اقتتال الساعة فإن دماءكم وأموالكم ولكنه "وأعراضكم حرام عليكم" Maybe a monster fought a monster, or a bird fought a bird but the fighting of time, your wealth and your honor are forbidden to you	Anti-peace values
4	Arabic literature Grade 10 Semester II (Girls) Edition 1434-1435 H	8	"هدمت صروح الظلم والفساد والعبودية ، وأقيم على أنقاضها صروح العدالة والنظام والأخلاق" "The edifices of injustice, corruption and slavery were demolished, and on its ruins justice, order and morality were built"	Democracy values
		9	"بنى المجتمع على المساواة والحرية و الإيثار " "Society was built on equality, freedom and self-sacrifice"	
		47	"أيها الناس إن دماءكم وأموالكم حرام عليكم إلى أن تلقوا ربكم لكم رؤوس أموالكم لا تظلمون ولا تظلمون " "O people, your blood and money are forbidden for you until you meet your Lord, but your capital is yours; do not oppress or be oppressed"	Human rights values
		10	"وأخيرا فإن الإسلام خلص الأدب ونقاه من الشوائب التي كانت عالقة به ،كالشعر الذي يدعو إلى العصبية" "Finally, Islam has cleaned the literature of impurities that were caught in it, such as poetry, which calls for partisanship"	Multiculturalism and the rejection of racism
		24	"إن الإسلام حارب العصبية " Islam fought partisanship	

		63	لان الأمويين لم يختلطوا بالأمة الأخرى بسبب الصراعات السياسية والدينية والقبلية "The Umayyads did not mingle with other nations because of political, religious and tribal conflicts."	The absence of multiculturalism racism
		74	"أن العصر الأموي تميز بإثارة النزعات القديمة والعصبية القبلية" "The Umayyad period was marked by fomenting strife and ancient tribal partisanship"	Focus on the idea of we/us and them
5	Grammar Grade 10 semester II (Girls) Edition 1434-1435 H	28	" هو يقول الحق " "He says the truth"	Human rights values
		31	"أنت تقولين الحق يا هند" "O Hind, you are saying the truth"	
		64	" المسلم من سلم المسلمون من لسانه ويده " "A Muslim is he who protects other Muslims from his tongue and hand"	The call for peace values
6	Library and research Grade 10 semester II (Girls) Edition 1434-1435 H	103	"الاتصال بالعالم الخارجي وتجاوز حدود المكان" "Contact with the outside world and overcome the limits of place."	International understanding and the call for globalization through communication
		71	تصنيف ديوي العشري، التصنيف العشري العالمي، " الكونجرس تصنيف مكتبة" "Dewey Decimal Classification, Universal Decimal Classification, Library of Congress classification"	Global understanding
7	Reading Grade 10 Semester II (Girls) Edition 1434-1435 H	20	تساعد في الكشف عن المجرمين أن بصمات الأصابع " الدوليين " "Fingerprints help in the detection of international criminals"	Values of peace and tolerance
		44	انه جلالة الملك الفيصل يصف والده العظيم رحمه الله " متسامح مع يتوخى حل المشكلات بالسلم أولا كما انه " خصومه " "His Majesty King Faisal describes his father, may Allah's mercy be on his soul, who always used to solve problems by peace first, as he was tolerant of his opponents"	
		11	"من تولى أمرا من أمور المسلمين وجب عليه العدل"	Human rights

