
The missing education infrastructure

A Teacher Resource Centre for Saudi Arabia

The commitments exist and the platforms exist. Missing between them is a permanent national layer of classroom-ready resources. This paper makes the infrastructure case and proposes the operating model.

The argument in one page

Saudi Arabia has the demand side of teacher readiness: a national commitment to train 250,000 teachers in sustainability by 2028.¹ It has the channel: national teacher platforms carrying hundreds of thousands of users a day. What it does not yet have is the layer between them, a maintained national stock of classroom-ready, Arabic-first, curriculum-coded resources.

Systems in this position usually buy programmes: a campaign, a platform licence, a training cycle. Programmes end. Infrastructure persists, compounds, and gets cheaper per use. Roads are not re-procured each journey, and a resource layer should not be re-procured each initiative.

A Teacher Resource Centre is that infrastructure: an institution that sources resources, scores them against a public standard, localises them properly, distributes them through the platforms teachers already use, supports zero-training delivery, and returns evidence of use. Five functions, one shelf.

This paper proposes the operating model. None of it is hypothetical: every function runs today, at pilot scale, inside GBOX's National Teacher Readiness Programme, with 44 kits on the register.² The proposal is to nationalise the pattern, not to invent it.

FIGURE 1 • THE MISSING LAYER



SOURCES: KSA VNR 2026, P.154 • DASHED MEANS ABSENT, NOT SMALL

¹ KINGDOM OF SAUDI ARABIA 2026, VOLUNTARY NATIONAL REVIEW, P.154 • ² GBOX 2026, NTRP REGISTER, INTERNAL

01 Five functions, one shelf

01	Access	One registry, reachable through the platforms teachers already use, searchable by grade, subject and official unit code. A resource a teacher cannot find at 9pm does not exist.
02	Quality	Every listing scored against the CRS-12 before it enters, with the band published beside it. The shelf teaches the market what classroom-ready means, because makers build to what the shelf rewards.
03	Localisation	Arabic authored first, English as mirror, examples and datasets from the students' own region, materials lists matched to what schools actually hold. Localisation is authorship, not translation.
04	Development	Professional development anchored in the actual resources teachers will deliver, inside the resource itself where possible. Guides, films and scripted support, not standalone workshops.
05	Adoption	Usage and outcome data return from classrooms to the centre, kit by kit, so the register reports lessons taught rather than downloads served. What returns decides what gets built next.

No single function is novel. The infrastructure argument is that they only work as one institution: quality without access is a filing cabinet, access without quality is a search engine, and both without adoption data are a guess.

02 Why a centre and not a campaign

A campaign is judged by reach and ends with its budget. A centre is judged by its stock and survives its founders. The difference shows in the arithmetic: a resource built once to the classroom-ready standard serves every teacher of that unit, every year, at near-zero marginal cost. The library compounds. A campaign does not.

The register drawn below is the honest version of where that stock stands today: 44 kits published against a modelled national coverage target of 300 priority units. The gap is the business case. At the demonstrated build rate, the target is a programme of years, not decades, and every completed row de-risks the next.

FIGURE 2 • THE REGISTER, AGAINST THE TARGET

PUBLISHED, CLASSROOM-READY



NATIONAL COVERAGE TARGET, PRIORITY UNITS



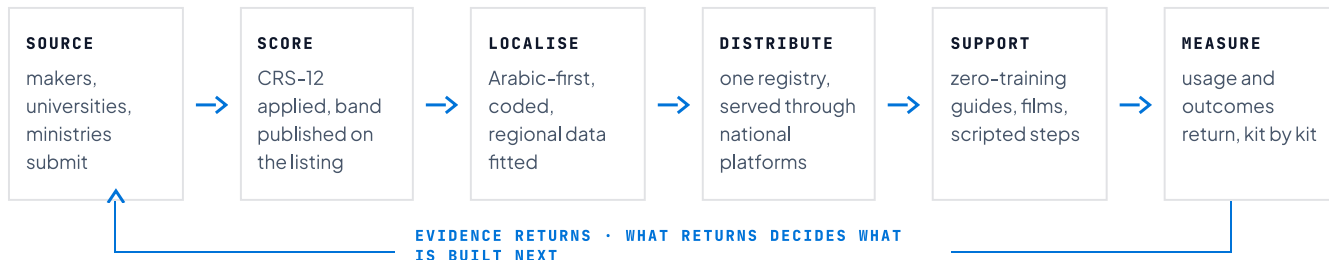
Drawn at true proportion. The dashed bar is a target, never evidence of outcome.

SOURCE: GBOX PROGRAMME REGISTER 2026, INTERNAL • TARGET MODELLED, LABELLED AS MODELLED

One more reason favours the centre: standards need a keeper. The CRS-12 works because somebody scores, publishes and defends the bands. A campaign borrows credibility. An institution accrues it.

The Saudi Teacher Resource Centre, as an operating model

Resources flow left to right. Evidence flows back. The registry is the product.



GOVERNANCE, STATED PLAINLY

HOST

seated with a national education authority, delivered with university and NGO partners

STANDARDS

CRS-12 public, scoring criteria published, band shown on every listing

FUNDING

funded as infrastructure with multi-year capacity, CSR co-funding rows to completion

REVIEW

register audited annually, criterion by criterion, misses published with the scores

03 The build sequence

Stage one, pilot, exists. One region, one subject, one standard: Aseer, Grade 4 science, fog-harvesting data, a kit in the classroom-ready band and a register of 44. The pattern is proven at the scale where proving is cheap.

