QATAR UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

ASSESSMENT OF QATARIZATION PRACTICES IN PUBLIC SCHOOLS

BY

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A Thesis Submitted to

the College of Business and Economics

in Partial Fulfillment of the Requirements for the Degree of

Master of Business Administration

June  2022

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# ABSTRACT

AHMED, HATEM, M, Masters : June : 2022, Master of Business Administration

Title: Assessment of Qatarization Practices in Public Schools

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As many researchers have observed, Qatar's public employment sector is saturated; however, despite the efforts of Qatar's Ministry of Education, it is interesting to note that this does not apply to academic positions in its public schools.

This anomaly was chosen as our research gap and hence our aim is to assess Qatarization practices in public schools. The study results highlighted several reasons why Qataris prefer not to work in the education sector or public schools and we offer policy makers some recommendations for addressing this issue.

This research proceeded by conducting interviews, some in male and female public schools in Doha, Qatar's capital city, with directors and teaching staff in public schools and others with experts at the College of Education in Qatar University.

The study found poorly defined objectives, ineffectual marketing, and bureaucracy among the Ministry of Education's challenges in implementing its Qatarization initiatives. Moreover, the study found that the lack of desire among Qataris to work as teachers was due to the undeveloped career structure, arduous conditions and poor sociocultural reputation, especially among Qatari males who undervalue the profession and perceive it as low in status

**Keywords**: Qatarization, Teach for Qatar, Tomouh, Tamheen, Public Schools, Educational Supervision, Teaching Syndicate/Association/Union

# DEDICATION

*I dedicate this work to the soul of my father; he supported me during my whole MBA study, but sadly passed away just a few months before seeing his son graduate. I also dedicate this work to my mother and my wife Basma for the great psychological support they gave me throughout my MBA journey and the writing of this thesis.*

*To all of them, I dedicate this work*

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## Chapter 1: Qatarization Initiatives

In the Gulf Cooperation Council countries (hereafter referred to as the GCC countries), the effectiveness of localization or nationalization practices has not received significant research attention and research about this topic in academic journals is still rare (S. Elbanna, Obeidat, S., Younis, H., & Elsharnouby, T,, 2021).

Since discovering oil and gas reserves, Qatar has faced an exceptional challenge related to sustainability and social and human capital development. To meet this challenge, the leadership has developed Qatar's National Vision 2030 (hereafter, QNV 2030) (General Secretariat for Development Planning, 2008), in order to become a developed nation by investing in human potential.

Over the past two decades, the GCC region has undergone several crises, both economic, such as drops in oil prices, and political, such as the Arab Spring, not to mention crises that impacted the whole world such as the COVID-19 pandemic. Therefore, Qatar, like other GCC governments, has shown its deep need for more effective localization or nationalization strategies (i.e. Qatarization), for instance by improving the curricula of its public-school and higher education systems (S. Elbanna, 2021). In addition, the Ministry of Education and Higher Education (hereafter, Ministry of Education) has implemented a set of practices and initiatives to attract Qataris to the education sector and heavily invested in educational programs (Dalloul, Amanulla, & Elbanna, 2021).

This study addresses the practices and initiatives of the Ministry of Education that stem from the QNV 2030 vision, especially those related to human capital development, such as Qatarization practices, and evaluates their effectiveness from different stakeholders' perspectives. Among these initiatives are many that are developed or supported by the Ministry of Education in order to localize jobs in public

schools, the focus of our study. Examples are the Tomouh program (the Arabic word for ambitious) (Ministry of Education, 2017), the Teach for Qatar program (Teach For Qatar, 2019c), and the Tamheen program (the Arabic word for viewing work as a career) (Al-Arab newspaper, 2020).

## 1.1 Introduction

Qatar has a surplus of resources but a shortage of skills (Williams, Bhanugopan, & Fish, 2011). Aware of this, the government of the state of Qatar has begun to invest heavily in education to meet the QNV 2030 of a sustainable economy based on market needs; signifying that, for the people of Qatar the economy has been growing faster than academic attainment (Middle East business Intelligence, 2009).

In May 1997, an Emiri decree was issued requiring private sector companies to ensure that their employees' headcount contained a quota of Qatari nationals of at least 20%. In public schools, this practice started to be implemented to encourage schools to hire and train Qatari citizens (RAND-Qatar Policy Institute, 2008), but as yet without demanding any  particular percentage.

