

House of Expertise Vis-À-Vis Educational Consultancy Development: Exploring the Administrators and Educational Leaders' Perceptions in Saudi Arabia

Mansoor Ghazi Almohammadi, Ayman Aied Mohammed
Mamdouh, Popoola Kareem Hamed

Faculty of Education Al-Madinah International University- Malaysia

Email: mansour.ghazi@lms.medi.u.edu.my, ayman.aied@mediu.edu.my,

popoola.kareem@mediu.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i3/21588>

DOI:10.6007/IJARPED/v13-i3/21588

Published Online: 07 June 2024

Abstract

Introducing change, improvement, and development to organizations, and developing them for the better are among the basic objectives of the houses of expertise for educational consultancy where think tanks conduct scientific studies of educational institutions and make recommendations. Thus, this study aimed to find out the importance of establishing houses for educational expertise and consultancy in the education departments in Saudi Arabia, and to present a proposed vision for these houses of educational expertise and consultancy within the country. This study was conducted using both a mixed method approach which consisted of qualitative and quantitative data. The researchers conducted a documentary analysis as well as collecting data from the sample covered 439 individuals including 217 educational supervisors, and 222 school leaders. It was conducted on the apparent honesty of the arbitrators, and the scale was tested for stability using the Alpha-Cronbach coefficient. The general stability was 0.957, and it included 10 items. The results of the study showed the importance of establishing houses for educational expertise and consultancy in the education departments, as it came with Mean of 4.29. The qualitative results supported the process, complexity and strategic ways of creating the houses of expertise for educational consultancy. The researcher recommended a set of recommendations, which most notably is the need to establish houses for educational expertise and consultations in education departments to improve and develop the performance of education.

Keyword: Houses of Expertise, Educational Consultations, Educational Supervisors, Educational Leaders, Saudi Arabia

Introduction

Houses of expertise and educational consultancy are an integral part of the sovereign institutions of countries and an effective element in drawing up policies and plans and providing scientific and professional clarifications to public opinion. They also represent

important cultural and knowledge productions and are considered distinct civilized achievements, as they reflect the interests of nations and peoples in knowledge and foreseeing future prospects according to the scientific, cognitive and technical perspective. Therefore, these places play an important and tangible role in creating the appropriate environment in which it is possible to diagnose and describe the problems and challenges facing countries and the institutions operating in them, and then to further provide scientific and practical solutions that are appropriate to the orientations of countries according to their available capabilities and in accordance with the future aspirations they seek. It is clear that these houses of expertise and consulting centers are of importance. Based on the need for their presence, and from the requirements of political, economic, media, academic, social and development necessities, they can be seen as the best way to deliver specialized knowledge. The scientific publications and specialized seminars they offer can double the level of awareness of the decision makers and institutions. In addition, individuals help them to link between field facts and their theoretical scientific framework (Mahmoud, 2013, p. 1). The use of the services of professional consultants is so important that the failure of various parties to use consulting expertise is the reason behind the collapse of many projects and strategies in many countries of the world, especially the developing ones (Tryhub, 2014).

The secret behind the success of many countries in achieving remarkable and rapid growth in recent times is due to the specialized consulting offices in those countries playing an important role in contributing to diagnosing the problems facing the working bodies in those countries and providing them with the appropriate solutions to dealing with any problems (Al-Dughaishem, 2013). The researcher believes that houses of expertise and educational consultancy have a great and effective role in promoting the principle of strategic partnership between education departments in these regions and in all segments of society. Expertise houses and education departments perform projects with financial returns that contribute to revenue for these education departments. This is consistent with the system of privatization for 16 sectors of government, including the education sector, issued by Cabinet Resolution No. 436, dated 3/8/2021 and approved by Royal Decree No. (M/63), dated 5/8/2021. The establishment of houses for educational expertise and consultancy is expected to support the efforts of the privatization system and program, which is one of the programs set to achieve the vision of the Kingdom of Saudi Arabia by 2030.

The Ministry of Education is concerned to develop the educational system and give it quality and perfection. It has devoted many resources to make it successful. The Ministry of Education annually launches dozens of educational programs and projects, which those in charge strive to carry out in various ways. However, some of these programs and projects falter, or they do not last for long, depending on their plans. This failure leads to the most prominent role of educational expertise in studying such programs and projects and providing specialized advice in diagnosing the problems facing these projects. In addition, those who contemplate the status of consulting work in the Kingdom of Saudi Arabia can notice that it is still in the early stages of formation, and its features and directions have not yet been determined (Al-Dughaishem, 2013). This is with regard to the houses of expertise and educational consultancy established by universities that serve educational institutions and their community partnerships and work to achieve the goals and vision of universities.

As for the field of public education, there are no houses of expertise and educational consultancy in education departments that are specialized and accredited for working to achieve the goals and vision of the regional education departments of the Kingdom of Saudi Arabia. In Saudi Arabia, the need for these houses is urgent and necessary, as it contributes

to providing expertise and specialized advice to many educational leaders in education departments or in schools. The educational consultancy and expertise houses in these departments are expected to take a greater role in bringing about development, improvement, and keenness to find institutional work. One of its most prominent features is its continuity, even in light of changing educational leadership. The experience gained in the past is no longer the main tool in the decision-making process and the development of administrative and educational work. Rather, it has become necessary to seek professional advice and to conduct adequate studies to achieve goals according to specific plans and programs (Al-Dosari and Al-Arishi, 2016).

