



# **Qatar Education Study 2018**

Executive Summary  
June 2019

## **The Curriculum Report**

Social & Economic Survey Research Institute (SESRI)  
Qatar University  
P.O. Box 2713, Doha, Qatar

## **About the Social and Economic Survey Research Institute**

This report was prepared by the Social and Economic Survey Research Institute (SESRI), an independent research organization at Qatar University. Since its inception in 2008, SESRI has developed a strong survey-based infrastructure and provides high quality data that serves to inform and guide priority setting, planning, policy formulation, and research in the State of Qatar.

The mandate of the Institute is to conduct survey research on economic, social and cultural issues that are of direct and vital significance to the development and welfare of Qatari society. Equally important, the Institute strives to build capacity within Qatar University (QU) in survey research methodology by serving as a platform for QU faculty and students to conduct their own research. Along those lines, the Institute offers training in survey research with special emphasis on topics of interest to the academic community and the Qatari society at large.

**This report was prepared by:**

Dr. Abdel Latif Sellami, LPI, SESRI, Qatar University.  
Dr. Nada Abdelkader, Co-LPI, SESRI, Qatar University.  
Dr. Kien Trung Le, SESRI, Qatar University.  
Rima Charbaji Elkassem, SESRI, Qatar University.  
Noof Abdulhadi J H Al-Rakeb, SESRI, Qatar University.  
Maryam Fahad H.K. Al-Thani, SESRI, Qatar University.  
Mohammad Hassan M A Al-Ansari, SESRI, Qatar University.  
Haneen B.K Alqassass, SESRI, Qatar University.  
Musaab Othman M I Alkhtib, SESRI, Qatar University.  
Noora Essa A E Al-Mannai, SESRI, Qatar University.

**Reviewed by:**

Prof. Hassan Al-Sayed, Director, Social and Economic Survey Research Institute (SESRI)  
John Lee Pratt Holmes, Unit Head of CATI Operations, SESRI, Qatar.

**Data Collection:**

Elmogiera Elawad, Survey Operations Manager, SESRI, Qatar University.  
Saleh Ibrahim Ali and Mohamed Agied, Survey Operations Assistants, SESRI, Qatar University.  
Anis Miladi, Section Head of Survey Programming and Development, SESRI, Qatar University.  
Isam M. Abdelhameed, Information Technology Projects Manager, SESRI, Qatar University.  
Ayman Al-Kahlout, Information Technology Specialist, SESRI, Qatar University.  
Mohamed Agied, Survey Operations Assistant, SESRI, Qatar University.

Visit <http://sesri.qu.edu.qa/> to see the online version of this report and summaries from current projects.

## TABLE OF CONTENTS

Acknowledgements .....	7
Preface .....	8
Introduction.....	11
Curriculum Standards .....	13
Textbooks and teaching materials .....	20
Teaching process .....	26
Assessment and evaluation .....	32
References.....	37
<b>Appendix: Survey Methodology.....</b>	<b>41</b>

## LIST OF FIGURES

Figure 1: Teachers’ and administrators’ perceptions of Curriculum standards presents an obstacle to good education .....	14
Figure 2: Administrators’ attitudes towards the statement “The curriculum reflects the national standards” .....	15
Figure 3: International and Community Schools Teachers and Administrators’ Satisfaction with the Curriculum standards .....	17
Figure 4: Students’ perceptions of the curriculum being well prepared .....	10
Figure 5: Parents’ perceptions of the curriculum being well prepared .....	20
Figure 6: Teachers’ Opinions about the Statement “Teachers have to develop their own curriculum materials” .....	25
Figure 7: How often in a semester teachers consult or seek advice on teaching matters from subject coordinator / head of department .....	29
Figure 8: Teachers perceptions regarding the extent to which the required documentation affects teachers’ allocated teaching time .....	30
Figure 9: Number of hours that teachers spend per week inside the school on activities related to work such as lesson preparation, homework checks, office activities, school activities and exam grading, etc. (excluding teaching) .....	31
Figure 10: Number of hours that teachers spend per week outside the school (home) on activities related to work such as lesson preparation, homework checks, office activities, school activities and exam grading, etc. (excluding teaching) .....	32
Figure 11: To what extent are “Assessment & Testing” perceived as an obstacle to good education in Qatar (Teachers’ response).....	35
Figure 12: How often students have homework assignments in a week .....	36
Figure 13: Teachers responses about homework assignments for their students ..	37

## LIST OF TABLES

Table 1: Numbers of Schools and Participants in the Qatar Education Study 2018 .	9
Table 2: Admin discussions of curriculum standards in a semester [...]	17
Table 3: Frequency of reviewing textbook in a semester .....	22
Table 4: Teachers who use teaching materials prepared by [...]	23
Table 5: Administrators' and teachers' attitudes towards textbooks.....	24
Table 6: Discussing the use of multimedia technology in enhancing students' learning three times a semester or more with [...]	26
Table 7: Activities that teacher do in a semester .....	28
Table 8: How often teachers act as substitute teacher .....	30
Table 9: Teachers and Administrators discussions of students' assessment three times a semester or more with [...]	34

## ACKNOWLEDGEMENTS

The Social and Economic Survey Research Institute (SESRI) at Qatar University would like to extend appreciation and thanks to the following for their support and contributions:

The Ministry of Education and Higher Education.

Prof. Hassan Al-Sayed, Director, Social and Economic Survey Research Institute (SESRI)

Dr. Ahmed Al-Emadi, Dean, College of Education, Qatar University.

Dr. Ahmed Mohammed Hamed Megreya, College of Education, Qatar University.

Dr. Saed Sabah, Head of Educational Sciences Dept., College of Education, Qatar University.

Dr. Abdullah Abu-Tineh, Director of National Center for Educational Development, College of Education, Qatar University.

Mrs. Reem Abu Khadija, Ministry of Education and Higher Education.

SESRI is grateful to Mr. John Lee Pratt Holmes, Unit Head of CATI Operations, SESRI, Qatar, for his insightful comments on the report drafts. We also thank all the students, parents, teachers, and school administrators who spared some of their valuable time to take part in the survey and answer detailed questions on a variety of subjects important to the state of education in Qatar. Our thanks also go to the interviewers and supervisors who administered the fieldwork.

The opinions conveyed in this report are those of the authors and do not necessarily reflect the views of the Social and Economic Survey Research Institute (SESRI) or Qatar University. SESRI is responsible for any errors or omissions in this report.

Questions to be addressed to:

Social and Economic Survey Research Institute

Qatar University, New Library, 3rd Floor

P.O. Box 2713

Doha, Qatar

Phone: +974-4403-3020

Fax: +974-4403-3021

Email: [sesri@qu.edu.qa](mailto:sesri@qu.edu.qa)

Web: [www.sesri.qu.edu.qa](http://www.sesri.qu.edu.qa)

Social and Economic Survey Research Institute © 2019

## PREFACE

This report – the first of five reports published by the Social and Economic Survey Research Institute (SESRI) – summarizes the main results derived from the Qatar Education Study (QES) 2018. As was the case in the previous editions of the Qatar Education Study, which were implemented in 2012 and 2015, the 2018 round of QES is a set of four different surveys carried out by SESRI in October, November 2018. These consist of student, parent, teacher, and school administrator surveys.

The aim of the QES 2018 was to examine the views of participants toward various aspects of pre-college education in Qatar. More specifically, the focus of the QES 2018 is on preparatory (8th and 9th grade) and secondary (11th and 12th grade). Combined, the surveys included 3,380 participants representing 34 preparatory and secondary schools. The following table demonstrates the numbers of schools and participants involved in the QES 2018 (see Table 1).

