Public Relations Faculty Opinion about the State of Public Relations Education in Saudi Arabia

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Abstract

Public relations education has been a topic of importance for scholars and researchers over the years. So many skills and knowledge are needed for a professional public relations practitioner. Creative writing, research, management, counseling, communication, and powerful presentation are among the most important skills needed for a successful PR practitioner. This means that preparing and qualifying a student to be a professional PR practitioner needs a well-designed curriculum that covers all the theoretical and practical skills for the profession. This means qualified and experienced faculty members, up to date textbooks, up to date courses that keep up with the latest technological developments in the practice of PR, practical training in the ground and periodical contacts with the industry through visits and guest speakers on campus. Are universities providing the right education and thus preparing and qualifying graduates for the job?

This study looks at the state of public relations education and training in Saudi Universities in terms of curriculum, textbooks, courses, internship, and capstone. What are the opinions of faculty members in Saudi Arabia about PR curriculum? Are PR graduates qualified to practice the profession of Public Relations? What are the opinions of PR faculty about textbooks? What are the weaknesses of PR curriculum in Saudi universities? What are the opinions of faculty members about Internship and capstone project? The study interviewed PR educators about the qualifications of the graduates to practice the profession. A 19 items questionnaire was sent online to all public relations educators in Saudi Universities that offer public relations. Sixty-five faculty members teaching PR in Saudi universities filled in the questionnaire of the study. Major findings of the study show that half of the interviewees said PR curriculum in their universities is good and 32.3 said is excellent. Two thirds of the respondents said PR graduates in their universities are qualified to some extent to practice PR and 27.2% said they are qualified to practice the profession. PR faculty members in Saudi universities are satisfied with PR curriculum and study plans, textbooks, internship, and capstone.

Keywords: *Public relations education, curriculum, internship, crisis management, virtual public relations.*

Introduction

The increasing demand for, and change in the role of, public relations practitioners force the field to confront the question of how well undergraduate curricula are keeping up with these changes and whether graduate curricula are preparing students to help lead public relations into what many believe will be a golden age for the field. Nowadays public relations are practiced in a much different way than it was two decades ago. Many PR

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activities are being performed through digital media and social networks. Consequently, this means that educating and preparing students must consider the new environment of the profession. Changes in PR practice since the 1987 commission on PR education report and the 1999 report "PR Education for the 21st century: A port of Entry" are numerous and drastic. The PR profession in the kingdom of Saudi Arabia has grown tremendously. PR departments and PR agencies have been mushrooming at a very fast pace. This proliferation of PR is a logical reflection of the fast expansion and development of the media industry, advertising expenditures, the rapid penetration of Internet, and the rapid increase in the use of new media and social networks in the kingdom.

> The Middle East alone has vastly outpaced the global average in its rise in internet penetration. In 2009, the worldwide average and the Middle East sat at a sub-30 percent internet penetration rate. By 2020, the global average had surged to 59 percent, being vastly outdone by the Middle East's 70.2 percent. https://www.albawaba.com/business/what-internet-penetration-growth-and-usage-means-arab-world-1408518 in the Arab World.

This paper looks at the PR education and training in Saudi Arabia in terms of courses taught, textbooks and profile of PR instructors in terms of industry experience. The study through a questionnaire surveys the opinions of public relations faculty members in Saudi universities about curriculum and study plans in their universities. To what extent departments of Mass Communication and Public Relations have adjusted their curriculum according to the latest developments of online and virtual PR, integrated marketing communication, image building, reputation management, data analytics and artificial intelligence. Are Arab universities PR graduates well prepared and qualified to perform the profession? Do they have the necessary knowledge and skills to face the escalating challenges and demands of a highly competitive and fast-growing profession?

The changes in public relations practice since the 1999 Commission on Public Relations Education Report are numerous and profound. At root, these changes reflect nothing less than the way the world has changed and continues to change, seemingly spinning ever faster and veering in new directions. But happily, the changes also reflect a broad acceptance of the validity of modern public relations practice to a global society that is increasingly interdependent, increasingly interconnected. Are PR departments in Saudi universities keeping up with the fast pace of the change and development of PR profession around the globe? Are PR study plans being revamped and updated to educate, train, and form qualified PR graduates to face the challenges on the ground.