International consulting offices still account for the lion's share of the consulting market in the Kingdom, and one can note that the weakness of the domestic advisory environment has led to the nation's loss in several aspects. Firstly, it has led to the educational system doing increased business with foreign consulting offices. Second, these foreign offices were able to assert control, acquire the consultancy market in the Kingdom, monopolize it, and prevent the establishment of a competitive national experience. Third, the state and its various institutions were forced to pay inordinately large sums of money to consulting institutions (Al-Dughaishem, 2013). The money paid to foreign consulting offices through government consultancy contracts amounted to 4.5 billion riyals (approx. US \$119 million) in 2014. Foreign consulting offices account for 98% of the consultancy market in Saudi Arabia, while universities, institutes, research centers and national consulting offices account for 2% (Alkahtany, 2016). Internal consultations are more accurate to solve problems and meet the requirements of deep knowledge (International Labour Organization, 2015). Al-Hindi and Ashwaq (2018) also confirmed the excellence of local consulting firms in Saudi Arabia. The development process is continuous, and by continuing to rely on international expertise houses, Saudi society will remain dependent on others for future development initiatives (Al-Moatham, 2011).

The Kingdom of Saudi Arabia possesses human resources completely competent to achieve high levels of development. According to the Human Development Report of the United Nations Development Program (2019), the Kingdom ranked second in the Arab world and thirty-sixth globally among countries with very high human development. Dozens of qualified educators, from undersecretaries of the Ministry to directors of general departments in the Ministry of Education, are lost to retirement annually. These people of long experience and great qualification may also have served as ministry department heads, managers, assistants, or heads of departments and sections in education departments in the regions and governorates of the Kingdom. Indeed, many of these people have served in public education for more than three decades, held leadership positions, or presented and supervised successful initiatives. Undoubtedly, their efforts have contributed to the success of the educational system in the Kingdom of Saudi Arabia. They are the most capable in addressing public education issues and they are best suited to providing specialized and accurate consultations that contribute to the advancement of education and the success of related programs and projects. Therefore, this study raises the following questions:

Research Questions

1. What is the importance of establishing houses for educational expertise and consultations in the education departments in the Kingdom of Saudi Arabia?
2. What is the proposed vision for establishing houses for educational expertise and consultations in the education departments in the Kingdom of Saudi Arabia?

To answer the above questions, the study aimed at highlighting the importance of establishing houses of educational expertise and consultancy in the education departments in the Kingdom of Saudi Arabia. Further, it aimed at proposing a vision for establishing houses for educational expertise and consultancy in the education departments in the Kingdom of Saudi Arabia. The importance and contributions of this study stem from the following

1. The existence of a specialized center for consultations and the transfer of educational experiences in education departments may contribute to building an educational administration that is aware of its real role as part of the educational process and is able to organize its work in an accurate and conscientious manner. This is due to administrative work in the field of education not being based on judgments or speculations, but rather organized and coordinated work until it achieves the goals of education.
2. It is expected that this study will clarify the importance of establishing houses of expertise and consultancy in education departments in the Kingdom of Saudi Arabia.
3. This study may contribute to improving and developing the performance of education departments in the Kingdom of Saudi Arabia and raising them to the desired level to improve the teaching and learning process.
4. Officials in the Ministry of Education, in particular those in the general departments of the Ministry of Education and other education departments, may benefit by the government's and public's perception of the importance of educational consultancy and expertise houses in education departments.
5. It may enrich libraries in the field of educational consultancy and expertise houses; the results that this study will reach may open the door for other similar studies.
6. This study may open the door for decision-makers to expand the establishment of educational consultancy and expertise houses that support information, research, and consultancy centers, to raise the level and prestige of the advisory sector, or to reach standard conditions in order to raise its classification among the lists of its regional and international counterparts.

Theoretical Framework and Literature Review

Consulting is defined as an independent professional service that provides advice to assist managers and organizations to achieve the goals and objectives of their organizations by solving management and business problems, identifying and taking new opportunities, enhancing learning, and implementing changes (International Labor Organization, 2015, p. 10). Studies and experiences confirm that strong and important institutions have developed several ideas for successful work and have obtained the help of consultants. The purpose of consultation is not only to solve an existing problem, but also to find new opportunities that can be exploited (ILO, 2015, p. 14). The total reliance on international think tanks creates the feeling that there is a real crisis in the domestic professional experience in the field of educational consultancy, as well as in the active participation in improving the performance of education and raising its level. Studies and research indicate that the best methods of change, improvement, and development come from inside or with the participation of those on the inside. In the field of education, this gives permanence and continuity of improvement and development as well as contributing to better addressing education issues. This does not mean that domestic institutions do not benefit from the international houses of expertise for educational consultancy. Rather, there must also be a benefit through local houses of expertise and consultations with those that have knowledge of methods, theories, modern

educational practices, and educational techniques and access to the results of research, studies, etc. that are particularly relevant to the local community. In other words, the houses of expertise for educational consultancy become mediators that contribute to the development of education in their own region. Subsequently, for maximum benefit, local educational groups must share their knowledge and scientific experience among each other.