Four types of school make up Qatar's school system: Government (public) schools, International private schools, Arabic private schools, and Community schools, which follow the curriculum of particular countries. In addition to the first two types, Arabic private and Community schools are subsumed under the 'other' category in this study.

The information included in this report is based on the main results arrived from the 2018 Qatar Education Study (QES). The five QES reports provide valuable information on areas that are of crucial importance to the school system in Qatar, including students, motivation and future aspirations, school facilities, the school curriculum, student and parental satisfaction, and private tutoring.

The main goal of these five reports is both to inform education policy and practice whilst also contributing to achieving the overall goals outlined in the Qatar National Vision 2030 (QNV 2030). Based on the results provided in these reports, relevant implications for policy and practice will be offered as they relate to the specific areas covered in each report.



**Table 1: Numbers of Schools and Participants in the Qatar Education Study 2018**

<b>Total Number of surveyed schools</b>	34 Schools		
	<b>Government Schools</b> 61.76% (n=21) schools	<b>International schools</b> 20.59% (n=7) schools	<b>Other Schools</b> 17.65% (n=6) schools
<b>Total number of surveyed students</b>	1639 Students		
	<b>Government Schools</b> 52.96% (n=868) students	<b>International schools</b> 29.47% (n=483) students	<b>Other Schools</b> 17.57% (n=288) students
<b>Total number of surveyed parents</b>	1142 Parents		
	<b>Government Schools</b> 46.58% (n=532) parents	<b>International schools</b> 34.15% (n=390) parents	<b>Other Schools</b> 19.26% (n=220) parents
<b>Total number of surveyed teachers</b>	424 Teachers		
	<b>Government Schools</b> 62.97% (n=267) teachers	<b>International schools</b> 26.42% (n=112) teachers	<b>Other Schools</b> 10.61% (n=45) teachers
<b>Total number of surveyed school administrators</b>	175 Administrators		
	<b>Government Schools</b> 69.71% (n=122) administrators	<b>International schools</b> 13.14% (n=23) administrators	<b>Other Schools</b> 17.15% (n=30) administrators

The QES 2018 explores the views expressed by students, parents, teachers and school administrators and their attitudes toward the existing preparatory and secondary school system in Qatar. Available literature that examines K-12 education generally in Qatar remains limited and the overall school system in the country is largely under-researched.

The schools covered in this study represent a cross-section of the major school types (i.e. Government, International and other schools) as well as coeducational and single-gender programs. Taking this into account, the design of the QES 2018 allows for analyzing the data with a view to

drawing comparisons within and between groups of students, parents, teachers, and school officials. This allows for studying relevant issues from the combined perspective of students, parents, teachers, and administrators.

By examining respondent's beliefs about various aspects of the school system in Qatar, this study seeks to provide a realistic and up-to-date portrait of preparatory (8th and 9th grade) and secondary (11th and 12th grade) education in Qatar based on the results derived from the survey. The study's results will aid in painting a picture of the state of affairs at the different schools in Qatar and as such will depict what works and doesn't work in the school system. Ultimately, the study will be useful in tapping areas of schooling that need improvement and ways of fostering student success as they look forward to the future.

The results reported here shed light on six areas directly related to policy and decision-making:

- Curriculum standards
- Textbooks and teaching materials
- Teaching process, and
- Assessment and evaluation

We welcome your questions and comments which may be directed to [sesri@qu.edu.qa](mailto:sesri@qu.edu.qa).

## INTRODUCTION

The state of Qatar continues to invest a large portion of its hydrocarbon revenues in human capital. Over a decade ago, the government began targeting its education sector for reform, realizing that the development of the education sector would be key to diversifying the economy, creating a knowledge-based economy, and meeting the objectives mapped out in the long-term strategy known as (the Qatar National Vision 2030).

As highlighted in the Ministry of Education and Higher Education Strategic Plan 2017-2022, the main objectives are to provide diverse learning opportunities that enable learners to increase their potential, contribute effectively to the workforce and to the Qatari community. Furthermore, the plan aims to ensure the provision of the appropriate educational infrastructure meeting the needs of all learners according to current and future requirements also, enhancing the process of continuous institutional development and quality assurance in educational institutions.

The Curriculum Standards Office (CSO) under the Ministry of Education and Higher Education is responsible for developing national Curriculum Standards in key subject areas. In addition, facilitating high standards of teaching, learning, monitoring, advising and supporting schools in the implementation of these standards. The standards focus on the content essential for preparing students to be engaged and productive citizens. Critical thinking, enquiry and reasoning are emphasized in all grades to ensure that students develop the ability to work creatively, think analytically and solve problems.

This report provides an opportunity to evaluate the education system after transitioning from 'Education For a New Era' to the new Strategy provided by the Ministry of Education and Higher Education. The information given in the present report is meant to inform strategic planning and decision making in Qatar and offer a summary of stakeholders priorities. By specifying potential areas of intervention, it is hoped that the conclusions drawn from this study will give indications that may be useful to the Ministry of Education and Higher Education and other education entities in Qatar. More importantly, it is vital that education decision makers build on the comments and suggestions of teachers and school administrators.

This report provides a summary of some important results based on data collected from the following surveys:

1. A survey of teachers
2. A survey of school administrators
3. A survey of Students and
4. A survey of Parents.

## CURRICULUM STANDARDS

In 2018 H.E. the Minister of Education and Higher Education, Dr. Mohamed Abdul Wahed Ali Al-Hammadi announced the new curriculums for primary and secondary schools where high school curriculums were to be developed later in the year. The minister stated that the newly developed curriculum focused on the identity, values and skills of the 21st century evaluating both learning requirements and the level of cultural development in Qatar or the world. Moreover, the newly developed curriculum standards aimed at addressing many of the challenges faced by teachers over the previous years as well as, by students in terms of weakness in some basic skills<sup>1</sup>.

"We have also tried to get the curriculum out of a new gown, focusing on self-learning, building the personality of the Good citizen, on competencies and not on indoctrination so that the student is an active participant in the classroom. all of which is a requirement of the new curriculum." (Minister of Education and Higher Education, Dr. Mohamed Abdul Wahed Ali Al-Hammadi)<sup>2</sup>

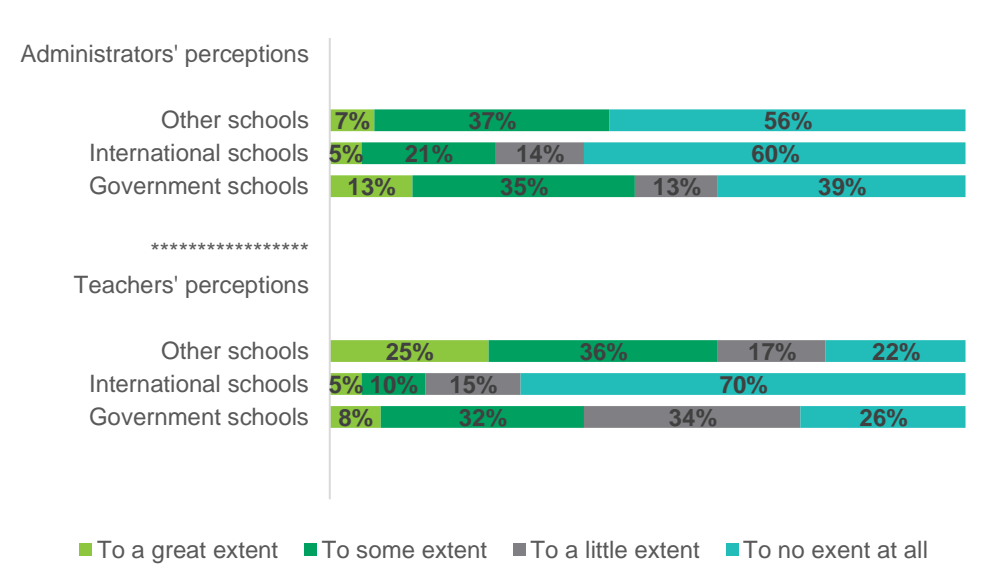
According to the Qatar's Second National Development strategy 2018-2022, the Education and Training Sector Strategy (ETSS) identified and sought to overcome many challenges facing the national education and training system by developing the appropriate policies and initiatives. These challenges included poor performance, particularly in math, science and English language. as reflected, students' scores in international exams; high absenteeism; low rates of transition from secondary to post-secondary education, especially for males; lack of professional qualifications of teachers other than a university degree; lack of classrooms necessary to accommodate the growing number of school students; lack of harmonization between the qualifications of university and college graduates and the needs of the labor market; poor linkage between K-12 education and post-secondary education; poor consistency among qualifications acquired abroad; low productivity of scientific research; and lack of data necessary for monitoring and policymaking (MDPS, 2018).