*"Education is one of the basic pillars of social progress"* (General Secretariat for Development Planning, 2008), and in Qatar's vision the Ministry of Education should aim to produce critical thinkers who are confident, autonomous, and hardworking (Ministry of Education, 2018). In alignment with QNV 2030, the Ministry of Education has launched programs in partnership with many institutions to encourage Qataris, the children of Qatari women, and those born in the country, to participate in the national education process as future teachers.

## 1.2 The State of Qatar

Under His Highness Amir Tamim bin Hamad Al-Thani, Qatar in the Arabian Peninsula is a small state with plentiful oil and natural gas resources (Wikipedia, 2022a). It is the third wealthiest nation in the world, with a gross domestic product

(GDP) per capita of $93,852 (World Atlas, 2022), and is among the fastest-growing economies in the world (The Peninsula Qatar's Daily Newspaper, 2019).

Qatar spends generously on its education system, which has expanded rapidly since the establishment of Qatar University in 1977. Next came a major multi-campus regional research institute in Education City for many foreign institutions, like Carnegie Mellon University and Georgetown University (Encyclopædia Britannica, 2021).

We see an indication of this generous spending in Qatar's 2020 budget; the government allocated QAR 22.1 billion (around 6 billion US dollars) to education, representing 10.5 percent of its total expenditure. Yet, compared to GCC countries, Qatar in this regard follows Saudi Arabia, the UAE, Kuwait, and Oman. See Figure 1, which depicts the percentage of government spending on education in GCC (Statista Research Department, 2021).
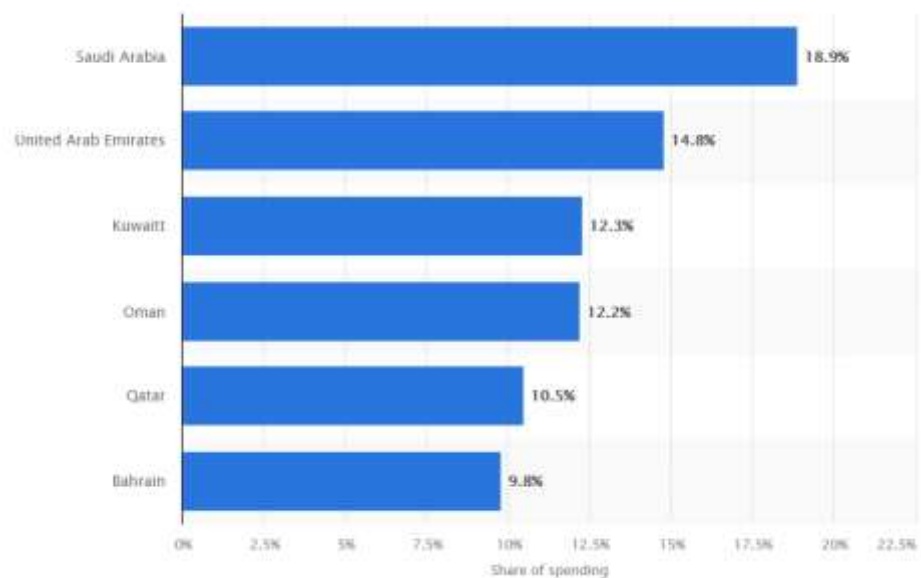


Figure 1. Share of government budgets spent on education in the GCC in 2020, by country.

### 1.3 Gulf Cooperation Council and Qatar Nationalization Programs

Although most GCC countries are rich because of their natural resources, such as oil and gas, they suffer from shortages in skilled locals manpower, which have led to heavy dependence on foreign labor (Achoui, 2009). As a result, many localization programs are currently under way in GCC countries, such as Saudi Arabia (Saudization), Oman (Omanization), Kuwait (Kuwaitization), Bahrain (Bahrainization), and Qatar (Qatarization) (Toledo, 2013).

All of the GCC countries are giant oil exporters, for 45% of the world's oil reserves are estimated to be in this region (Rees, Mamman, & Braik, 2007). The GCC governments regularly undertake programs to reduce dependence on foreign workers and introduce solutions to localization challenges (Harry, 2007). Interestingly, the GCC countries show the highest levels of labor force growth, but this growth is not in manufacturing, agriculture, or even in education and technology. Instead, the growth is in services that promote the trends of consumption and luxurious living (Achoui, 2009). Consequently a technically-qualified, native Qatari labor force still needs to be developed (Devlin, Jewson, & Studies, 1995).