Stage two, national, is a decision. Seat the centre with an authority, adopt the standard, open the registry through the existing platforms, and fund rows against the 300-unit map. Nothing in stage two requires new technology. It requires a host and a mandate.

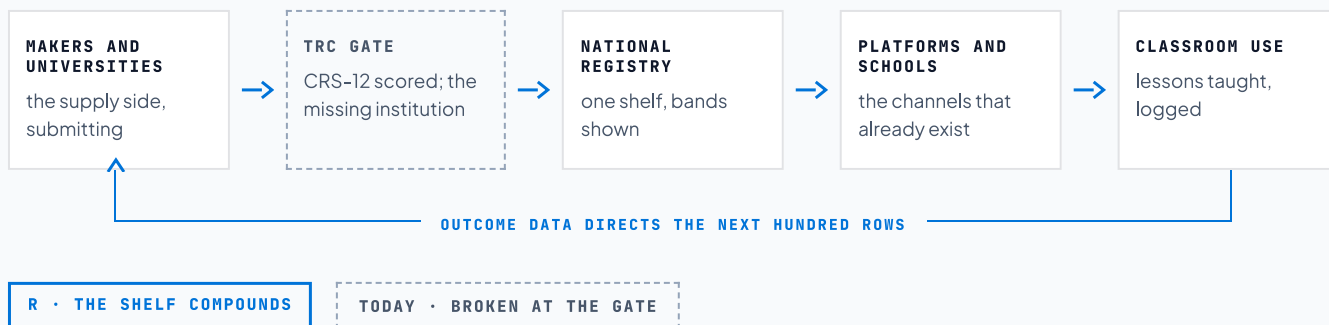
Stage three, regional, is the dividend. An Arabic-first library built for Saudi classrooms is, by construction, the deepest classroom-ready Arabic shelf in existence. Serving it across MENA turns a national cost centre into regional education infrastructure, and the readiness index of Paper 02 into a market it leads.

We invite ministries and education authorities to host the conversation, universities to take the localisation and evidence functions, and strategic partners to fund the first hundred rows. The pilot is open for inspection, gaps included.

Programmes end. Infrastructure compounds.

The system the centre completes

Figure 3 drew the stages. This is the ecosystem around them, and the loop that pays for the next hundred rows.



THE SYSTEM IN NUMBERS

513,000+

teachers in general education the shelf must serve

SAUDI MINISTRY OF EDUCATION, 2024

6.7M

students in general education, the demand behind every unit

SAUDI MINISTRY OF EDUCATION, 2024

44 / 300

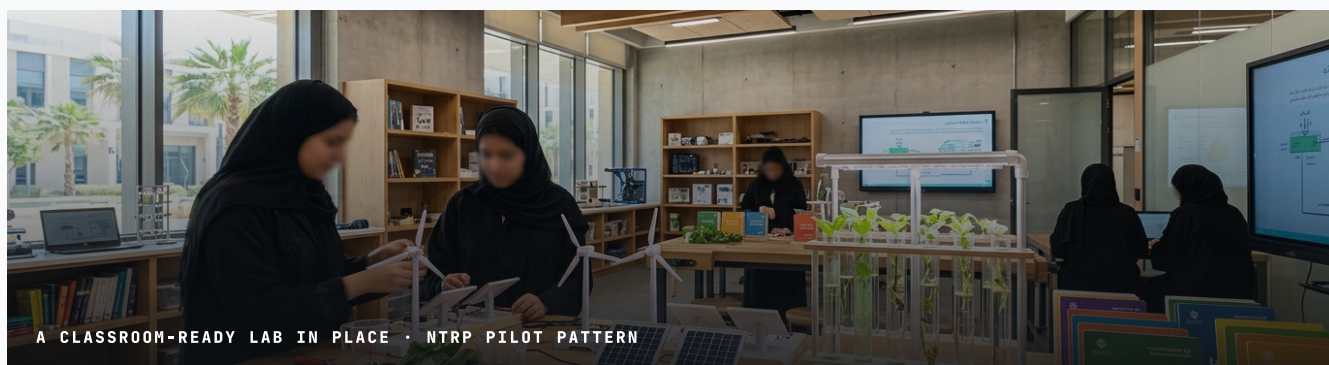
kits published against the modelled coverage target

GBOX REGISTER 2026 • TARGET MODELLED

About this series

The Last Mile Papers are published by The Green Box (GBOX), a sustainability capability-building organisation founded at Cambridge Judge Business School in 2018, working across 16 countries with delivery hubs in Cambridge, Riyadh, Al Khobar, and Lahore. The series argues one idea from six directions: education priorities only create impact when teachers have practical resources, contextual capability, and measurable outcomes. Paper 05 proposes the institution; the standard it enforces is Paper 01, and the readiness index it serves is Paper 02.

[GREENBOX.WORLD/NTRP](https://greenbox.world/ntrp)



Sources

- 01 Kingdom of Saudi Arabia (2026). Voluntary National Review, p.154.
- 02 GBOX (2026). NTRP programme register, internal: 44 kits published; 300-unit coverage target, modelled.
- 03 GBOX (2026). Audit of the national professional development catalogue: 77 accredited courses, sustainability coverage.
- 04 The Green Box (2026). The Last Mile Papers 01 and 02.
- 05 Saudi Ministry of Education (2024). General education statistics: 513,000+ teachers, 6.72 million students.

Positions, stated and revisable

The Last Mile Papers are opinion pieces. They present the positions The Green Box holds at the date on the cover, formed from the sources named in each paper and argued so they can be checked.

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Build the shelf before the next campaign.

Five functions, one institution, a register anyone
can audit.

NEXT IN THE SERIES • 06 • MEASURING WHAT MATTERS