Given the changes made in the curriculum since the previous Qatar Education Study (2015). The 2018 Qatar Education Study aims on looking at the curriculum standards and materials used by schools across Qatar, and assessed the level of satisfaction towards these standards and materials.

### Teachers and administrators views curriculum standards

The survey study implemented in 2018 asked teachers and administrators: “which extent they think that the curriculum standards presents an obstacle to good education”. The majority of Government school administrators and teachers do not view the curriculum standards as an obstacle to good education. Similarly, teachers and administrators from Community schools and Arabic private schools (labeled as other schools) do not view the curriculum standards as an obstacle to good education. The data showed that more than any other school type, teachers and administrators from international schools do not view the curriculum standards as being an obstacle to good education.

**Figure 1: Teachers’ and administrators’ perceptions of Curriculum standards as an obstacle to good education**

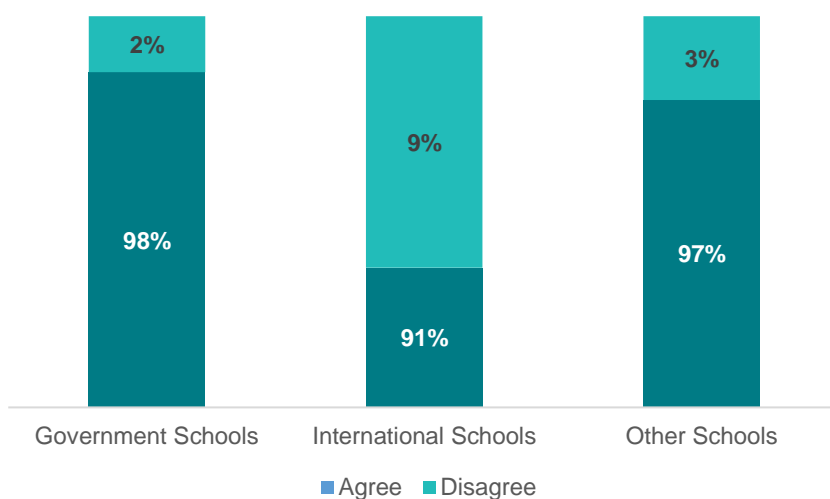


### Administrators confirm that the curriculum standards are reflective of the National standard

This section provides an overview of the views of school administrators (ranging from school principals, to counselor and subject coordinator) toward the curriculum standards based on the results concluded from the Qatar Education Study surveys implemented in 2018. In general, the results from the survey show that school administrators from all school

types think that the curriculum in-use is indeed reflective of the national standard. As shown in the figure below (Figure 2), 98 percent of Government school administrators' think that the curriculum being used at their school is in line with the curriculum standards provided by the Ministry of Education and Higher Education. Similarly, 91 percent of International school administrators believe that the curriculum in use is reflective of the national standards set by the Ministry of Education and Higher Education.

**Figure 2: Administrators' attitudes towards the statement "The curriculum reflects the national standards"**



*Community schools are more likely to follow curriculum standards designed by the Ministry of Education and Higher Education*

Since Government and Arabic private schools fully follow the curriculum standards of the Ministry of Education and Higher Education, teachers in International schools and Community schools have been asked who is responsible for designing the curriculum standards used at their school. The data showed that 46 percent teachers from Community schools use the curriculum standards provided by the Ministry of

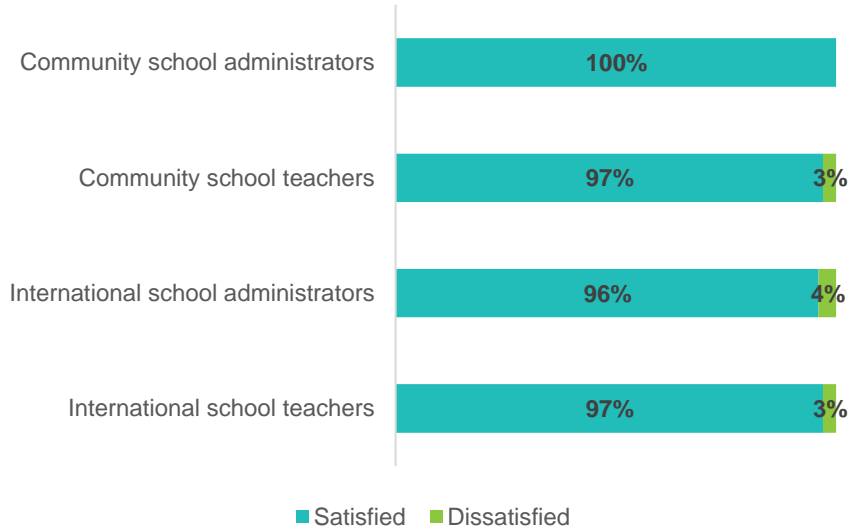
Education and Higher Education, followed by 27percent of community school teachers saying they use the curriculum standards designed by 'school team'. On the other hand, the majority of International school teachers said they use the curriculum standards designed by 'others' in which the majority of schools referred to the Central Board of Secondary Education (CBSE) in India, which is the most commonly used curriculum by International Indian schools (The majority of international schools participating in this study are International Indian). Furthermore, 17 percent of International school teachers reported that they use the curriculum standards designed by 'school team'. Therefore, it is evident that International school teachers use the curriculum standards provided by the Ministry of Education and Higher Education of Qatar the least.

### *Teachers and Administrators are very satisfied with curriculum standards*

This section provides an overview of the attitudes of teachers and admin of International and Community schools about the level of satisfaction towards the curriculum standards. As shown in the graph below. 71 percent of International school teachers said they are very satisfied with the curriculum standards. On the other hand, 49 percent of International school administrators reported to be very satisfied with the curriculum standards. Most Community school teachers (97 percent) reported that they were satisfied with the curriculum standards, and Community school administrators (97percent) reported to be satisfied with the curriculum standards. There is a general variance in satisfaction levels, where majority of teachers from international and community schools reported to be 'Very satisfied', whereas the majority of international and community school administrators reported to be 'Somewhat Satisfied'.



**Figure 3: International and Community Schools Teachers and Administrators' Satisfaction with the Curriculum standards**



*Discussion of curriculum standards*

The survey study implemented in 2018 asked administrators about the frequency that they discuss the curriculum standards with Ministry of Education and higher Education, teachers and students parents. Tables (2) illustrates administrators' discussions (administrators represent schools principals, subject coordinators and academic advisors) about curriculum standards with: Ministry of Education and Higher Education, teachers and students parents at different frequencies according to school type.