Qatarization is a labor localization program that basically requires the businesses and other sectors in Qatar to employ a minimum of indigenous workers (Williams et al., 2011). This national strategy accompanies the development of a competent Qatari workforce through education and training to ease the replacement of its expatriate workers and the localization of sufficient human resources for the demands of Qatar's job market (Al-Waqfi & Forstenlechner, 2012). In fact, the scholarly literature has hitherto neglected Qatarization (Williams et al., 2011). This we should first explore the history of Qatarization in the Ministry of Education and review the Qatarization initiatives in the education sector.

### 1.4 The Ministry of Education in Qatar

As the body responsible for setting educational policies in the State, the Ministry of Education aims to transform learners into a generation of thinkers who are confident, creative, independent, hardworking, dedicated and armed with the skills of the 21st century for a successful professional life. The Ministry also sets the strategies, curricula and necessary support for all parts of the educational system by international standards of quality, which justify its right to supervise private and public schools and universities (Ministry of Education, 2018).

In 2002, the State initiated major educational reforms, which focused on primary and secondary (K-12) education and aimed at increasing autonomy and the decentralization of authority in the education system (Guarino & Tanner, 2012). The Ministry of Education became the Supreme Education Council and adopted the "*Independent School System*" (Nasser, 2017), which was a radical departure from the previous educational structure where schools were run independently of the Ministry of Education (Guarino & Tanner, 2012) by operators (school principals or license owners). In 2010 all public schools were converted to independent schools (Wikipedia, 2021). These reforms were seen to produce some positive effects, like operators being able to hire teachers for themselves, but that same autonomy allowed direct firing, which raised public concerns about the lack of job security that teachers would feel (Zellman, Constant, & Goldman, 2011).

The experience of independent schools continued until 2017, when the Ministry of Education took entire charge of the management of schools again (see Figure 2) and replaced the Supreme Education Council body with its current ministry structure. The educational system in Qatar is now arranged in three stages: primary (6 years), preparatory (3 years) and secondary (three years) (Wikipedia, 2021). This abrupt succession of reforms indicates that Qatar's education and training institutions were

until recently struggling to find the best educational structure, which may indicate why the country has not produce the right kinds of graduate (Weber, 2013) to support its transition from a resource-based to a knowledge-based economy (Mohamed, Ari, Al-Sada, & Koç, 2021).



Figure 2. Supreme Education Council "before" - Ministry of Education and Higher Education "present".

## 1.5 History of Qatarization in the Ministry of Education

After reviewing the secondary data, we noticed an emerging trend in the Qatarization practices, as indicated in Figure 3.



Figure 3. Qatarization milestones in the Ministry of Education by range of positions.

This trend is caused by the pressure of saturation in the public sector jobs and the low number of teachers, which can be outlined as follows:

- By 2010, efforts were mainly focused on replacing more than 400 expatriates – secretarial workers, administrative supervisors, storekeepers, supervisors of student sections, and every job related to the administration in all public schools – with Qatari citizens (Mohamoon-qa, 2010).

- By 2017, the Ministry of Education had scaled up this Qatarization process by targeting approximately 80% of the upper and middle managerial positions in public schools, such as the Deputy Directors for Academic and Administrative Affairs and Subject Coordinators, as part of its plan to localize more jobs in public schools (The Peninsula Qatar's Daily Newspaper, 2017).

- Interestingly, by the year 2020, Qatarization had broadened its scope and grown more intense, targeting not only administrative and managerial positions but also academic positions, especially teachers. Public officials stressed the need to Qatarize the teaching profession in public schools gradually by at least 30% over the next few years; to reach this quota, many officials have proposed exclusive benefits to attract young nationals into teaching, such as more discounts on products, travel tickets, and priority access to government services (Al-Raya newspaper, 2020).

## 1.6 Review of Qatarization Initiatives in the Education Sector

The State of Qatar has undertaken reform initiatives and massive investments in education and training infrastructure for the benefit of young Qataris. In this section, we discuss some of the initiatives from the Ministry of Education devoted to this purpose.

### 1.6.1   The Tomouh program.

Tomouh is a program that was launched in 2018 to meet the needs of the labor market, especially in government institutions, and appoint a cadre of highly educated teachers. The program also aims to encourage talented Qatari cadres, the children of Qatari women, those born in the State of Qatar, citizens of the GCC countries, and holders of Qatari documents (Ministry of Education, 2017) (Qatar University, 2018) to take up educational specializations, especially in science.