Introducing change, improvement, and development to organizations, and developing them for the better are among the basic objectives of the houses of expertise for educational consultancy where think tanks conduct scientific studies of educational institutions and make recommendations. These recommendations may be to change organizational structures, to develop them, raise their efficiency and effectiveness, develop their procedures, or improve the performance of workers. The expert houses may then undertake the task of implementing the recommendations that include the introduction of the proposed changes and applying them to organizations (Warren & Baker, 2013). Consultations play an important role in all educational administrative processes. This is especially the case with regard to decision-making processes and following up with their implementation. This process is known as the educational decision cycle. Through this process, consultation provides scientifically sound, objective studies in the form of proposals in the various aspects of the decision program that is being implemented (Khater, 2020).

Think tanks and educational consultancies are both very important in supporting the construction, renovation, development, and improvement processes within educational organizations, as well as in their participation in all educational administrative processes, from the planning stage, through implementation, and final evaluation of results. Indeed, their importance is confirmed by their presence in the administrative and organizational structures in many educational institutions and other groups—they occupy a prominent place in the administrative organization and in organizational structures and maps (Masse et al., 2013). They may represent partners for implementing many of the regulations and laws governing an organization; many educational institutions around the world depend on them to lead change and development. The responsibilities of educational consultancies are focused on the quality and integrity of the advice provided (International Labor Organization, 2015, p. 7). The houses of expertise and educational consultancy are necessary and vital to activate the processes of change and development within educational organizations. The advisory services in the field of change and development that these consultants provide can be represented in the following (Saad, 2011, p. 46):

1. Determining the indicators that show the need for the process of development and change from the point of view of those responsible for its implementation, and the beneficiaries of said development. (students, parents, or managers in various educational departments).
2. Clarifying the ideas of development and change and their purpose in the minds of all employees of the educational organization—administrators, teachers, employees, and students—which reduces their fear of the change process and ensures their loyalty and participation in development projects.
3. Getting acquainted with the prevailing organizational culture in educational institutions, especially the culture of stakeholders—the entire set of those affected by the educational service.
4. Describing individuals' readiness and attitudes vis-à-vis techniques for the development process, the required organizational changes, and reasons for resistance

to such change, should it appear, and acknowledging the foci of resistance and realistically recognizing the possibilities of change and growth.

5. Determining the area of development and change and setting implementation priorities.
6. Providing advice in the form of a proposed concept that includes what development processes and organizational changes should take place.

The following is a presentation of the previous Arab and foreign studies conducted concerning the houses of expertise and consulting centers. They are presented in order to benefit from their methodological procedures and the theoretical literature they included, arranged in chronological order:

Ahmed's (2013) study aimed at building a suggested vision for activating management consulting and to develop the administrative performance at Fayoum University. The study described management consulting as one of the important entrances on which the administration of the educational system depends. Ahmed aimed to find different alternatives to solve the problems of education management, with the goal of developing it in order to keep pace with the requirements of the era. The study used the descriptive approach, which depends on the accurate description and analysis of the educational administrations in various foreign universities. Further, the study extracted significant results, which may change the activation of management consulting. To collect the information a questionnaire was designed for managers and faculty members who occupy administrative positions. Additionally, open personal interviews with the directors of units of a special nature of those who occupy administrative positions at the university level at Fayoum University were utilized.

The study reached the following conclusions: 1) The most important obstacles facing Fayoum University are the absence of an administrative advisory job at the university and the lack of support for the university's consulting centers. 2) The shortcomings in applying the criteria for selecting the administrative advisor are among the proposed methods for activating administrative consulting to develop administrative performance at the university. This is particularly the case in the participation of university management in the discussion of proposals submitted by consultants and the advisor's interest in following up on the implementation of his proposals.

Meanwhile, Khater's study (2020) aimed to present proposed policies to support the educational decision cycle in light of the management consultancy approach in pre-university education institutions in Egypt. This study was contemporary and aimed at studying the nature of the educational decision cycle and its components and stages in educational institutions. The educational institution is considered one of the basic requirements that represent a guarantee of the level of effectiveness of management consulting. Thus, the study recommended forming an educational advisory board and working on training and developing the skills of management consultants.

It is clear after reviewing previous studies that most of these studies focused on specific types of advisory services, namely administrative consulting or advisory centers for houses of expertise for individuals from faculty members in universities. To this researcher's knowledge, the current scientific study is the first that deals with the issue of educational consultancy in public education. It proposes the establishment of houses of expertise and educational consultancy in public education to develop and improve the performance of public education. This feature distinguishes it from previous studies.

Methodology

Sampling and data collection

The study population consists of all educational supervisors in the Department of Education in Al-Madinah Al-Munawwarah region, Kingdom of Saudi Arabia, composed of 493 educational supervisors and 523 school leaders (Table, 1).

Table 1

Distribution of the study population

Study community	Number
Educational supervisors	493
School Leaders	523
Total	1016

The study sample can be defined as a set of units that are chosen from the study population to represent this community in the research under study (Al-Qahtani, et al., 2004 AD: 269). The sample was chosen in light of the statistical equations specified for the appropriate minimum sample size that represents the study population, according to the Richard Geiger equation.

Table 2 (below) indicates a sample size of 217 educational supervisors and 222 school leaders. Thus the total sample of the study from the original community of school leaders totals 439, with a confidence degree of 95 and an error rate of ± 5 .