**Table 2: Admin discussions of curriculum standards in a semester [...]**

	Government schools	International schools	Other schools
<b>Discussing curriculum standards three or more times a semester</b>			
With ministry of education and higher education	16%	7%	25%
With teachers at the school	28%	48%	38%

With students' parents	11%	34%	26%
<b>Discussing curriculum standards once a semester</b>			
With ministry of education and higher education	28%	39%	32%
With teachers at the school	9%	15%	16%
With students' parents	8%	31%	17%
<b>Never discuss curriculum standards during the semester</b>			
With ministry of education and higher education	47%	46%	28%
With teachers at the school	21%	0%	0%
With students' parents	37%	5%	23%

### *Government school teachers' knowledge of the Curriculum standards in their subject area according to administrators*

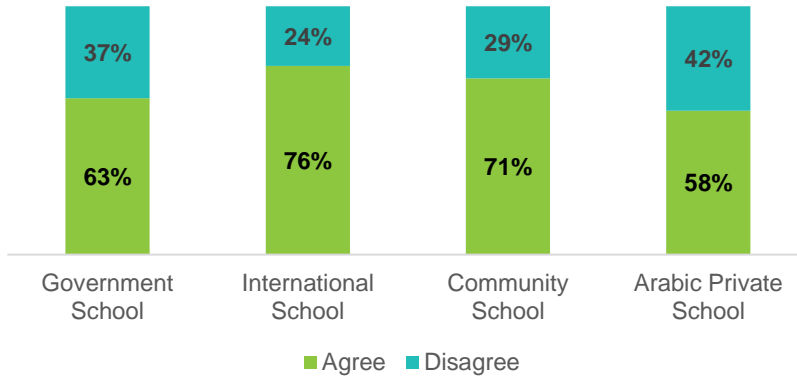
Government school administrators were asked to what extent do teachers at their school know the curriculum standards for their subjects. In which, there is a general consensus that the majority of teachers know the curriculum standards provided by the Ministry of Education and Higher Education. Sixty one percent of administrators said teachers know the curriculum standards to a great extent, 27 percent of administrators said teachers know the curriculum standards to some extent, and only 1 percent of administrators said teachers know the curriculum standards to no extent.

### *Students' and parents' perceptions towards the curriculum standards*

After exploring teacher and administrators views towards the curriculum standards in Qatar's education, it is important to consider the parents and students perceptions as they are on the receiving end. The following section looks students and parents' views towards the curriculum standards according to school type. As shown in Figure (4), around two thirds of students, regardless of school type, believe that that the curriculum is well prepared.

*Majority of Students believe that 'The curriculum are well prepared'*

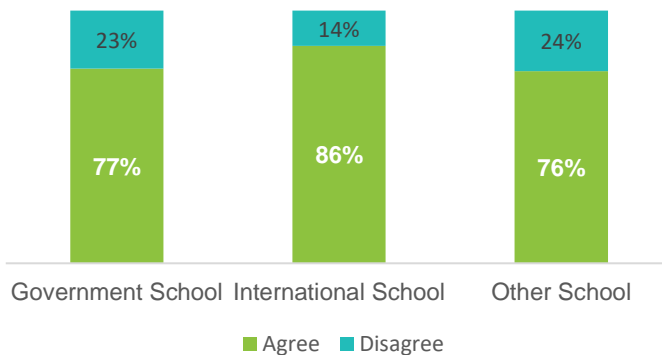
**Figure 4: Students' perceptions of the curriculum being well prepared**



*Parents' perceptions towards 'The curriculum standards are well prepared' according to school type*

Generally, all parents seem to believe that the curriculum at their children's schools is well prepared. Eighty six percent of International school parents think that the curriculum at their children's schools is well prepared, compared to 77 percent of Government school parents. 76 percent of other school parents (see Figure 5). In general, parents and students from an international school show the highest level of belief that indeed the curriculum at their schools is well prepared.

**Figure 5: Parents' perceptions of the curriculum being well prepared**



## TEXTBOOKS AND TEACHING MATERIALS

Well-developed textbooks and other teaching materials are a key resource for both teachers and students. They are excellent teaching aids as they serve to convey the curriculum content to students. They provide a balanced organized and sequenced presentation of information. The design and content of the textbook are the most important elements to enhance students' learning. In the strategic plan of Ministry of Education and Higher Education (2017 – 2022). A program has been created to improve the national educational curricula in Qatar. Under this program, there is a project about design and implementation of key learning resources that supports all subjects at all levels (MEHE, 2017). The main goal of the strategic plan is to enhance students' abilities for criticism, analysis, innovation, rather than memorization, as well as adopting new methods to measure learning gains to be more relevant to today's world, to enable extensive technology and to achieve complementarity between school materials.

Teachers and administrators at all school types have been asked about who chooses printed textbooks for schools subjects whether it is the Ministry of Education and Higher Education in Qatar, school administration, subject coordinator, subject teacher or other parties. Government schools' teachers stated that the textbooks are chosen by the Ministry of Education and Higher Education. For International schools, the results revealed that 53 percent of administrators in International schools stated that subject coordinator chooses printed textbooks and 56 percent of teachers in International schools stated that textbooks are chosen from resources other than ministry of education, school administrators, subject coordinator, or subject teacher (textbooks is chosen from CBSE which is Central Board of Secondary Education).

Table (3) below shows the frequency of reviewing textbook in a semester by teachers and administrators. The results show that teachers in all school types tend mostly to review textbook three times a semester or more with teachers at the schools and subject coordinator/head of department. Moreover, 56 percent of administrators in Government schools and 47 percent of administrators in other schools (Arabic Private schools and Community schools) tend to review textbooks with teachers and subject coordinator three times a semester or more compared to small percentage (15 percent and 16 percent respectively) of administrators in International schools.

**Table 3: Frequency of reviewing textbook in a semester**

Frequency	Teachers			Administrators		
	Government schools	International schools	Other schools	Government schools	International schools	Other schools
<b>With Teachers</b>						
Once a semester	9%	19%	7%	18%	75%	25%
Twice a semester	12%	18%	17%	9%	10%	28%
Three times a semester or more	79%	60%	76%	56%	15%	47%
Never	0%	3%	0%	17%	0%	0%
<b>With Subject Coordinator / Head of Department</b>						
Once a semester	10%	20%	0%	13%	78%	35%
Twice a semester	10%	15%	5%	6%	6%	10%
Three times a semester or more	75%	62%	92%	57%	16%	55%
Never	5%	3%	3%	24%	0%	0%

Teachers in all school types are always using teaching material prepared either by them or by other parties (fellow teachers at school, outside the school or by Ministry of Education and Higher Education). Table (4) shows that majority of teachers always use teaching material prepared by them and small percentage of them use teaching material prepared by other parties outside the school. Around two thirds of teachers at government schools and other schools (65% and 66%, respectively) always use teaching material prepared by the Ministry of Education and Higher Education compared to small percentage of International schools' teachers (17 percent).

Since textbooks in Government schools are designed and provided by the Ministry of Education and Higher Education, only teachers in International schools and Community schools have been asked to which extent textbooks are related to the curriculum standards. The results show that textbooks are related to curriculum standards to different extent among

International and Community school teachers. For example, textbooks are very related to the curriculum standards according to 82 percent of International schools' teachers compared to 58 percent of Community schools' teachers.