			Who takes the responsibility of Muslim matters must rule with justice	concepts
		48	"استمرت المقارنات عدة سنوات في كل من كندا ، والولايات المتحدة الأمريكية، المملكة المتحدة"..... "The comparisons lasted several years in Canada, the United States, the United Kingdom"	International problem, The phenomenon of smoking
8	Reading Semester I (Islamic - and Regular Literature Programs) Grade 11 Edition 1434-1435 H	87	"عمل دائم في نصرة الحق" "Continuous work in support of the truth"	Human rights values
		88	"لا تمنعهم حقوقهم" "Do not deny them their rights"	
		89	"يفضل قول الحق وإن أهين على قول الباطل وإن أكرم" "Prefers to tell the truth, even if he was forced to lie by being generous to him"	
9	Literature - Grade 11 (Islamic, literature and Quran memorization programs) Semester I Edition 1434-1435 H	10	"شعر الحماسة في الحروب الصليبية" The Poetry of enthusiasm in the Crusades	Anti-peace values
		10	كانت لدى الغرب حب السيطرة والطمع في التوسع على " المسلمين حساب بلاد" "The West had a love of control and greed at the expense of expansion in the Muslim countries"	Control and dominance
		25	"الحنين إلى الوطن ورتاء المدن" Homesickness and lament of cities	Nationalism
		51	موشحة من موشحات الأندلس " A stanza from Andalusia"	Anti-peace values
		25	عزز الفن نفسه في الأندلس برجاله وملوكه في عهود " حرب الفرنجة قوتهم في" The art of Andalusia fortified its kings and men in the age of their strength in the war of the Franks	
		37	"رتاء أبطال المسلمين في حروبهم مع الفرنجة" "Lament the Muslim heroes in their wars with the Franks"	
10	Rhetoric and criticism Grade 11 (Islamic program) Semester I Edition 1434-1435 H	9	"وعلمك بحقوق الإسلام" "Your knowledge of Islamic rights"	Human Rights
		65	"دين الحق" Religion of truth	
		14	"وأنت ينبوع السلام" "You are the fountain of peace"	Peace

11	Library and Research Grade 11 (Islamic program) Semester I Edition 1434-1435 H	24	"الموسوعة المعاصرة في الأديان والمذاهب المعاصرة تعطي الحقائق الموضوعية عن التيارات الفكرية جملة من المنتشرة والسياسية والأحزاب والديانات والمذاهب" The Encyclopedia of contemporary religions and sects provides a number of objective facts about the different intellectual, political, parties, religions and sects spread all around the world.	Multiculturalism
		27	"الموسوعة التاريخية الجغرافية وهي متخصصة في مجال التاريخ والجغرافيا حيث تغطي بلدان العالم" "The Encyclopedia of Historical Geography, which is specialized in the field of history and geography, covers the countries of the world"	
		29	"الموسوعة العربية العالمية" Encyclopedia of the Arab World	
		42	"مواقع على الشبكة العالمية الانترنت" Websites on the World Wide Web	Globalism

Second, the availability of international education issues in national social studies is shown in Table 4:

Table 4: Examples of International education issues in the National Social Studies curriculum in Saudi Arabia

No.	Textbook	Page	النص	Text	Issues of international education
1	National Social Studies Grade 6 Semester II Edition 1434-1435H	4 Units	سكان وطني،موارد وطني، التممية في وطني،نحن والوطن	National population, national resources, the development of national identity; we and our homeland	Nationalism and patriotism
		5	للمحافظة على قيم المجتمع السعودي وعاداته وتقاليده، والاستفادة من معطيات ومنجزات الثقافات الأخرى	To maintain the values of Saudi society and its customs, traditions, and benefits from experiences and achievements of other cultures	Accept difference and diversity