In its report, "Public Relations Education for the 21st Century: A Port of Entry "(http://www.commpred.org/_uploads/report2-full.pdf) the PRSA 1999 Commission on PR Education focused on necessary knowledge and necessary skills to prepare PR practitioners of the future. Necessary knowledge includes communication and persuasion concepts and strategies, communication and public relations theories, relationships, and relationships.

building, societal trends, ethical issues, legal requirements and issues, marketing and finance, public relations history, uses of research and forecasting, multicultural and global issues, organizational change and development, and management concepts and theories. According to the report necessary skills include: Research methods and analysis, management of information, mastery of language in written and oral communication, problem solving and negotiation, management of communication, strategic planning, issues management, audience segmentation, informative and persuasive writing, community relations, consumer relations, employee relations, other practice areas, technological and visual literacy, managing people, programs and resources, sensitive interpersonal communication, fluency in a foreign language, ethical decision-making, participation in the professional public relations community, message production,

working with a current issue, public speaking and presentation, applying cross-cultural and cross-gender sensitivity.

Literature Review

Researchers and academicians have been interested in PR education for decades in the United States, Europe, and the rest of the world. (Ying, 2017; Theaker, 2016) and had always been one of the common topics between PR academia and the industry (Toth and Aldoory, 2010). Dostal (1999) studied the importance of PR teaching programs responding to local needs as well as the social and psychological nature of the community because PR is serving the community (Cortes-Pache, 2008). PR curriculum needs theoretical and practical. background because it is constantly evolving (Coombs, 2001). In this context, Distaso et al. (2009, p. 266) state that "in the coming years all PR programs will feel some pressure to increase offerings in at least three critical areas: research, ethics, and new information. technology." Xifra (2007) claims that specific teaching in PR and sufficient education in social Science, liberal arts, and business are needed in PR so that it has a holistic view. The evolution of PR knowledge depends on the interaction between industry practice and academy (Toth and Aldoory, 2010). The role of PR education is questioned whether it should provide satisfactory training to meet industry requirements or as an academic discipline with a generalist education, which focuses on gaining analytical skill (Fitch, 2014). Benecke and Bezuidenhout (2011) argue that the requirements of the educational system should take into consideration the PR industry needs.

Wail (2005) states that the PR curriculum should focus on developing new courses and adjusting the internship to the job market and making use of information technology in classrooms. Idid and Aranda (2016, p. 236) mention that education influenced both. professional and ethical practice of public relations. The sociocultural position of education in the nations and regions dictates how scholarship will develop, so it is also not easy to compare. and contrast PR scholarships among regions and nations simply (McKie and Munshi, 2004). As stated by Wright (2011), when it comes to establishing and developing PR programs, Academic institutions have the tendency to look to North America for guidance. Kirat (2005) argues that although PR is growing very fast in the Middle East, and despite its development, the profession is still facing some older problems. PR in the Arab World is still distanced from top management and relegated to secondary roles instead of counseling and contributing to decision-making. It is evident that Arab universities' PR curriculums are suffering from a gap between what organizations, the public and society are going through and the kind of knowledge and skills the PR students are getting (Zamoum, 2013: 52). According to Ayish (2005), the UAE prides itself on having organizations with international PR and standards as manifested in the conceptions and practices of the profession. Creedon and Al-Khaja (2019) mention that PR programs in the Middle East are needed to achieve global inclusivity and perspectives: enhance research collaboration, culturally collaborative studies of media, culture, technology, society, and educators need to increase cultural content in courses. Textbooks are needed to reflect the globalization of the PR field from multiple perspectives. Despite the practice of PR for more than 40 years in the UAE, there is a lack of accurate statistics on the characteristics of the PR practitioner, especially in terms of sociology and academic training. This idea has been referred to by Prof. Badran in 1994 (Badran, 1994) and is still valid at present (Badran, 2019). The emergence and evolution of the process of teaching PR in UAE have been linked to several interrelated factors through different stages, both directly and indirectly. From our perspective, we can discuss these under several categories, which are "the vision of the State and PR strategy,"

A score of studies were conducted worldwide and in the Middle East about public relations education, curriculum, training and preparing future practitioners for the profession. Abdullah Ahmad did a study on" Public Relations Education in Saudi Arabia: An Overview of Educators' and Practitioners' Perspectives". He concluded:

> undergraduate public relations education is unstable as higher education institutions cannot equip undergraduates with the necessary skills and abilities to meet the labor market requirements in the country. The lack of shared PR education development is evident in the curricula, books, and learning resources. The study also identified critical PR education flaws, such as poor subject content and the lack of practical aspects and relevant courses. (Abdullah,2022).