**Table 4: Teachers who use teaching materials prepared by [...]**

How often use teaching material prepared by [ ... ]	Government schools	International schools	Other schools
<b>Fellow teachers in your school</b>			
Always	39%	42%	28%
Sometimes	46%	37%	52%
Rarely	10%	12%	13%
Never	5%	9%	7%
<b>Outside your school excluding textbooks</b>			
Always	10%	13%	12%
Sometimes	33%	48%	47%
Rarely	27%	22%	24%
Never	30%	17%	17%
<b>By yourself</b>			
Always	92%	86%	94%
Sometimes	8%	13%	6%
Rarely	0%	1%	0%
Never	0%	0%	0%
<b>By yourself and with other teachers at school</b>			
Always	66%	48%	66%
Sometimes	26%	44%	32%
Rarely	3%	8%	2%
Never	5%	0%	0%
<b>By Ministry of Education and Higher Education</b>			
Always	65%	17%	66%
Sometimes	21%	17%	21%
Rarely	7%	16%	8%
Never	7%	50%	5%

Moving to respondents' perceptions towards textbooks in terms of satisfaction, quality rating and viewing it as an obstacle to good education in Qatar, table (5) shows that similar percentages of administrators and teachers in Government schools who consider textbook as an obstacle to a good education. Moreover, even though around 80 percent of Government schools' teachers are satisfied with the textbook, 63 percent of them consider it as an obstacle (to a great extent, to some extent and to a little extent) to a good education in Qatar. In addition to that, textbook tend to be considered as an obstacle to a good education in Government schools more than in International schools. For rating the quality of textbooks, around 60 percent of teachers in International and other schools rated textbook as very good, while around 90 percent of them or more are satisfied with the textbook.

**Table 5: Administrators' and teachers' attitudes towards textbooks**

	Teachers			Administrators		
	Government schools	International schools	Other schools	Government schools	International schools	Other schools
Satisfied with textbook	84%	97%	89%	87%	91%	83%
Textbook rating is very good	-	57%	59%	-	-	-
Textbook presents an obstacle to a good education in Qatar (combined: to a great extent, to some extent, to a little extent)	63%	36%	76%	62%	46%	47%

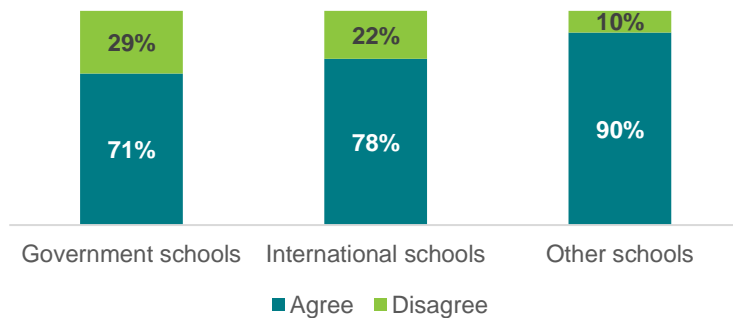
### *Teachers have to develop their own curriculum materials*

As for respondents' attitudes toward teachers' development of their own curriculum materials, the results show that teachers in International schools and other schools tend to agree with the statement that says "Teachers have to develop their own curriculum materials" more than

government schools (Figure 6). Moreover, the majority of government school teachers' and administrators' agree to varying degrees, as 91 percent of Government school administrators think that teachers have to develop their own curriculum materials, while 71 percent of Government school teachers think that teachers have to develop their own curriculum materials. Similarly, 78 percent of International school teachers and 91 percent of administrators agree that teachers must develop their own curriculum materials.

The survey also examined teachers and administrators view on how qualified the teachers are to develop their own curriculum materials. The results show that majority of Government school teachers (90 percent) and International school teachers (94 percent) said they are qualified to develop their own curriculum materials.

**Figure 6: Teachers' Opinions about the Statement "Teachers have to develop their own curriculum materials"**



The QES 2018 study discusses the use of multimedia to enhance the quality of education. According to Kitao and Kitao (1997) materials which include textbooks, video and audio tapes, computer software and visual aids, may control and help both teaching and learning. "The choice of deductive vs inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials" (Kitao & Kitao, 1997). Adopting multi-media technology is being discussed by teachers and administrators with different parties to enhance students' learning. Table (6) shows that around 60 percent or more of teachers and administrators in all school types discuss the use multi-media technology with each other and with the subject coordinator / head of dept. three times



a semester or more. Administrators tend to discuss the use of multi-media technology with students' parents more than teachers in all school types.

**Table 6: Discussing the use of multimedia technology in enhancing students' learning three times a semester or more with [...]**

	Teachers			Administrators		
	Government schools	International schools	Other schools	Government schools	International schools	Other schools
With teachers	58%	65%	58%	69%	76%	69%
With students' parents	10%	36%	25%	35%	45%	58%
With ministry of education	-	-	-	40%	20%	49%
With school principal	15%	23%	39%	-	-	-
With VP for academic affairs	28%	26%	49%	-	-	-
With VP for admin affairs	12%	15%	33%	-	-	-
With academic advisor	13%	28%	22%	-	-	-
With counselor / social advisor	8%	24%	19%	-	-	-
With subject coordinator /head of dept.	59%	64%	64%	-	-	-
With supervisor	17%	52%	32%	-	-	-

## TEACHING PROCESS

Teaching can be viewed from two different angles, one views teacher's role as a transmitter for the knowledge and the other views the teacher as a facilitator of active learning by engaging the students to seek out solutions for themselves (OECD, 2009). The QES 2018 study explored the various activities teachers are required to perform, with the aim of understanding the role of teachers in the teaching process analyzed by school type. This section is also important for policy makers in further understanding issue related to attracting and retaining high skilled teachers, specifically Qatari teachers.

Interestingly, in an address to the Advisory Council on the state of education in Qatar, the Minister of education pointed that the ministry continues to try and reduce the burden on teacher, stressing that Qatar is among the lowest countries in the workloads for teaching and offers higher salaries than any other country ("Al-Hammadi highlights.", 2019).

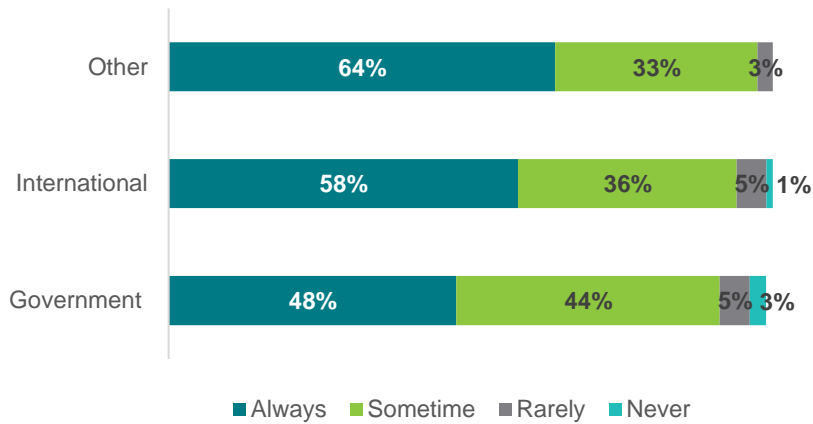
In this context, we have asked teachers about activities conducted by them as part of teaching process. Table (7) shows number of activities that teachers "always" do it in a semester. Teachers' responses for this question were distributed on 4 values: "Always", "Sometimes", "Rarely" and "Never". The results show that preparing the lesson is "always" done by majority of teachers in all school types. Collaboration between teachers in lesson planning is vital at Government schools (91 percent of teachers) compared to 66 percent for teachers at International schools. Working individually with students of poor academic performance and with gifted students is being performed at International schools more than government schools and other schools.