The program is a government scholarship initiative that was launched by the College of Education at Qatar University under the supervision of the Ministry of Education and in coordination with the Ministry of Administrative Development, Labor, and Social Affairs (Qatar Tribune, 2018). Under the directives of His Excellency, the Prime Minister and Minister of Interior, the allowances for students in this program are as follows (Qatar University, 2018):

- For Arabic, English, Mathematics and Science majors, the monthly allowance is 10,000 Qatari riyal (around 2,747 US dollars).

- For other majors, the monthly allowance is 8,000 Qatari riyal (around 2,197 US dollars) in addition to all the other allowances and rewards that scholarship students receive, such as a single computer allowance of 5,000 Qatari riyal (around 1,373 US dollars) and a book allowance of 5,000 Qatari riyal payable each academic year, and other allocations specified in the financial regulations of the scholarship program.

- With regard to non-Qatari students who have Qatari mothers and were born in the State of Qatar and holders of Qatari documents, tuition fees of 3,000 Qatari riyal per month (around 824 US dollars) should be paid for each semester of the scholarship.

To be nominated for the Tomouh program, students must have a high school

diploma or its equivalent, must never have enrolled in a scholarship program at the expense of any other ministry, have a letter of acceptance from the College of Education according to the regulation followed by Qatar University issued by the Admission Office and Registration at the University, and have passed a personal interview with staff from the Ministry of Education (Qatar University, 2018). The most important conditions for enrollment are the following (Hukoomi - Qatar e-Government, 2021):

1- Having completed all stages of education in Qatari schools.

2- Having obtained a high school diploma or equivalent with a score of 80% or more.

3- Having obtained an unconditional place at the College of Education, Qatar University and specializing in one of the study subject areas listed in the last scholarship plan from the College of Education.

### 1.6.2 The Teach for Qatar program.

This initiative takes the form of a local non-governmental organization founded in 2013 by Her Excellency Sheikha Hind bint Hamad Al-Thani, comprising the Ministry of Education, Qatar Petroleum, QNB, and ExxonMobil as partners. Its program is designed to attract a national workforce from outside the education system into the public school system (Teach For Qatar, 2019c). As part of the drive to bridge the educational gap in Qatar, the Teach for Qatar program looks to the community to achieve the goals set by the QNV 2030 (Teach For Qatar, 2019b).

The program welcomes people with diverse experiences, of all backgrounds and any age, who have already attended graduate school or worked full-time and who have valuable real-world skills that translate well into the classroom. The program's objective is to develop high-quality education by empowering talented young leaders who can create change in the classroom, in schools, and in society (Teach For Qatar,

2019b). The program enables candidates to address weak students in the classroom who lack interest in school subjects by presenting the courses in new and innovative ways (Teach For Qatar, 2019a). All recruits must complete a two-year period with the Ministry of Education because studies conducted by the Teach for Qatar network have shown that teachers need at least this amount of preparation to positively influence their students (Teach For Qatar, 2021a).

### 1.6.3   The Tamheen program.

The Tamheen program was launched in 2019 by the Training and Educational Development Center of the Ministry of Education. It aims to qualify university graduates from majors other than education to become teachers and administrators. Such a program is an important way of empowering new teachers and administrators while they are integrating into their new schools around the country. The trainees participate in training workshops that focus on applied and specialized training, for example, differentiating instruction and learning methods for different students and learning to manage classrooms and the learning environment (Al-Arab newspaper, 2020).

The aim of the program is to equip candidates with the following professional teaching competencies:

- •        Efficiency in lesson planning, implementation and evaluation.

- •        Competency in digital technologies.

- •        Competency in remote learning techniques.

The program targets Qatari university graduates, the children of Qatari women, and residents, who are 45 years old or less. Qataris and the children of Qatari women who graduated from Qatar University's majors other than education are given priority (Ministry of Education, 2021).

In general, the public employment sector in the GCC is saturated (Dedousis & Rutter, 2016). It is interesting, however, that despite the Ministry of Education's efforts, this does not apply to academic positions in public schools. This anomaly created our research gap, and through this case study, we focused on assessing Qatarization practices in public schools, where we sought answers to the following research questions:

- RQ1: Why do Qataris refrain from working in the Education sector?

- RQ2: What effective recommendations can policymakers make to solve this problem?