Table 2

Distribution of the sample size according to the study population according to the statistical equation

Study community	Number	Sample volume
Educational supervisors	493	217
School Leaders	523	222
Total	1016	439

Analysis of the Results

The study relied on the descriptive-analytical approach, which is based on the study of reality or a phenomenon as it exists in reality. This approach is concerned with describing it accurately and expressing it qualitatively or quantitatively. The qualitative expression describes the phenomenon and clarifies its characteristics, while the quantitative expression gives a numerical description that shows the amount or magnitude of this phenomenon and the degrees of association with other various phenomena (Obeidat et al., 2002, p. 247). Through this approach, the opinions of a large sample of the study community can be surveyed. Additionally, it aids the researcher in gathering as much information as possible to describe the current phenomenon, evaluate it, and take note of its circumstances (Al-Qahtani et al., 2004, p. 205).

Resolution was used as the appropriate means of study and as a scientific means of collecting data and information directly from the original source. The study tool included ten items that illustrated the importance of creating educational expertise and consultation houses from the point of view of educational supervisors and leaders. The phrase 'honesty of resolution' refers to "the inclusion of the resolution of all elements to be included in the analysis on the one hand, and the clarity of their paragraphs and vocabulary on the other, so that they are understood by all who use them" (Obadat et al., 2002: 179). The researcher verified the veracity of the study tool by the following:

Apparent Honesty

After building the study tool (resolution) in its initial form, the researcher presented it to a group of teaching staff in the field of educational management and some educational experts working in the field of educational administration and educational research and consultation centers. Thirteen arbitrators stated their observations and views on the study tool through the clarity of the terms included in it, the extent to which they belong to the focus or area to which they belong as well as their appropriateness to measure what they were designed for, the adequacy of the phrases to cover each of the basic focus of the study, as well as the deletion, addition or modification of any phrase.

After consultation and discussion with the arbitrators, the researcher made the adjustments agreed upon by most arbitrators of the study tool. The study tool is therefore complete for distribution to the study sample.

The integrity of the internal consistency of the resolution was verified by its distribution to the 30 reconnaissance samples. The Pearson correlation factor was then calculated between each degree of resolution vocabulary and the total resolution marker. Values ranged from 0.72 to 0.88, indicating an internal consistency honesty in the axes' paragraphs, confirming the validity of the resolution.

Persistence

Persistence has been calculated in two ways:

1. Alpha Cronbach: After entering the data on the computer, Alpha Cronbach was computed on spss, with a value of 0.957.

2. Midterms: The stability factor for testing was 8,895.

The resolution is therefore ready for application to the ten-item search sample, spread over two main axes, and a standard for judging resolution items has been adopted for the next standard (the highest number of Lechert-1/5 = 0.8). For clarification, the standard is: 1-1.8 - completely unimportant, 1.8-2.6 - not significant, 2.6-3.4 - uncertain, 3.4-4.2 - significant, 4.2 - very important).

Results and Discussion

This study aimed to exploring the importance of setting up educational expertise and counseling houses in Saudi Arabia's education departments. To describe the importance of establishing educational expertise and consultation houses in Saudi Arabian education departments. The results of statistics used were as in Table 3.

Table 3 showed the descriptive statistics of setting up educational expertise and consultation houses in the educational departments of Saudi Arabia. The results showed that the Mean of all the above paragraphs are almost equal and convergent, all of which came to

a high degree, reaching a Mean of (4.29). This demonstrates the conviction of the study sample and their awareness of the importance of establishing educational expertise and counseling houses in education departments and what they can offer to improve the development and performance of general education, as well as the extent to which respondents are aware of the need of education departments for educational expertise and counseling houses.

Table 3

Descriptive statistics on the importance of setting up educational expertise and consultation houses in the educational departments of Saudi Arabia

N	Items	1	2	3	4	5	M	SD	Rank	Skewness ≤ 3	Kurtosis ≤ 7	R ≥ 0.300	α ≥ 0.70
		n	n	n	n	n							
		%	%	%	%	%							
1	Contribute to the diagnosis of problems faced by educational workers.	1	3	66	154	215	4.31	0.76	4	-0.82	0.03	0.87	0.89
		0.20	0.70	15.00	35.10	49.00							
2	Provide appropriate solutions to deal with problems facing educational work.	2	7	60	124	246	4.37	0.77	1	-1.04	0.71	0.72	0.91
		0.50	1.60	13.70	28.20	56.00							
3	Contribute to the provision of specialized information and data that will improve the designing and decision-making of education.	2	2	62	138	235	4.32	0.83	3	1.16-	1.18	0.85	0.90
		0.50	0.50	14.10	31.40	53.50							
4	Outstanding scientific services and advice. Research and scientific studies are provided for educational	0	5	66	146	222	4.37	0.81	1	-1.17	0.90	0.77	0.91
		0	1.1	15.0	33.3	50.6							

	decisions and projects.												
5	Consulting contributes to improving business performance through impartial and objective counselling.	0	5	77	128	229							
		0	1.1	17.5	29.2	52.2	4.33	0.76	2	-0.80	0.36	0.79	0.91
6	Activating partnership with local and public communities through the provision of a counselling service.	1	18	62	134	224							
		0.2	4.1	14.1	30.5	51.0	4.32	0.79	3	-0.78	0.57	0.87	0.92
7	Contribute to avoiding bureaucratic structures full of administrative and financial constraints in educational institutions.	0	17	71	131	220							
		0	3.9	16.2	29.8	50.1	4.28	0.87	5	-1.03	0.31	0.80	0.92
8	Create an environment that encourages scientific and educational competencies to provide their research and scientific expertise.	4	7	71	160	197							
		0.9	1.6	16.2	36.4	44.9	4.26	0.86	6	-0.89	0.18	0.83	0.87