**Table 7: Activities that teacher do in a semester**

Activities	Government schools	International schools	Other schools
<b>Prepare a lesson</b>			
Always	98%	94%	98%
Sometimes	2%	5%	2%
Rarely	0%	1%	0%
Never	0%	0%	0%
<b>Work with other teachers of the same specialization on issues related to lesson planning and class activities</b>			
Always	91%	66%	83%
Sometimes	9%	30%	15%
Rarely	0%	2%	0%
Never	0%	2%	2%
<b>Work individually with students of poor academic performance</b>			
Always	40%	74%	40%
Sometimes	53%	24%	60%
Rarely	4%	2%	0%
Never	3%	0%	0%
<b>Work individually with gifted students</b>			
Always	38%	53%	30%
Sometimes	51%	44%	65%
Rarely	9%	3%	5%
Never	2%	0%	0%

Teachers have been asked how often they consult or seek advice on teaching matters from different parties. The results in Figure (7) shows the percentage of teachers who consult or seek advice on teaching matters. On overall, teachers in all school types tend to consult or seek advice from subject coordinator / head of department more than consulting teachers at the school. Moreover, teachers in all school types rarely consult other teaches outside the school. Compared to teachers in Government schools, teachers at International schools tend more to consult or seek advice on teaching matters from subject coordinator / head of department.

**Figure 7: How often in a semester teachers consult or seek advice on teaching matters from subject coordinator / head of department**



In order to understand the perceptions of teachers toward their allocated teaching time, they have been asked to what extent the required documentation affects their allocated teaching time. Figure (8) shows that majority of teachers in all school types confirmed that the documentation process affects their teaching time to some or great extent. It is worth mentioning that around two thirds (64%) of teachers in government schools stated that documentation process affects their allocated teaching time to a great extent compared to 21 percent of teachers in International schools.

**Figure 8: Teachers perceptions regarding the extent to which the required documentation affects teachers' allocated teaching time**

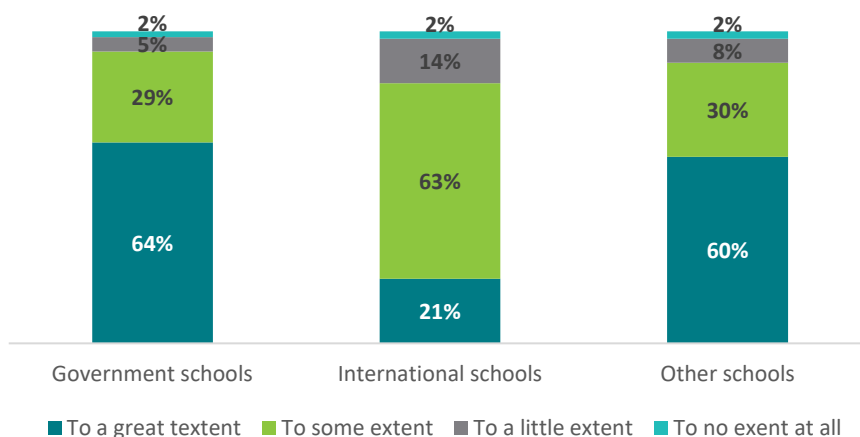


Table (8) shows that substituting for teachers in the same subject area tend to occur more frequently in Government schools more than in International schools. More than 60 percent of teachers or more in Government schools have substituted for teachers in other subject area. It tends to occur more in other schools compared to Government and International schools.

**Table 8: How often teachers act as substitute teacher**

	Government schools	International schools	Other schools
<b>Act as substitute teacher in <u>their</u> subject area</b>			
Less than three times a semester	26%	48%	22%
Three times a semester or more	69%	42%	68%
Never	5%	10%	10%
<b>Act as substitute teacher in <u>other</u> subject area</b>			
Less than three times a semester	31%	47%	23%
Three times a semester or more	35%	37%	51%
Never	34%	16%	26%

Figure (9) shows that teachers in Government schools spend more time (within working hours) on activities related to work other than teaching (i.e.

activities related to work such as lesson preparation, homework checks, office activities, school activities and exam grading, etc.). It seems that around half of teachers in International schools have more time for teaching compared to teachers in Government schools. In a study conducted on lower secondary education in public and private sectors at OECD countries, the results show that half of teachers in most OECD countries spend more than 80 percent of the lesson time on teaching and learning (OECD, 2009).

**Figure 9: Number of hours that teachers spend per week inside the school on activities related to work such as lesson preparation, homework checks, office activities, school activities and exam grading, etc. (excluding teaching)**

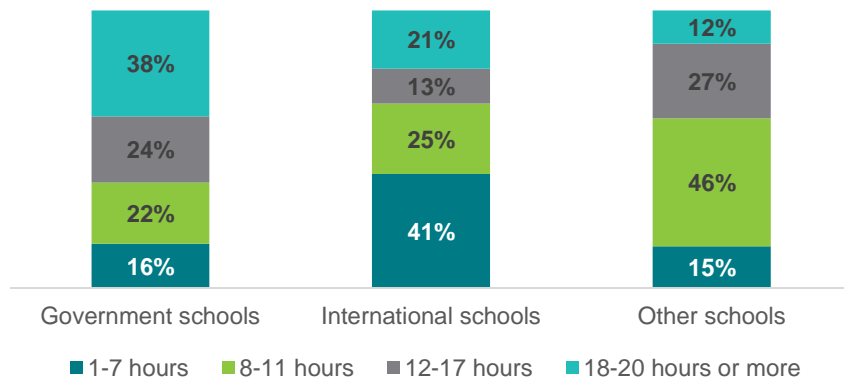
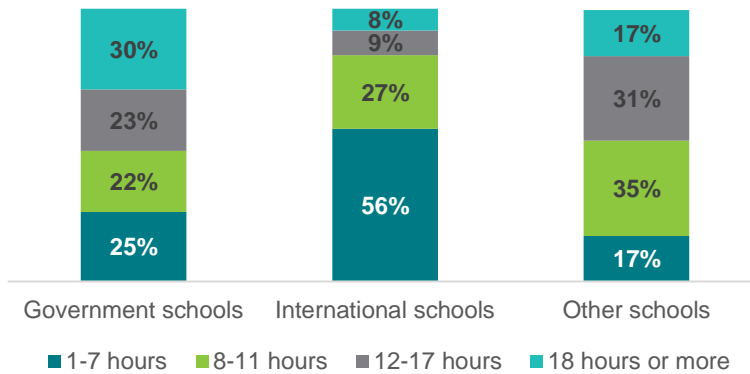


Figure (10) shows that majority of teachers in all school types work extra hours from home. Compared to International schools’ teachers, it seems that teachers in Government schools work longer hours outside working hours (i.e., at home) on activities related to work such as lesson preparation, homework checks, office activities, school activities and exam grading, etc. More than half of teachers in Government schools work 12 hours or more outside working hours.

**Figure 10: Number of hours that teachers spend per week outside the school (home) on activities related to work such as lesson preparation, homework checks, office activities, school activities and exam grading, etc. (excluding teaching)**



## ASSESSMENT AND EVALUATION

In schools in Qatar, Students learning is measured via standardized tests. The Ministry of Education and Higher Education (through The Student Assessment Office) is responsible for the design and implementation of standardized tests<sup>3</sup>. Assessment, in its various forms, remains a critical step in the learning process as it determines whether the learning objectives have been met.

Table (9) shows the results of teachers and administrators discussion about students' assessment with different parties three times a semester or more. The analysis is based on three categories: "Less than three times a semester", "Three times a semester or more" and "Never". The results revealed that high percentages of teachers at government schools (77 percent) and other schools (94 percent) have such discussions with subject coordinator, while at International schools, a high percentage of teachers (75 percent) stated that they have discussion with individual students about their assessment three times a semester or more (compared to 50 percent of Government schools' teachers).