		14	وينتظر إلا بعض المشكلات التي تهتم بها التربية الدولية لكن بشكل محلي في نحدث عن عوامل النمو السكاني في وطني كذلك الهجرة الوافدة إلى المملكة .	It only addresses some of the problems of interest to international education locally but addresses factors in national population growth as well as immigration.	International problems
		114	"حق المواطن في الأمن، حق المواطن في التعليم، حق في الرعاية الصحية الرعاية الاجتماعية"	"Citizen's right to security, citizen's right to education, the right to health care, social welfare"	Values of human rights
		127	" المحافظة على الأمن والممتلكات الخاصة والعامة احترام النظام أيضًا المحافظة على البيئة"	Protect security and private and public property, respect laws and preserve the environment.	Nationalism and sustainability
2	National Social Studies Grade 7 Semester I Edition 1434-1435H	89 , 85	تم التحدث في درسين عن الهجرة ومشكلاتها وأثارها وأمثلة عن مشكلات حدثت حاليا والزيادة السكانية هل تعتبر من قضايا مشكلات الدولية ...	Two lessons address migration—its problems and implications; examples of recent problems and population increases are considered instances of international problems...	International problems
3	History Grade 10 (Girls) Semester II Edition 1434-1435 H	56	"بعض البلدان التي انتشر فيها الإسلام عن طريق الدعاة والتجار"	"Some of the countries where Islam was spread by missionaries and traders"	Globalization
4	Geography Grade 10 (Girls) Semester I Edition 1434-1435H	50	"مثال خريطة العالم لصور الاستشعار عن بعد"	"An example of the world map for remote sensing images"	Globalization
		76	"أن من أهمية الصور الجوية المشكلات البيئية"	"The importance of aerial photographs of environmental problems"	
		54	"مقياس البياني صالح للاستخدام عالميا"	"Scale chart valid for use globally"	Globalization
		41	"خط التاريخ الدولي"	"International Historical Line"	International understanding
5	Human Geography Grade 11	77	" أصبح النمو السكاني في المدن اتجاها عالميا منذ القرون"	"Population growth has been a global trend in cities for centuries"	Global problems

Edition 1434- 1435H	116	"يتزايد السكان في الدول النامية بشكل كبير ولا يصاحب ذلك زيادة في النمو الاقتصادي مما أوقع الدول النامية في كثير من المشكلات"	"Growing populations in developing countries are not accompanied by a large increase in the economic growth of developing countries, causing many problems"	
	81	"مشكلة التعريف ببعض المشكلات كالتلوث الازدحام"	The problem of defining issues such as traffic pollution	International problems
	117	"تعتبر البطالة ظاهرة دولية منتشرة في جميع دول العالم بلا استثناء"	"Unemployment is an international phenomenon prevalent in all countries of the world without exception"	International problems
	111	"احتمالات وقوع حرب نووية محدودة الخسائر وبدون دمار كلي ولن يستطيع البقاء بعد هجوم نووي سوى الدول شديدة الضخامة"	"In the likelihood of a limited nuclear war without complete losses and destruction, no one will be able to survive after a nuclear attack, except for very large countries"	Vision for the future Against the values of peace
	111	"اليابان تعرضت للتدمير أثناء الحرب العالمية"	"Japan had been destroyed during World War II"	Against the values of peace
	124	"يمكن للدول أن تتعد عن سيطرة وهيمنة دول الاستعمار وذلك من خلال انتهاج سياسة الاعتماد على النفس والاهتمام بتكوين الفرد وتعاون الدول النامية"	"States can overcome the control and domination of the colonial countries by producing policies of self-reliance and interest in the constitution of the individual and the cooperation of developing countries"	Ending tyranny through the values of peace
History Grade 11 Edition 1434- 1435H	95	"الخلافات الدينية والمذهبية"	"Religious and sectarian differences"	The absence of multiculturalism
	95	"إهمال النظر في التطور الاجتماعي غيرهم حتى سبقتهم الأمم في الاستعداد"	"Neglecting social evolution placed other countries ahead of them in readiness"	Focusing on us/we and them
	97	"تقسيم المسلمين إلى فرق متناحرة"	"Muslims split into rival teams"	The absence of multiculturalism
	97	"إحياء دعوات الجاهلية"	Revive calls for ignorance	
	98	"نشوء الفرق الدينية نماذج من الفرق والطوائف"	The emergence of religious differences forms distinct communities	
	100	"العصبية والشعبوية والزندقة"	"partisanship and populism and heresy"	