9	Provides outstanding scientific services and advisory, research and scientific studies to all educational partners	1	25	70	136	207	4.22	0.84	7	-0.984	0.87	0.84	0.84
		0.2	5.7	15.9	31.0	47.2							
10	Proposals are made to build effective management practices and achieve quality strategic and organizational planning.	4	5	66	133	231	4.19	0.91	8	-0.90	0.06	0.88	0.89
		0.9	1.1	15.0	30.3	52.6							
Overall average							4.29	6.76		1.08-	0.54	0.81	0.95

This result is consistent with the results of Al-Hindi and Ashwaq (2018); Idol et al (2019); Khater (2020), which all emphasized the importance of advisory work. Paragraph 2 states that quality advisory work "provides appropriate solutions for dealing with problems facing educational work," and paragraph 4 states that it should provide "outstanding scientific services and advisory, research, and scientific studies of educational decisions and projects" with a higher mean of 4.37 and standard deviations of 0.81 and 0.77. This demonstrates the importance of the role expected from educational expertise and counseling in addressing educational problems and issues by providing the best solutions, as provided by specialists, practitioners and experts in general education. The study sample also considers the importance of supporting educational decisions and projects. This is consistent with the results of a serious study 2020. The importance of counseling support for educational decisions, paragraph 1 (10) "Proposals are made to build effective management practices and achieve the quality of strategic and organizational planning," is lower by an average calculation of 4.19 and a standard deviation of 0.91, which is significant.

The results of the criteria for natural distribution (fallacy) and fluidity have shown that all the paragraphs of importance for the establishment of educational expertise and consultation houses in Saudi Arabia's education departments fall short of the standard. (3.7) Natural distribution Kline (2015), used to measure this standard, is naturally distributed based on respondents' data and is free of any problem of natural distribution, with values ranging from 0.783 to 1.179, emphasizing the importance of setting up educational expertise and counseling houses in the educational departments of Saudi Arabia.

The persistence of paragraphs (words) (Cronbach's Alpha) indicates the consistency of the terms of importance of establishing educational expertise and consultation houses. The general persistence of the importance of establishing educational expertise and counseling houses in Saudi Arabia's education departments was above the established standard. The general persistence of all paragraphs (0.957) indicates the consistency of the language used to measure the importance of establishing educational expertise and counseling houses in the educational departments of Saudi Arabia.

Proposed Scenario

In the light of the theoretical and field analysis of aspects of the study and the results that it has produced, it is possible to present a proposed concept for the establishment of educational expertise and consultation houses in Saudi Arabia's education departments, the main aspects of which are as follows:

Table 4

Proposed concept for the establishment of educational expertise and consultation houses in Saudi Arabia's education departments

Areas	Proposals
Basis for the proposed concept	<ul style="list-style-type: none"> Results of the current study on the importance of setting up educational expertise and consultation houses. Theoretical framework for the current study. Results of previous studies supporting the field of consulting.
Proposed Name	<ul style="list-style-type: none"> The Education Department's Teaching Expertise and Consulting House in the District, Or The Department of Education & Advisory and Development Services Center.
The Message of Educational Expertise and Counseling	Provision of specialized advisory and developmental services and scientific studies in the development and improvement of the performance of public education
Charter of Ethics for Educational Counseling	A Charter of Ethics for the educational consulting is being built to define the rules of ethical conduct and the tasks and duties of the teaching profession (this contributes to the organization of the teaching profession).
Values of expert homes for educational consultations	<p>Educational expertise and counseling in education departments can embrace these values in their tasks:</p> <ul style="list-style-type: none"> -Quality: Providing advisory and developmental services to the highest global standards in educational services. -Creativity: Creativity in offering innovative solutions and ideas that live up to the expectations of customer applicants. -Trust: Ensure collaborative and joint action and use partnerships to foster trust and always translate words into creative deeds. -Professionalism: Providing advisory and developmental services with professional performance that accurately meets scientific methods and professional steps. -Transparency: Honesty, impartiality and clarity in the provision of educational services to make firm, strong educational decisions.

Objectives of expert homes and educational consultations	<p>The objectives of educational expertise and counselling in education departments can be defined with the following objectives:</p> <ul style="list-style-type: none"> - Develop a culture of studies and advisory services in the education and community sectors, and to consolidate them through organized institutional action. - Develop the advisory work of education departments to make the best choice to meet the needs and issues of the education sector. - Provide predictive and forward-looking studies to the educational sector, thereby achieving the success of strategic decisions and improving the educational work environment. - Strengthen the relationship of education departments with community sectors by supporting scientific support programs to meet their needs. - Provide highly professional scientific, research and advisory services to the internal education and community sectors. - Employ and invest the capacities, capabilities and expertise of public education providers in the service of community and education issues. - Further develop the working environment, planning, organization, follow-up, and evaluation, in keeping with the growing developments of the times; to compete and lead. - Provide students in general education with the opportunity to develop their abilities through projects, programs and studies offered by resource persons. <p>Strengthen the principle of partnership between education departments and beneficiaries from all segments of society.</p>
Components and pillars of educational expertise and counselling	<p>In order to achieve the success and effectiveness of educational expertise and counselling, the following components must be emphasized:</p> <ul style="list-style-type: none"> - Delegation and validity: There are powers, mandates and functions through which educational advisers can function, not as secondary or formal work. - Participation: The Education Department's Education Management Expertise and Counselling House is considered to be a partner in achieving success, supportive of improving and developing educational performance, and not a competitor, oversight or accountant. - Independence: Expertise houses operate independently with respect to the methods in which data are collected or are intended to improve and develop educational performance and to announce interim or final results. - Partnership: There is a genuine partnership, not just agreements that are signed and forgotten. All partnerships are activated and employed to achieve the goals of expertise and consultation houses, especially community partnerships that support the work of expertise houses. - Continuity of learning: The House of Experience should adopt a systematic search methodology for local, regional, and international

