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The Importance of Public Relation Education and Practice to Implement the Saudi Vision 2030

According to Euch, Omri, and Al-Tit, the driver of Saudi Arabia's economy is the oil sector (332). Diversification through reduced oil reliance is a crucial component of Saudi Arabia's Vision 2030. Bokhari warns that it is dangerous for a country to rely on one or a few natural resources because disturbances in international markets can stifle financial stability and economic development (2). In another study, Al-Darwish et al. observe that the Saudi government has responded to this warning by facilitating the growth of the non-oil sector over the past few years (45). However, the authors insist that further diversification is essential. The studies explore the economy's contribution to a limited extent, focusing on other factors, such as entrepreneurship and foreign investments. Hence, further investigation is needed in this respect.

There is a consensus that investing in female public relations education is important. Hassan and Cooray reported a significant economic growth caused by investing in female education (98). Among the adopters of this attitude is King Abdullah bin Abdul Aziz al-Saud who has welcomed reforms in many sectors, including public relations education. His regime encouraged women to strive for employment opportunities in male-dominated sectors because the country cannot advance socially and economically without women's contribution (Alsuwaida, 2016). Nonetheless, a gap between girls' education curricula and the type of skills needed for the labor market exists (Al Alhareth et al. 12). While it is true that the social characteristics of Saudi Arabia are unique, the country needs to adopt a more flexible perception of females in the

workplace (Alsubaie and Jones 36; Al-Asfour, Tlaiss, Khan, & Rajasekar 187). These studies overlooked the government's role in honing women's specializations and skills, which creates a research gap for exploring how the Saudi society can achieve a balance between the traditional role of women and the demand for their contribution to economic development.

Human capital is the future of the Gulf region, with the emphasis being on building knowledge-based economies. Consequently, governments are investing heavily in public relations education sectors, including public relations, career guidance, vocational training, and entrepreneurship (Barnett 27). Consequently, providing quality public relations education is viewed as part of the Sustainability Development Goals for Vision 2030 and a pillar to support other economic components (Didham and Ofei-Manu 97). Alyami praises Saudi Arabia's prompt response to this trend by implementing a smart school model called Tatweer schools (1516). This new model shifts public relations education from a traditional learning environment where schools are used exclusively for teaching and learning to a well-rounded environment. According to Alyami and Floyd, the Tatweer program not only focuses on students, but it also enhances the education environment and the professional development of educators (4). Its primary focus is to strengthen learners' capabilities in various fields, including public relations, self-reliance, and national coherence.

Nonetheless, these studies overlook the effects of the centralized design of Saudi Arabia's education administrative system. It introduces bureaucracy, rigidity, and stifled development that may affect the implementation of new programs, such as the Tatweer initiative. Accordingly, there is a study gap regarding how the education sector can delegate the critical aspects of education to the school level without compromising on the quality of services it renders.

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