107	"التعريف بالقومية.....تسببت القومية في اشعال حرب بين عالميتين"	"The definition of nationalism caused nationalism to ignite a war between world wars"	The emergence of nationalism
108, 130	"لذلك ظهرت القومية العربية"	"This is why Arab nationalism appeared "	
132	"أشكال الاستعمار.....التمييز العنصري والوصاية نظام فرضته عصبة الأمم على عدد من الشعوب بحجة عدم مقدرتها على إدارة شؤونها"	"Forms of colonialism racial discrimination guardianship system imposed by the League of Nations on a number of nations under the pretext of a lack of ability to manage their affairs"	Lack of accepting differences diversity
132	"أساليب الاستعمار زرع الأفكار القومية"	"Methods of colonialism plant ideas of nationalism"	Nationalism
135	"تشجيع الحركات الانفصالية وامدادها بالسلاح"	"To encourage separatist movements and supply them with weapons"	Against the values of disarmament
136	"فلسطين لاتزال تنتظر الخلاص والحرية والاستقلال"	"Palestine is still waiting for salvation, freedom and independence"	The absence of the values of peace
149	"قد نصت الآيات على تسهيل التعاون بين المسلمين في كل ما يحفظ الحق ويقيم العدل وينشر الأمن والسلام"	"The verses have stated the facilitation of cooperation between Muslims in what protects rights, provides Justice and spreads security and peace"	The values of peace
118	"توجه صلاح الدين إلى مهادنة الصليبيين وأظهر في سياسته معهم نوعا من المسالمة"	"Salahuddin went to make peace with the Crusaders and in his policy showed a kind of pacifism towards them"	
118	"دارت مفاوضات بين ريتشارد وصلاح الدين انتهت بصلح الرملة"	"Negotiations took place between Richard and Salahuddin, ending with the Truce of Ramla"	
120	"السماح للحجاج النصارى بزيارة بيت المقدس عزلا من السلاح"	"Allowed Christian pilgrims to visit the Holy Land unarmed"	
150	"وقد دعا الملك فيصل لتضامن الإسلامي"	"King Faisal has called for Islamic solidarity"	International understanding

			"إن الدعوة ليست تكتلا عدوانيا ضد أحد"	"The call is not aggressive against anyone"	
		154	"من أهداف منظمة التعاون الإسلامي على المستوى العالمي دعم السلام والأمن الدوليين وتنسيق التعاون بين المنظمة والمنظمة الأخرى ومحاربة التفرقة العنصرية والاستعمار واستغلال الدول المتقدمة والقضاء على الفقر.....و تضمن إعلان مؤتمر القمة الالتزام بتسوية المشكلات بالطرق السلمية مما يؤكد مساهمتها في تدعيم السلام والأمن الدوليين"	"One of the objectives of the Organization of Islamic Cooperation at the global level is to support international peace and security; to coordinate cooperation between the organization and the other organizations; to fight against apartheid, colonialism and exploitation of the developing countries; to eradicate poverty and to ensure the Summit Declaration: the obligation to settle problems by peaceful means, which confirms its contribution to the strengthening of international peace and security"	International understanding The values of peace Multiculturalis m Development International problems
7	National Social Studies Grade 11 (Islamic, General Literature Program) Edition 1434- 1435H	45	"إرساء قيم الاعتدال والوسطية في كل مناحي الحياة "	"Establish the values of moderation in all aspects of life"	The values of human rights
		69	"إبداء الرأي بحرية من الحقوق التي كفلتها الشرائع السماوية الحرية هي ممارسة الإنسان حقه بما لا يخل بحقوق الأخرين"	To express an opinion freely is from the rights guaranteed by divine laws Freedom is the exercise of rights without prejudicing the rights of others.	The values of freedom and human rights
		69	"التحرر والمحاورة من الأمور الفطرية التي فطر الإنسان عليها"	"Freedom and conversation are things that are instincts in humans"	Freedom of opinion and acceptance of others
		71	"والهدف من الحوار فلا بد أن يكون هدفا ساميا يحقق مصلحة عامة أو مصلحة خاصة "	"The objective of the dialogue should be a lofty goal in the interest of public or private interests"	

The similarities and differences between the issues of international education included in curricula of developed countries and the Kingdom of Saudi Arabia:

In an attempt to discover the content of international issues of education after analyzing the content of textbook samples from public

education curricula in Saudi Arabia, the results are presented in the next section.

3. Results and Recommendations:

Table 5 below provides the results obtained by comparing the international education issues

found in the curricula of Britain, the USA and Saudi Arabia.