	<p>information and expertise that can be used and employed in the work of the Houses of Expertise and not just consider and identify the adequacy of local efforts.</p> <ul style="list-style-type: none"> - Exchange of information: The House of Expertise and Educational Consultations has a huge network of contacts with local, regional, or international actors to benefit from all areas of the public education sector, especially in light of the ongoing international competition for advanced educational positions and the possession of databases on sound and accurate information bases that can be used in various fields of expertise.
Organizational structure of the Experience House	<p>The House of Educational Expertise and Advice may be united by the following organizational structures:</p> <ul style="list-style-type: none"> -The House of Educational Expertise and Consultation is directly linked to the director of the Department of Education of the region. -The House of Educational Expertise and Consultation is linked by the Planning and Development Agency to the Ministry of Education. -The House of Educational Expertise and Consultation shall have a board in the Department of Education comprising the heads of departments of the House of Experience, the director of the House of Experience, the secretary and the rapporteur of the House of Experience, the directors of Education, the assistant director of Education, and the directors of Education.
Headquarters of House of Educational Expertise	<p>The headquarters of the 13 general educational departments in Saudi Arabia may be located in the places of expertise and educational consultations.</p>
Budget for the House of Expertise and Educational Consultations	<p>On the basis of the objectives, functions, areas and services of educational expertise and consultation houses, the budget may be determined by the following:</p> <p>First: A fee shall be established for all tasks and work provided by expert homes and educational consultations and a guide shall be issued.</p> <p>Second: The budget of the House of Educational Expertise and Consultation is financed through the following resources:</p> <ul style="list-style-type: none"> -Direct service beneficiaries from sectors of society. -Public education partners supported by the private sector. -Stand-up and research. -Department of Education budget.
Requirements and skills of workers in the House of Expertise	<p>Educational advisers working in the teaching departments' expertise and educational consultations may be selected according to the following requirements and skills:</p> <ul style="list-style-type: none"> -Personal requirements: Having the holistic vision of the goals of education, the ability to work and cooperate together and create a healthy environment, the ability to exercise restraint and balance, the initiative to innovate, the aspiration to achieve, and to show wisdom and trust. -Scientific requirements: To obtain a minimum master's degree in one of the fields of work, activities, and services of the houses of

	<p>expertise, including the preparation of education at the bachelor's and master's levels, and to have a balance of publication of numerous articles or books specializing in the development of the public education sector.</p> <ul style="list-style-type: none"> -Technical requirements: Include the acquisition of advisory work skills and steps, the ability to write scientific and professional advisory reports, knowledge of the organizational and legal aspects of advisory work, and the ability to support and promote its development proposals. -Experience and delivery requirements: Must possess a variety of work experience in the public education sector, but not less than 18 years of age in this area. Must have a list of achievements and successes for projects and programs submitted or involved in their implementation. Finally, must be in one of the competencies to which management or educational functions, positions and many notable achievements have been assigned. - Administrative requirements: Includes the ability of the educational adviser to master key administrative processes such as planning, organization, implementation, follow-up, and evaluation. -Training requirements: Includes the need for the educational adviser to have a list of training programs in the areas of general education and in the departments and services of expert homes, as well as training and familiarity with himself as a trainer, kit-setter and training program. - Technical requirements: Full knowledge of technical uses, especially in the areas of the public education sector.
People working in expert homes	<p>Staff in expert homes may be selected according to previous requirements and skills from the following categories:</p> <ul style="list-style-type: none"> -Educational supervisors with diverse experience. -Retired education managers. -Retired assistant directors of education. -Retired undersecretaries. -Attracting collaborators from teachers.
Training and rehabilitation of experienced personnel	<p>The capacity of educational advisers is being developed and upgraded through the following points:</p> <ul style="list-style-type: none"> -Establishment of an academy specializing in administrative and educational advisory work. -Preparation of a one-year training program specializing in the development and capacity of advisory work in the public education sector. -Providing educational advisers with specialized training programs in fields and services provided by educational expertise and consultations. -Promote higher performance rates for educational advisers by providing them with the expertise and achievements of education systems that have been successful in the public education sector.