> Kirat (2006) in his article "Public relations in the United Arab Emirates: The emergence of a profession" states that the education and training in the UAE dates to the mid-eighties where universities provided over the years the job market with hundreds of PR graduates. Enrollment in public relations majors in various colleges and departments has increased over the years. The number of female students represents about two-thirds of the enrolled students in PR programs. (Kirat, 2006: 256)

> Kirat asserts:

> > Journalism and Mass Communication departments launched PR programs to meet the growing needs of the job market with qualified practitioners. International public relations agencies chose Dubai as a base for their activities in the UAE and the region. The future of public relations in the UAE is very promising. Although it is facing some problems, public relations are the job of the future. (Kirat, 2006:254)

> Mariana Cernicova in her study entitled "Redefining "public relations" in the 21st century" argues that the practice of the profession of public relations is very complex thus qualifying a graduate for the job needs educational programs that address the following and give proof how future professionals will be able to:

- link business strategy and communication,
- cope with the digital evolution and social web,
- build and maintaining trust,
- deal with the demand for more transparency and active audiences,
- deal with the speed and volume of information flow (Cernicova,2016:5).

Cernicova argues that most programs in Romania, for instance still operate according to 20th century standards, dealing with the fundamentals of communication sciences, with PR history and practices which relate mainly to traditional forms of bridging institutions and publics, and less with the challenges posed by the digital revolution and the skills specific for the generations of digitally born students. Prominence is given to interactivity, dialogical dimensions of the profession, the capacity to write (persuasive) contents and obtain free media, organize events, and serve in a multitude of functions, from the position of assistant manager to working in HR or marketing department.

In his study of PR textbooks used in KSA's universities, Attaleb (2005) found they were mostly outdated and did not meet the needs of students and researchers. The texts lacked adequate contextual coverage, recent trends and development in PR and the influence of IT and social media. Al-Habeeb (2007) also highlighted this issue and noted that Arabic PR literature suffered a lack of books and journals in the Arabic language. Those published were mostly journalistic articles, published articles in academic journals or unpublished academic theses and dissertations. Most PR literature written in Arabic had poor and/or outdated theoretical perspectives and, frequently, content from Western books that was copied and poorly translated.

Krishnamurthy Sriramesh, Lisa B. Hornaman evaluated the efficacy of undergraduate public relations programmes in the United States. The study surveyed 155 public relations

educators and practitioners to assess their opinions on factors such as whether students are being imparted the knowledge and experience to become public relations practitioners, the knowledge and skills respondents thought students ought to possess to become successful professionals, the skills new graduates should possess, and the characteristics of the public relations profession. Results revealed agreement among educators and practitioners about the subjects that should be taught in undergraduate public relations programs, including the knowledge and skills recommended by the Commission for Public Relations Education. Respondents did not agree on the best career plan for future public relations professionals. However, a majority felt that majoring in public relations with a minor in business was the best thing for students who want to work in PR. Respondents felt that not all the subjects they deemed important were currently being taught in all public relations programs. Both practitioners and educators agreed that graduates were well trained in the use of new technologies for public relations. However, the percentage of practitioners who felt that graduates were prepared to enter the public relations profession was considerably lower than educators.

Daradirek Ekachai and Rosechongporn Komolsevin looked at the development of public relations education in Thailand, the structure of current programs' curricula and course content at eight universities (three public, five private), graduate programs, instruction, and faculty. The in-depth interviews with public relations faculty revealed that while public university professors believed their students were well-prepared academically, most at private universities did not think the current curriculum sufficiently prepared students to be competitive in the work force in the future. The faculty uniformly agreed, however, that courses in interpersonal communication, intercultural/international communication, marketing communication, and new media technology should be added to the curriculum to help better prepare future practitioners to work in the global communication era.