Table 5: Comparison of international education issues in the curricula of the countries studied in this work.

Country	Issues of international education in the curriculum	The most important issues of international education absent in the curriculum
Britain (Extracurricular courses)	Focused on high school and middle school levels with some issues such as accepting other cultures, human rights and international problems such as pollution and the rights of children. Added to the middle school level: languages and respect for one another. In the elementary stage, it focused on democracy and political issues as well as cultures such as the Greeks and Romans.	<ul style="list-style-type: none"> • Scarcity of global thinking and a sense of belonging internationally. • Scarcity of values of international education and understanding. • Absence of the values of peace • Sustainability and development
United States	The scant availability of international education issues in the elementary stage has laid the basis without considering the international level. However, in the secondary stage, the curriculum touched on solutions to the problems of the world, such as increasing population and pollution, in addition to other issues such as the rights of children.	<ul style="list-style-type: none"> • Scarcity of global thinking and a sense of belonging internationally. • Scarcity of values on international education (human rights and international understanding) • Absence of the values of peace • Sustainability and development
Kingdom of Saudi Arabia	<p><u>Arabic language curriculum included:</u> Global thinking; the principle of accepting and respecting the opinions of others; the values of human rights, including the promise of democracy; the values of peace and tolerance; as well as the absence of multiculturalism and the focus on the idea of us and them; international understanding; global problems.</p> <p><u>The national social studies curriculum included:</u> Nationality and citizenship; international problems; sustainability; international understanding; the values of peace, disarmament and multiculturalism; focusing on the idea of us and them; and accepting the principle of respect for others' opinions.</p>	<ul style="list-style-type: none"> • Scarcity of global thinking and a sense of belonging internationally. • Scarcity of values of international education (international understanding). Despite that, it contains international education issues; however, at the same time, it contained issues against international education, such as: <ul style="list-style-type: none"> • The absence of discussions of multiculturalism and racism, focusing on the idea of us and others. • The absence of the values of peace • The absence of the principle of acceptance of others and respect for conscience. • The absence of providing solutions to global problems such as over-population and pollution.

Finally, from the analysis and discussion presented in this study, the author provides the following recommendations:

- The values of international education (peace, human rights, and multiculturalism) need to be consolidated in the classroom and extracurricular courses at all levels of public education locally and globally.
- Once the issues have been included in the international education curriculum, this curriculum will develop citizens who are able to efficiently communicate locally and internationally and achieve global thinking and a sense of international belonging.
- To eliminate racism and focus on the idea of us and others, awareness of international education must be spread.
- The absence of international education issues in most general education curricula locally and globally is an international problem that has to be the responsibility of organizations and

officials responsible for the curriculum, who must draft reports and studies to address the past and reform and change what is needed to achieve the goals of international education.

4. Conclusion:

International education issues that can be included in the curricula of Saudi Arabia in light of the discovery of the experiences of other countries:

By analyzing the current research, which addressed the curricula of developed countries (the United States and Britain) and the curriculum of the Arabic Language and National Social Studies of Saudi Arabia through the evaluation of students' developmental properties (physical, social, psychological, etc.) at different stages of education, the author proposes including the international education issues provided in Table 6 below.

Table 6: International education issues to be included in the curriculum

Education Level	International education issues to be included in the curriculum
Elementary	<ul style="list-style-type: none"> • Develop the basics of international education. • Develop local awareness of multiculturalism. • Develop awareness of human rights and emphasize respect for others • Develop belonging and loyalty to the homeland.
Intermediate	<ul style="list-style-type: none"> • Develop awareness of multiculturalism globally. • Consolidate the values of peace, security and disarmament. • Develop an awareness of human rights and an emphasis on freedom. • Promote environmental sustainability. • Provide solutions to local problems.
Secondary	<ul style="list-style-type: none"> • Consolidate the values of peace, security and disarmament. • Provide solutions to global international problems. • Achieve awareness of belonging and provide a fair international order. • Develop belonging and loyalty to the homeland. • Develop human rights awareness and emphasize democracy. • Achieve awareness of cultural international understanding

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