	<ul style="list-style-type: none"> -To attract, explore, qualify and strengthen administrative and educational leadership through diverse advisory work to enable them to achieve greater educational management.
General tasks of educational expertise and counselling	<p>Overall, the general tasks of educational expertise and counselling can be defined by the following points:</p> <ul style="list-style-type: none"> -Specialized educational counselling to address public education issues. -Preparation of feasibility studies on existing or newly planned educational projects and programs. -Active participation in the strategic planning processes of education departments. -Providing indicative evidence to assist in the process of developing and improving performance. - Actively contributing to educational decision-making. -Offer and propose development programs for educational leaders. -Develop policies for development and improvement. -Provide deliberate initiatives aimed at improving the performance of education departments. -Exchange of local, regional or international educational experience and experience as educational models for educational decision makers. -Creating a good climate and a spirit of constructive action and cooperation within the education department system. -Review the progress and results of educational performance and provide detailed performance reports.
Areas and services provided by House of Expertise	<p>Areas or services that may be provided by educational expertise and consultation centers shall be determined in the following areas:</p> <ol style="list-style-type: none"> 1. Specialized consultations: Specialized educational consultations in the educational sector contribute to the diagnosis of problems faced by workers in the educational sector, provide appropriate solutions for dealing with problems faced by educational work, spare educational institutions bureaucratic structures filled with administrative and financial constraints, and contribute to improving the performance of work through impartial and objective counseling. Specialized educational consultations provide the necessary information and data to improve educational decision-making and decision-making. They also contribute to the transfer, settlement and adaptation of ideas, practices and programs of advanced education and educational programs globally and their restructuring commensurate with the realities of educational needs in accordance with the determinants of local learning environments. 2. Study of educational decisions and projects: Some of the most notable areas of expertise for educational consultations are the evaluation of the performance and functioning of existing educational projects, the building of appropriate policies and procedures to achieve the objectives of educational projects, the

	<p>preparation of feasibility studies on educational projects, and the assessment of appropriate budgets for educational programs and projects. Provision of outstanding scientific services and advisory, research and scientific studies for educational decisions and projects.</p> <ol style="list-style-type: none"> 3. Educational administration: Educational expertise and counseling houses are working to build future perspectives for educational departments, to define the educational message that the departments aspire to achieve, to oversee the formulation of educational and educational objectives for future visions, to arbitrate strategic plans, to provide the necessary administrative and educational consultations, especially in educational administrative processes, and to oversee the health and integrity of administrative and educational practices. 4. Research studies and statistical field: Research and statistical studies are among the most important areas of expertise in general. In the educational sector, their importance is confirmed by their significant role in providing data and information that benefit the educational decision maker. 5. School and educational accreditation: The field of quality and accreditation is one of the best and most recent methods of development in the field of education and education. Scientific and professional experience has demonstrated the success of this field and its significant role in the promotion and development of many institutions and organizations, both regionally and globally. 6. Digital transformation and technical support: Digital transformation and technical support in the education sector are among the priorities of education plans in the world. The Ministries of Education of various countries are therefore keen to make use of the technology, to employ it and to invest it in all educational services and departments. This includes the preparation of digital transformation plans, the development of practical strategies for the employment of information technology in educational activities, the introduction of the knowledge management operations program into educational management technology, support to the area of information security and technology, supervision of the implementation of digital transformation initiatives, supervision of the presentation of educational and management information using modern techniques, and reliance on modern techniques for the transmission and circulation of information. 7. Accredited translation and language tests: The translation and transfer of science and knowledge is one of the most prominent means of development of educational systems throughout the ages, whether traditional or modern systems. It is effective in translating scientific research in various disciplines, transferring global knowledge and skills, and modern educational and teaching
--	---

	<p>methods that have proven successful to local learning environments after reviewing and adapting them to benefit from them.</p> <p>8. Private schools: Private education is a partner for government education institutions in supporting the educational process and making it a success for its plans and programs. Therefore, it is necessary to work on developing it and providing it with tools of renewal and improvement and supporting it to achieve success in the educational sector for all. In building development and evaluation plans for the performance of private schools, it proposes the necessary improvement and development tools, supervises plans for developing administrative and professional capabilities, and educational programs and evaluates their effectiveness, and contributes to improving the outcomes of private schools.</p> <p>9. Community: One of the most important entry points for educational reform and development in many contemporary education systems is that education management alone is not responsible for education. Education has become a community-based issue based on the support and participation of the community around education management.</p> <p>10. Training and human resource development: Training is a tool and means of development, and it is the tool through which efficiency and mastery in tasks and work are achieved, thus improving performance and production. Training provides administrative and development consultations in the field of training and human resource development, builds training programs based on scientific studies of the training needs of trainees, supervises the construction and implementation of training programs, selects specific criteria for measuring training needs, transfers global experiences in the field of training and aspects of benefit from them, and emphasizes the comprehensiveness of evaluating the training programs, evaluating the extent to which the training programs achieve the objectives of the evaluation of the performance of house of expertise educational departments.</p> <p>The performance of consulting firms is evaluated according to the following parameters:</p> <ul style="list-style-type: none"> -It prepares in advance the standards for the performance required by the expert firms and includes a set of indicators that represent the minimum and acceptable level of performance. -Continuous evaluation of the roles of educational consultants working in houses of expertise and educational consultancy in order to reach the highest possible efficiency of performance. -The application of various evaluation systems that help in their entirety to find more stable and more mature judgments.
--	---

	Using self-declared self-evaluation tools, and supporting them with feedback processes to enhance good performance and address shortcomings.
--	--

Conclusion

This study aimed at examining the importance of establishing houses of expertise and educational consultancy in education departments in the Kingdom of Saudi Arabia, and presenting a proposal for establishing houses of expertise and educational consultations in education departments in the Kingdom of Saudi Arabia. A number of relevant previous studies that enrich the subject of the study were reviewed. The study used the descriptive analytical approach. To achieve the objectives of the study, a tool (questionnaire) was designed for the study after the apparent honesty of the arbitrators was conducted on it, and the stability of the scale was tested by Cronbach's alpha coefficient. The stability reached (0.957), the sample size included (439) individuals, (217) educational supervisors, and (222) school leaders. The results of the study revealed the importance of establishing houses of expertise and educational consultations in the education departments in the Kingdom of Saudi Arabia with a high degree, as it came with Mean of (4.29).