Jordi Xifra analyzed the precarious situation concerning undergraduate public relations education in Spain, despite the existence of a Degree in Advertising and Public Relations. In addition to core subjects, which are set by the government and required on all university curricula, the Spanish system allows universities to complete their curriculum with other compulsory and elective courses. Given this freedom, universities have failed to come up with either the specific contents for public relations or for liberal arts, social sciences and business courses that will enable students to enter the profession. Considering the future restructuring of degrees through the Bologna Process, this situation is a serious threat to the continuity of public relations teaching in Spanish universities.

In his article "Changing the public relations curriculum: A new challenge for educators", Donal Alexander calls for the urgency for public relations educators to keep up with the new technology to provide the needed skills to practice PR in the era of social media and digitalization. He writes:

> "Public relations education is facing a fundamental challenge to its theoretical and pedagogical directions. Unless educators respond to the changes that technology is bringing to the communities they serve, the academy faces the prospect of becoming irrelevant by not providing students with the skills and knowledge required by the marketplace. A strategic view, therefore, needs to be taken of future practitioner, client, and student needs. This article discusses the impact of technology on the practice of public relations, reviews the literature of curriculum development in the Asia Pacific region, and offers some perspectives on future directions for strategic public relations curriculum planning".

Alexander (2002) argues that the public relations professional of the future needs to develop a new range of specialist skills, which includes the following:

- Understanding database management and how to construct a system that will collect and store information on all stakeholders.
- Creating web sites that are creative and engaging and which encourage interaction such as including invitations to request information or participating in an online survey.
- Knowing the software programs which manage online relationships.
- Understanding the principles of collaboration software.
- Being able to conduct online research to monitor the opinions or attitudes of key publics or test reactions to developments.
- Understanding online interviewing techniques, how to conduct electronic focus groups or manage email surveys.
- A developing online relationship can strengthen if an organization can offer online.

assistance to publics or stakeholders in areas such as research, or statistics.

Research Questions

RQ1: What are the opinions of faculty members about PR curriculum?

RQ2: Are PR graduates qualified to practice the profession of Public Relations?

RQ3: What are the opinions of PR faculty about textbooks?

RQ4: What are the weaknesses of PR curriculum in Saudi universities?

RQ5: What are the opinions of faculty members about Internship and capstone project?

Methodology

This study used the survey method, a questionnaire comprising 19 questions was sent online to faculty members teaching public relations in Saudi universities. Response rate reached 68%.

Questionnaire Design and Pretesting:

Based on the problematic of the study and its objectives, the questionnaire was designed to cover the following research areas:

- Opinions of faculty members about PR curriculum.
- PR graduates' readiness and qualifications to practice the profession of Public Relations?
- Availability of textbooks in terms of quantity and quality.
- Weaknesses of PR curriculum in Saudi universities.
- Internship and capstone courses.
- Suggestions for improvement.

Findings

Demographics of the sample show that 70% of the respondents are male and 58.5% are aged between 35 and 45 years old. Seventy percent of the interviewees are Saudi; Sudanese represent (15%), Egyptians (9%), Yemeni and Jordanians represent the rest. (Table no:1).

Table :1- Demographics of the sample (N=65)

Variables		Results	
		K	%
Sex	- Male	46	70.8
	- Female	19	29.2
	Total and Percentage	65	100
Age	-25 – under 35	13	20.0
	-35 – under 45	38	58.5
	-45 – under 55	9	13.8
	-Over 55	5	7.7
	Total and Percentage	65	100
Nationality	-Saudi	46	70.8
	-Yemeni	2	3.1
	-Sudanese	10	15.4
	-Egyptian	6	9.2
	-Jordanian	1	1.5
	Total and Percentage	65	100

Concerning experience in the field of public relations, 69.2 % said that they practiced the profession before joining their present job.

Over three fourths (83.1%) said that PR curriculum in their universities is either good or excellent.

To what extent public relations graduates are ready for the job and qualified for the profession. Over two thirds of the faculty members (69.2%) said they are qualified to some extent, Table 4).

Asked about important public relations courses missing in the curriculum, 51 respondents mentioned "graphic design", 44 mentioned "Online Reputation Management", 38 mentioned "Online Public Relations". 17 respondents mentioned "Online content management" and 12 said "organizing public relations campaigns through online platforms" is missing from the curriculum.