Moreover, around three quarters of teachers at Government schools (77%) have discussion about students' assessment with subject coordinator and around half of them discuss it with teachers at the school and only quarter of them discuss it with students' parents. As for administrators, high Percentages of them in all school types have discussion with teachers about students' assessment three times a semester or more. As for students' grades, more than 90 percent of administrators in all school types agreed that students' grades reflect their academic level.



**Table 9: Teachers and Administrators discussions of students' assessment three times a semester or more with [...]**

	Teachers			Administrators		
	Government schools	International schools	Other schools	Government schools	International schools	Other schools
With teachers at your school	57%	55%	68%	64%	77%	73%
With students' parents	25%	52%	34%	46%	42%	52%
With individual students	50%	75%	55%	57%	82%	80%
With school principal	14%	16%	23%	-	-	-
With VP for academic affairs	38%	30%	49%	-	-	-
With VP for admin affairs	11%	13%	21%	-	-	-
With academic advisor	20%	32%	34%	-	-	-
With consular / social advisor	23%	22%	34%	-	-	-
With subject coordinator / head of dept.	77%	69%	94%	-	-	-
With supervisor	20%	57%	22%	-	-	-

Figure (11) shows perceptions of teachers towards considering assessment and testing as an obstacle to good education in Qatar. More than half of teachers in Government schools (65 percent) and other schools (66 percent) consider assessment and testing as an obstacle to good education (to a great, some and a little extent) compared to third of teachers at International schools.

**Figure 11: To what extent are “Assessment & Testing” perceived as an obstacle to good education in Qatar (Teachers’ response)**

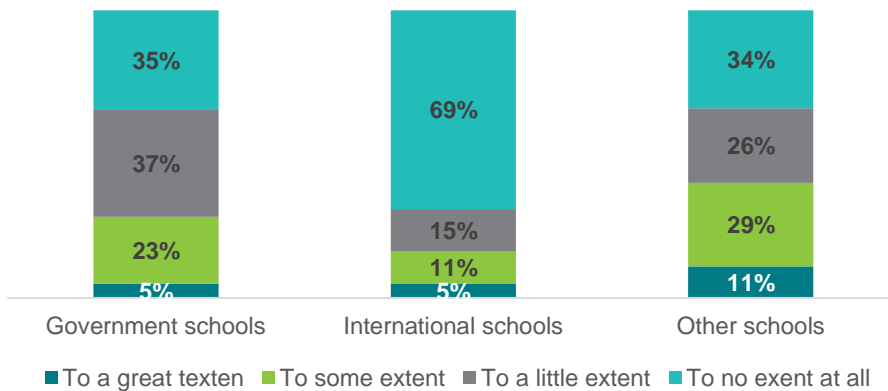


Figure (12) shows that, according to teachers, Government schools and other schools tend to give more homework to students compared to International schools. Around 61 percent of teachers in Government schools and 68 percent in other schools give homework to their students three times a week or more, while 85 percent of teachers in International schools give homework to their students one to two times a week. In this context, 72 percent of students at International schools stated that the evaluation system at their schools is mainly based on examinations, compared to around 60 percent at both Government schools and other schools. On the other hand, students to say that they get homework assignments three times a week or more.

**Figure 12: How often students have homework assignments in a week**

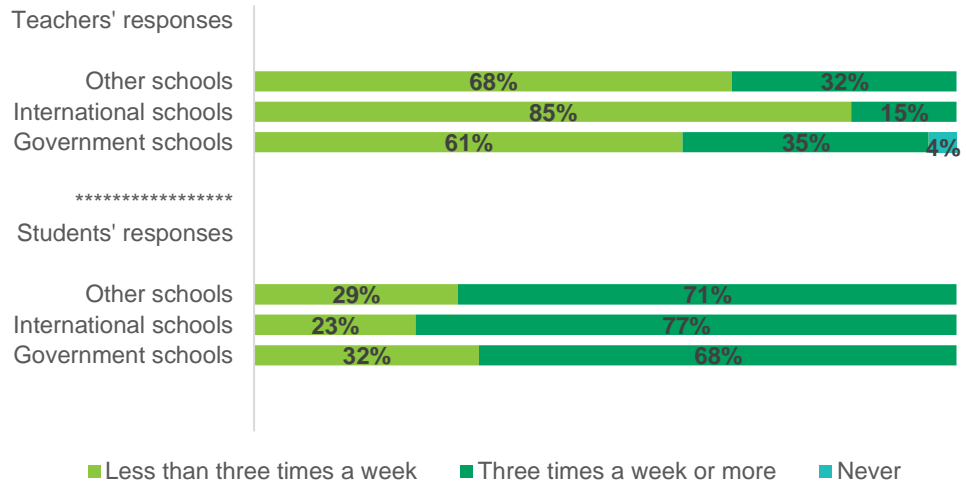
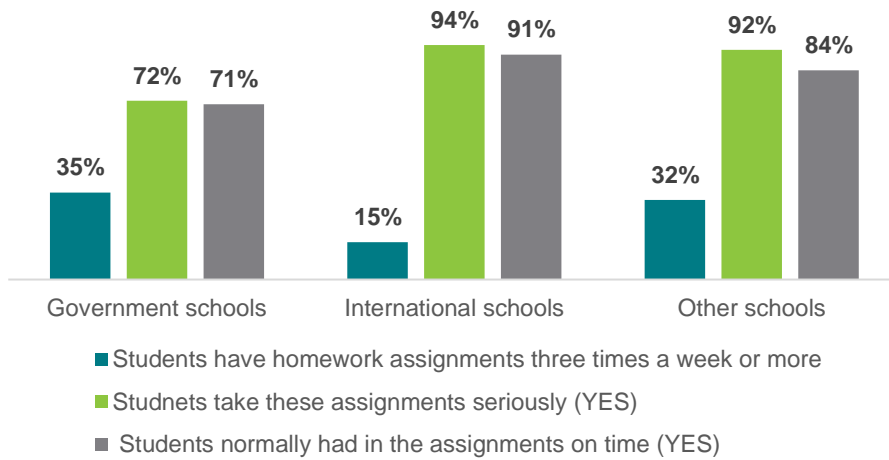


Figure (13) shows that, on the one hand, teachers at Government schools and other schools tend to give their students homework assignment (three times a week or more) more than International schools' teachers do. On the other hand, according to teachers' responses, students at International schools tend to take homework assignments seriously more than students at Government schools. Moreover, students at International schools tend to hand in homework assignments on time more than students in Government schools (91% and 71%, respectively).

**Figure 13: Teachers responses about homework assignments for their students**



## CONCLUSION AND RECOMMENDATIONS

Since 2015 the number of government schools has increased by about 100 schools, the number of Qatari students has increased by 9,000 and that of expatriate students to 17,000, the number of private schools has increased by 80, and the number of Qatari students enrolled in these schools has increased by 6,000 and that of expatriate students by 32,000. Moreover, the educational curricula no longer use the standards provided by RAND rather, the ministry has set a general framework of reference for the curriculum for the first time in Qatar, based on the Qatar National Vision 2030, the identity of Qatar and its religious values.

With Qatar's ambitious goals to transition into a knowledge-based economy, the onus rests on the country's system of education to prepare a generation of young citizens capable of meeting the demands of modern society and the highly competitive employment market. The main outcomes of the new curriculum, as stated by the Minister of education is "the promotion of sense of belonging, identity and religious values". The focus was on the competencies needed by students in terms of skills, values and behavior more than knowledge because it exists and available and easy to obtain. Furthermore, it aims at focusing on enhancing students' abilities for criticism, analysis, and innovation, rather than memorization, as well as adopting new methods to measure learning gains to be more relevant to today's world, to enable extensive technology and to achieve complementarity between school materials.