## Chapter 2: Current Situation

### 2.1 Challenges of Qatarization

While many young locals are entering the labor force, the Qatari public sector and the GCC governments have reached a point where they can no longer absorb more employees. At the same time, the non-oil sectors in these GCC countries rely on expatriates to meet their labor needs (Fasano & Goyal, 2004). Many studies and reports reveal that the main challenge of localization programs in the GCC countries is that locals are more expensive and less productive (Mellahi, 2007). In fact, "*Qatar and the UAE are perhaps the two most extreme welfare states when treating their own nationals*" (Toledo, 2013). This fact has severely impacted the employment relationship from the perspective of both the private sector employers and the locals. Private employers find employing locals to be costly and locals find more favorable working conditions in the public than in the private sector (Bolton, 2019). This has obstructed the Qatarization process, not to mention the increasing social and economic pressure caused by COVID-19, which has aggravated the obstruction. In fact, the pandemic has negatively impacted all the nationalization efforts sponsored by the government and the private sector. In March 2020, Qatar banned entry to all travelers from 14 countries due to the coronavirus (QATAR OFW, 2020) and the list of banned countries has grown increased since then.

On the one hand, the coronavirus situation is considered a chance for GCC governments to re-balance their employee demographics. On the other, the skill drain symptoms of accelerated localization must be dealt with cautiously. The coronavirus pandemic caused an immediate economic impact on the region, reducing people's disposable income, laying off thousands of foreign workers and pushing GCC governments to accelerate their efforts to localize. Knowing that the localization plans require expatriates to be smoothly replaced by locals, one can understand this pressure

to accelerate the Qatarization process amid the coronavirus crisis, but at the risk of doing more harm than good (Bambridge, 2020).

In fact, the main localization challenge resides in the difficulty of finding skilled nationals (Forstenlechner, 2010). As depicted in Table 1 (The World Bank, 2020), Qatar, like other GCC countries, has a low percentage of educational attainment, which translates as local candidates of limited talent, driving employers to rely more on expatriate workers.

Table 1. Educational attainment, at least Bachelor's or equivalent, population 25+, total (%) (cumulative) - GCC countries

| Rank | Country | Most Recent Year | Most Recent Value |
|------|---------|------------------|-------------------|
| 1 | United Arab Emirates | 2019 | 46.6 |
| 2 | Saudi Arabia | 2020 | 31.1 |
| 3 | Bahrain | 2020 | 23.3 |
| 4 | Qatar | 2017 | 19 |
| 5 | Oman | 2020 | 17.1 |
| 6 | Kuwait | 2018 | 11.1 |

Furthermore, even highly skilled locals are hard to employ because of their extraordinary financial and expectations and attitudes to authority. Moreover, even when they are hired, locals do not easily comply with employers' HR policies, which makes them even less productive. As a result, employers start viewing Qataris as ghost workers (Sidani, 2015), in other words, as a business expense and not as a means to competitive advantage. It should also be remembered that sociocultural factors aggravate Qataris' demotivation to take jobs that are considered blue-collar; they look down on working as an electrician, plumber, firefighter, inspector, or technician (Al-Waqfi & Forstenlechner, 2012).

## 2.2 Statistics about Qatari Labor Force in Education Sector

Analyzing demographic trends in Qatar reveals the following:

- The aggregate population of Qataris and non-Qataris has reached 2,479,995. Qataris represent only 11.6 percent and the median age is 33.7 years (CIA - The World Fact Book, 2021), which broadly applies to the Qatari workforce.

- Over 75% of the Qatari labor force is employed in the government sector, which indicates a near saturation of the public sector labor market (Planning and Statistics Authority, 2018).