Table 2: Opinions about important courses not available in the PR Curriculum*(N=65)

Courses	N
Online Reputation Management	44
Online Public Relations	38
Online Content Management	17
Graphic Design	51
Organizing Public Relation Campaign through Online Platforms	12
-Other	8

*Respondents can choose more than one course

Concerning the question of the availability of public relations textbooks in Arabic quantity wise respondents were positive. Seventy eight percent of them said they are either average or good. In terms of quality, over three fourths of the faculty members who filled in the questionnaire said they are either average or good. Still 21% of the respondents think that PR textbooks in Arabic are poor in terms of quantity and quality.

On the issue of textbooks covering various aspects and domains of public relations over 90% of the respondents expressed their satisfaction (average, good, excellent) with what

is available. Over three fourths of the respondents said PR textbooks are keeping up with PR developments in the job market.

Asked about the most important skills that a public relations student should acquire; Sixty percent of mentioned "The ability to write for social media", 54% said "the ability to design media materials", 44% said "the ability to produce audio-visual materials", 34% "the ability to organize events" and 26% mentioned "Image building and reputation management". (Table 3).

Table 3: Respondents' points of view on the most important skills that a public relations student should acquire. (N=65) *

Skills	N
The ability to write for social media	60
The ability to produce audio-visual materials	44
The ability to design media materials	54
The ability to organize events	34
Image building and reputation management	26
Crisis management	11
PR campaigns planning and management	21
PR printed materials	14
Presentation skills	6

*Respondents can choose more than one option

PR faculty members' Opinions about PR Curriculum:

Forty three out of sixty-five respondents said the PR curriculum should focus on writing, thirty-seven suggested more focus on virtual PR, thirty-three on crisis management, twenty-nine mentioned research methods, twenty-five of the respondents mentioned more focus on management (Table 4).

Table 4: Opinions about PR Curriculum (N=65) *

Statements	Responses					Average	Deviation	Relative Weight
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree			
PR curriculum needs to be changed and revamped	0	8	8	29	20	3.398	0.966	67.96
PR curriculum needs more courses in management and marketing	2	11	9	19	24	3.800	1.201	76.00
More focus should be given to research	1	1	7	27	29	4.261	0.834	85.22

methods							
More focus on virtual PR	0	2	4	22	37	4.446	0.750	88.92
More focus on crisis management	0	2	5	25	33	4.369	0.761	87.38
More focus on management	0	3	11	26	25	4.123	0.857	82.46
More focus on writing	0	2	3	17	43	4.553	0.729	91.06

*Respondents can choose more than one option

Asked about the state of teaching public relations in Saudi universities eighty percents of the PR faculty members said the curriculum is strong, and the majority (93.8%) said that the curriculum is comprehensive and covers all the industry's needs of a PR graduate.

Respondents said that eighty eight percent of the PR programs in Saudi Arabia have and internship course. Forty four percent of them said that the internship course "achieves learning outcomes moderately" and forty six percent said the course achieves learning outcomes fully. Eighty percent of the PR programs in Saudi Arabia they have a capstone course. Most of the respondents (88%) said that course "achieves learning outcomes fully".

Asked about public relations skills incorporated in the PR curriculum in their universities The majority of the respondents mentioned "mastering tools of digital PR", "internal communication", "strategic planning skills", "Creative writing for PR", Managing PR campaigns through Digital platforms skills" (Table 6).

Table 6: Opinions about availability of skills in PR Curriculum in your university(N=65)*

Statements	Responses					Average	Deviation	Relative Weight
	Not available at all	Available through workshops	available in a limited range	Available in some courses	Available in most of the courses			
Mastering tools of Digital PR	0	4	0	49	12	4.692	0.584	93.84
Internal communication	4	3	1	40	17	4.600	0.656	92.00
Strategic Planning Skills	0	8	0	41	16	4.507	0.709	90.14
Image building and reputation Management Skills	13	3	0	33	16	4.661	0.566	93.22
Creative writing for PR	0	6	1	45	13	4.569	0.728	91.38
Managing and producing digital content skills	0	4	1	46	14	4.615	0.677	92.30

Managing PR campaigns through Digital platforms skills	0	2	2	46	15	4.554	0.700	91.08
Designing skills through modern programs	0	5	3	35	22	4.369	0.821	87.38

*Respondents can choose more than one option

Table 7 shows suggestions to develop PR curriculum. Respondents of this study mentioned "focus on job market needs" and the need for "more practical courses".