The QES 2018 aims at providing valuable insights into teachers', administrators', parents' and students' views and opinions regarding issues of direct relevance to the school curriculum in order to give a comprehensive overview of the main aspects of the system as well as the main challenges. The main issues covered in the study were the national curriculum standards, textbooks, teaching materials, teaching process, assessment and evaluation which are all critical aspects to further understand and improve the quality of education in Qatar.

It is important to note that there have been significant improvements in education system since 2015 in the aspect of creating a national curriculum standard however, improvements are still required in order to enhance students' performance to unlock the great potential of Qatari youth to play a more important role in Qatar's growth and development. This is particularly so given the intent of the country's officials is to enhance the knowledge, skills, and competencies of young Qataris in hopes of filling the existing workforce void.

## REFERENCES

- Al-Hammadi highlights leadership's support for Education. (2019, March). Retrieved from <https://www.gulf-times.com/story/626869/Al-Hammadi-highlights-leadership-s-support-for-Edu>
- Kitao, K., & Kitao, S. K. (1997). Selecting and developing teaching/learning materials. *The Internet TESL Journal*, 4(4), 20-45. Retrieved from <http://iteslj.org/Articles/Kitao-Materials.html>
- MDPS (2018). Qatar Second National Development Strategy 2018 - 2022.
- MEHE (2017). *Strategic Plan of the Ministry of Education and Higher Education (2017 – 2022)*.
- Ministry of Education and Higher Education. (2013). 30 Schools join SEC 2 of E-Bag Project 2013/2014. Retrieved from The Ministry of Education and Higher Education: <http://www.edu.gov.qa/En/Media/News/Pages/NewsDetails.aspx?NewsID=3335>
- OECD (2009). Creating effective teaching and learning environments: First results from TALIS.

---

**Endnotes:**

<sup>1</sup> “Curriculum Revision to Increase Students' Efficiency: Education Minister.” MENAFN, Aug. 2018.

<sup>2</sup> <https://www.al-sharq.com/article/25/09/2018/الحمادي-يشيد-بدعم-الدولة-للتعليم-ويرحب-بأي-ملاحظات-بناءة-حول-المناهج-الجديدة>

<sup>3</sup> [www.edu.gov.qa](http://www.edu.gov.qa)

---

---

## APPENDIX: SURVEY METHODOLOGY

Results from the Qatar Education Study (QES) come from four surveys administered under the direction of the Survey Operations Division at the Social and Economic Survey Research Institute (SESRI). The surveys were sent to central stakeholders in K-12 education: students, parents, teachers, and administrators. Feedback from these stakeholders is critical to evaluating whether the reforms implemented in fulfillment of the targets outlined in the Qatar National Development Strategy 2011-2016 (NDS) are succeeding, and if not, which reforms may need reevaluation and additional support from the Supreme Education Council (SEC). This survey design is especially appropriate because it paints a clear picture of the participants' school experience.

### Sample design

Sampling is the process of selecting those individuals from a population to estimate characteristics of the whole population. It plays a critical part in any school survey since the ability to make valid inferences to the population, which is the target of the investigation, relies upon a rigorous sample design. In the following, we discuss issues related to the sampling design used in the QES.

Students were the target population for the survey sampling. The sampling frame, which is a list of all those individuals in a population who can be selected, was developed by SESRI based on a comprehensive list of all public and private schools in Qatar, which was provided by the Supreme Council of Education. In this frame, all schools are listed with information about school names, address, school gender (boy, girl, or coed), system (government, international, or other type of schools), and the number of students in grades 8, 9, 11, and 12.

Based on the information about the school size, school system, gender and grade, we divided the sampling frame into several subpopulations (i.e., stratum). This stratification divided members of the population into subgroups that are relatively homogenous before sampling begins. We tried to make every member of the population have the same probability of being selected (i.e., self-weighting) so proportionate sampling was used to make the proportion of students in each stratum similar between the frame and the sample. That means the number of sampled schools needed to be



---

proportionate to the number of respondents across strata in the frame (assuming that the same number of students was selected from each school).

Inside each stratum, students were randomly selected following a two-stage sampling process, which is probably the most commonly used sample design in educational research (UNESCO International Institute for Educational Planning 2009). In the first stage, the school was selected with probability proportionate to its size (i.e., PPS). This gives an equal chance of selection for students while allowing for a similar number of students to be chosen from each school for each strata. In the second stage, for ease of the field work, we randomly selected one class for each grade in the school and all students in the class were included in the survey.

In the student study, students in grades 11 and 12 in the secondary schools and students in grades 8 and 9 in the preparatory schools were selected. For the parent study, the parents of the students selected in the student study were sent questionnaires. Lead teachers of the classrooms selected for the study were sent questionnaires as were the administrators for the school.

We account for the complex sampling design in the data analysis to ensure the unbiasedness and efficiency of the statistical estimates. Particularly, a weighting variable was created to take into account the selection probability and the non-response. Weighting is a mathematical correction used to give some respondents in a survey more influence than others in the data analysis. This is sometimes needed so that a sample better reflects the population under study.

### **Sample size, non-response, and sampling error**

The sample size of this survey is 43 schools. However, 4 schools refused our survey requests. For the remaining 39 surveyed schools, all students in the selected classes fully participated in the survey. In the final data, we have 1,803 students, 1,462 parents, 495 teachers, and 234 administrators from these 37 schools.

With the above number of completions, the maximum sampling error for a percentage is +/-2.4 percentage points for the student survey. The calculation of this sampling error takes into account the design effects (i.e., the effects from weighting, stratification, and clustering). One possible interpretation of sampling errors is: if the survey is conducted 100 times using the exact same procedure, the sampling errors would include the "true value" in 95 out of the

---

100 surveys. Note that the sampling errors can be calculated in this survey since the sample is based on a sampling scheme with known probabilities. This feature of random sampling is an essential element that distinguishes probability samples from other sampling methods, such as quota sampling or convenience sampling.

### **Questionnaire development**

The questions were designed in English and then translated into Arabic by professional translators. After the translation, the Arabic version was carefully checked by researchers at SESRI who are fluent in both English and Arabic. Next, the questionnaire was tested in a pre-test of four randomly selected schools. This pretest gave valuable information allowing us to refine question wording, response categories, introductions, transitions, interviewer instructions, and interview length. Based on this information, the final version of the questionnaire was created and then programmed for data entry purpose. The questionnaires were sent to stakeholders in November 2015. Parents of the students who received the student questionnaire were also sent the parent questionnaire to be completed at home. Data were collected from teachers and administrators through interviews conducted in their respective schools.

### **Survey Administration**

Each interviewer participated in a training program covering fundamentals of the school survey, interviewing techniques, and standard protocols for administering survey instruments. All interviewers practiced the questionnaire before going to the schools. In general, interviewers were expected to:

- Locate and enlist the cooperation of schools and students.
- Motivate teachers and students to do a robust and thorough job.
- Clarify any confusion/concerns.
- Observe the quality of responses.

Data were collected from students and parents using paper questionnaires (Paper-and-Pencil Interviewing – PAPI). Teachers and administrators from the selected schools were interviewed by SESRI fieldworkers using Computer-Assisted Personal Interviewing (CAPI).

### **Data Management**

---

After data collection was completed, interviewers manually entered responses from students and parents into Blaise, which is a computer-assisted interviewing system and survey processing tool. The responses were then merged into a single Blaise data file. This dataset was then cleaned, identified, coded and saved in STATA formats for analysis. After weighting the final responses, the data were analyzed using STATA 14, which is general purpose statistical software packages commonly used in the social sciences. Tables and graphs were generated in Microsoft Excel and Word.