The study also showed the importance of the proposed areas that educational consultancy and expertise houses can provide to education departments. The study presented many recommendations, the most important of which are: taking into account the proposed concept presented by the researcher to the houses of expertise and educational consultations, which includes ten main areas. Further, there is a need to establish houses of expertise and educational consultations in the education departments to improve and develop the performance of public education, and raise the level of awareness and culture of the importance of advisory work in the educational sector, and hold seminars and conferences to discuss ways to benefit from the advisory field. Additionally, there is a need to strengthen the link between education departments and sectors of society by activating the fields and services that provided by educational consulting and expertise houses referred to in the current study. The study also came out with a number of proposals, including: the establishment of a national academy and programs specialized in training and developing the skills of counselors, whether for administrative work or educational work, and building national administrative and educational standards to select counselors who work to develop public education and improve its performance for the better. The study provides some contributions. However, it has some limitations as follows:

Objective Limits: The current study was limited to the issue of establishing a house of educational expertise and consultancy in the Education Department in the Medina region of the Kingdom of Saudi Arabia. (The Education Department in the Al-Madinah Al-Munawwarah region represents one of the 13 education departments in the regions of the Kingdom of Saudi Arabia. The educational departments in the regions of the Kingdom adopt unified organizational structures and educational policies).

- **Human Limits:** The current study was limited to a representative sample of educational supervisors and school leaders in the Department of Education in the Medina region in the Kingdom of Saudi Arabia.

- **Spatial Boundaries:** The current study was conducted on the education administration in Al-Madinah Al-Munawwarah region in the Kingdom of Saudi Arabia.

Time limits: The study was conducted in the second semester of the academic year 2021.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author(s) received no financial support for the research, authorship, and/or publication of this article.

References

- Ahmed, G. (2013). Activation of management consulting for management performance development at Fayoum University (case study). (Master's thesis), Fayoum University, Egypt. (Arabic Ed.).
- Al-Dosari, S. A., and Al-Areshi, J. H. (2016). The role of consultants working in Saudi universities in developing administrative work, King Fahd National Library Journal, 22(1), 124-198. (Arabic Ed.).
- Al-Dughaisheem, M. A. (2013). A survey of the opinions of Saudi faculty members at King Saud University about the university's experience in marketing advisory services through expert offices, Journal of Economy and Society, 9,17-45. (Arabic Ed.).
- Al-Hindi, W., & Ashwaq, M. S. (2018). The reality of management consulting for government agencies in the Kingdom of Saudi Arabia, an analytical study, Research and Knowledge Communication Center, Riyadh. (Arabic Ed.).
- Al-Moatham, K. (2011). A Documentary Study of the National Families' Position on the Idea of "Using International Expert Houses Specialized in Developing Mathematics and Science Curricula" in Saudi Arabia, College of Education, Al-Azhar University, 1(146), 467-500. (Arabic Ed.).
- Al-Qahtani, S., Al-Amri, A., Al-Mazhab, M., and Omar, B. (2004). Research Methodology in the Behavioral Sciences (2 nd Ed.). Riyadh, Obeikan Library. (Arabic Ed.).
- Idol, L., Whitcomb, P., & Nevin, A. (2019). The Collaborative Consultation Model, Journal of Educational and Psychological Consultation, 6(4), 329-346.
- International Labor Organization. (2015). Management Consulting, Profession Guide, 4th Ed., accepted translation by Hamouda, G., Talal Abu-Ghazaleh Office for Translation, Publishing and Distribution. (Arabic Ed.).
- Khater, M. I. (2020). Suggested policies to support the educational decision cycle in Egyptian education in the light of the management consulting approach, Journal of Educational and Psychological Studies, Faculty of Education, ZagazigUniversity, 107, 147-257. (Arabic Ed.).
- Kline, R. B. (2015). Principles and practice of structural equation modeling: Guilford publications.
- Mahmoud, K. (2013). The Role of Research Centers in the Arab World: The Current Reality and Conditions for Transition to Greater Effectiveness, The Arab Center for Research and Policy Studies, 1, available at:
<http://www.dohainstitute.org/release/3c6dea13-7bd7-4ea8-83af-f95b9cefb574>
(Arabic ed.)
- Ministry of Education. (1997). The organizational guide for the general administrations of education in the regions and governorates, Riyadh. (Arabic Ed.).
- Obeidat, T., & Abu Al-Sameed, S. (2002). Scientific research (qualitative research and quantitative research). Amman, Dar Al-Fikr. (Arabic Ed.).

- Saad, M. (2011). Requirements for the success of the administrative consultant in activating the process of organizational development and change in educational organizations: an analytical study, *Journal of the Faculty of Education, Alexandria University, Egypt*, 21(3), 23-120. (Arabic Ed.).
- Tryhub, I. (2014). Training consultants for the development of education: experience of the Russian federation. *The advanced science*, 4, 13-16.
- Alkahtany, A. (2016). *Today Magazine*,
<https://www.alyaum.com/articles/1064252/>. Accessed: 2-3-2023.
- United Nations Development Programme. (2019). *Human Development Report*, New York, United States of America. (Arabic Ed.).
- Warren, J. M., & Baker, S. B. (2013). *School counselor consultation: Enhancing teacher performance through rational emotive-social behavioral consultation. Ideas and research you can use: VISTAS*.