Table 7: Suggestions to develop PR curriculum ((N=65) *

Suggestions	N
Develop Curriculum	15
Focus on job market needs	40
More practical courses	33
Cooperate with stakeholders to have more practical courses	10
Focus on developing student analytical and critical thinking.	2
Continuous updating	15
Benchmarking with international universities	8

*Respondents can choose more than one option

Discussion of the findings

Sixty percent of the PR faculty members in Saudi Universities fall in the age category of 35-45 years old which is a good indicator for a young generation of instructors to prepare graduates for the profession and the job market needs. Seventy percent of the PR faculty members are nationals; this is a good sign of Saudi policy to have its own instructors, contrary to neighboring GCC countries like United Arab Emirates, Qatar, and the Sultanate of Oman.

Saudi PR faculty members believe that their universities have good PR program and that their graduates are prepared for the profession and the requirements of the job market. On another count they believe that their curriculum lacks some important courses and needs to be revamped. According to the sample of this study courses such as "Graphic Design," "Online Reputation Management" and "Online PR" are missing. Overall Respondents are happy with PR textbooks both in quantity and quality and that they cover all domains of public relations. This is a good sign for a good PR education and training as learning materials are a pivotal part of the success of having qualified graduates.

PR faculty members in Saudi universities highlighted some important skills that are important for the PR student to acquire to be well qualified the face the challenges of the PR market: "The ability to write for social media", "the ability to design media materials", and "the ability to produce audio-visual materials", and "the ability to organize events". Respondents of this study believe that the PR curriculum in their universities should focus on writing, on virtual PR, crisis management, research methods, and management Overall they suggest revamping and developing their PR curriculum.

This means that there is a firm conviction from the PR educators that there is a space for curriculum change and development. This is very logical given the fact that the PR profession is in constant change and development due to the fast-changing information technology and new media. Artificial intelligence is another variable that makes the need for change in PR curriculum necessary. PR educators in Saudi universities are suggesting keeping up with the challenges of the job market and focusing more on practical courses and training.

Conclusion

Public relations education and training are developing amazingly fast in the Kingdom of Saudi Arabia as well as the profession itself. PR departments are striving hard to keep up with the draconian development projects that the kingdom is engaging in, namely the extremely ambitious Neom project and the 2030 vision.

> Kirat writes on the fast-growing development of PR education in the Arab World:

> Public relations are emerging extremely fast as an indispensable tool of sustainable development and success for any organization or corporation in the Arab World. Public relations education is flourishing in the region. More than two hundred Mass Communication programs in the Arab World offer courses in public relations and hundreds of students if not thousands are graduating with a major in public relations each year. The PR degree attracts many students each year. Statistics show that over half of the students enrolled in journalism and mass communication departments choose PR as their career. International public relations firms cater for local and regional organizations and businesses. (Kirat, 2005, 2006a, 2006b).

To reach professionalism and excellence in public relations in the Arab world a lot must be done. In the area of education and scholarship programs must be developed in terms of study plans, textbooks, and faculty members. More training, more skills courses and internships are needed to better qualify future practitioners. The profession also needs professional associations and societies. Codes of ethics must be developed and implemented by practitioners under the close supervision of professional bodies to assure accountable and responsible public relations. (Kirat,2016).

With the advent of artificial intelligence and metaverse as well as social media and the digital revolution PR department in Saudi universities must adjust their curriculum consequently. More focus should be on catering for the unique environment of public relations which a quite different than the one in the last decades of the twentieth century. Alexander (2004:6) argues that the public relations professional of the future needs to develop a new range of specialist skills, which includes the following:

- Understanding database management and how to construct a system that will collect and store information on all stakeholders.
- Creating web sites that are creative and engaging and which encourage interaction such as including invitations to request information or participating in an online survey.
- Knowing the software programs which manage online relationships.
- Understanding the principles of collaboration software.
- Being able to conduct online research to monitor the opinions or attitudes of key publics or test reactions to developments.
- Understanding online interviewing techniques, how to conduct electronic focus groups or manage email surveys.
- A developing online relationship can strengthen if an organization can offer online.

assistance to publics or stakeholders in areas such as research, or statistics.

The future of PR education and practice is very promising in the Kingdom of Saudi Arabia. Industry is expanding very rapidly, and the country is engaging in huge programs of transformation and sustainable development.

Acknowledgement

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