- Statistics for the numbers of graduates from the College of Education in relation to graduates of other programs in tertiary education indicates that Qataris are not interested in teaching as a profession. In Figure 4, the pie chart shows that tertiary graduates majoring in education account for only 4% compared to graduates from other majors (Unesco, 2018/2019).
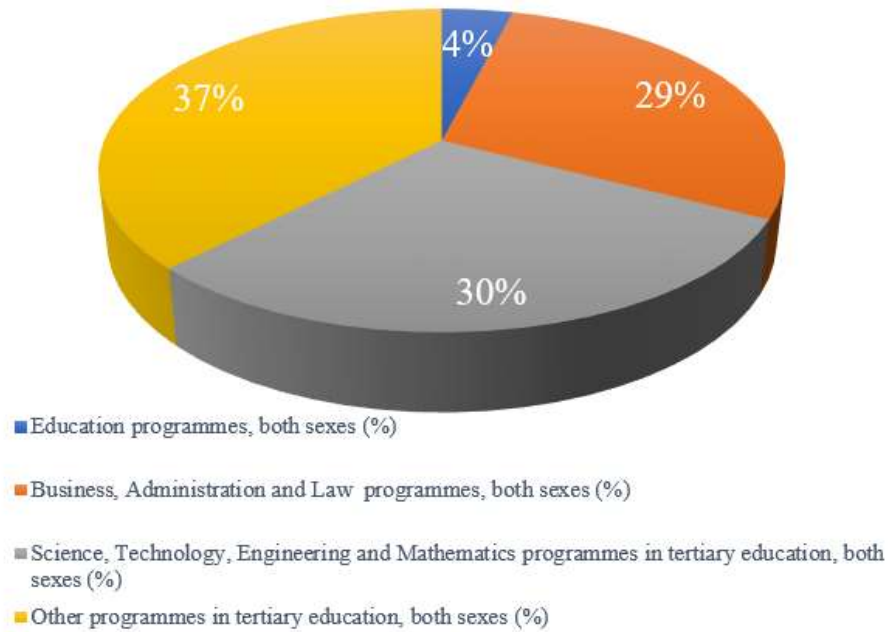
Figure 4. Percentage of graduates from Higher Education by major.

- In Figure 5, which indicates the number of teachers in public schools in Qatar, the bar chart reinforces these percentages (Statista Research Department, 2018/2019). Moreover, with the number of public schools at around 207 in 2019/2020 (Ministry of Education, 2020b), given both data sources, we can conclude that the average number of teachers per public school is 69 teachers, 19 Qatari and 50 non-Qatari.
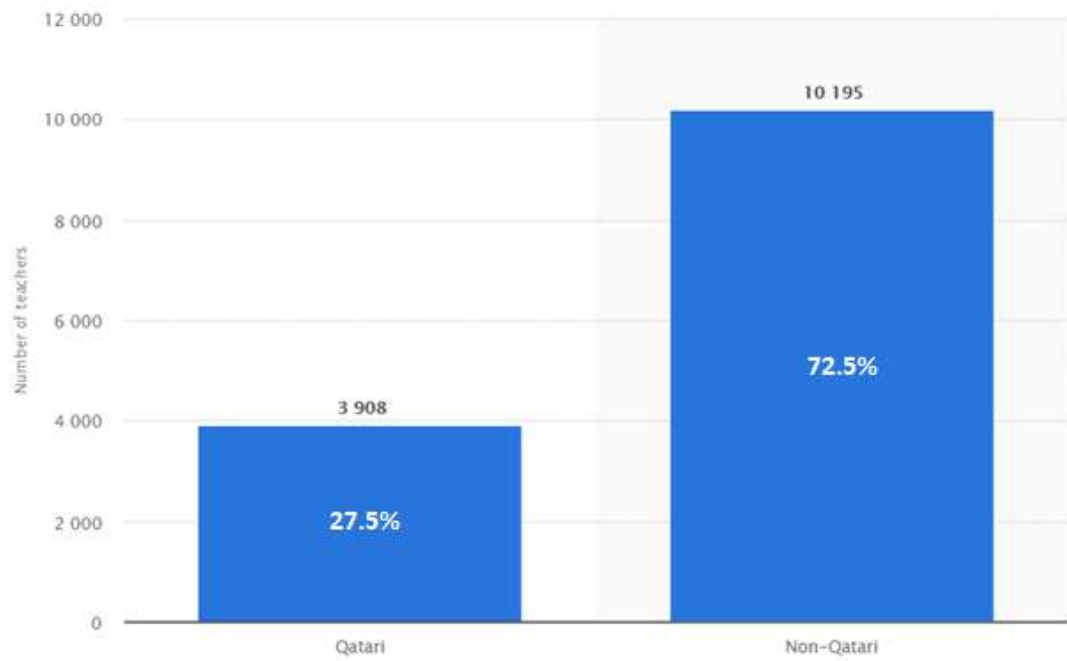
Figure 5. The number of teachers in public schools in Qatar by nationality.

- Table 2 (Unesco, 2018/2019) summarizes an interesting imbalance: female teachers exceeding males (Qatari and non-Qatari), especially at children's pre-primary and primary levels.

Table 2. Teachers by Gender in Different Stages of Education

| Teachers in early childhood educational development programmes (number) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Time | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Average | Average Percentage |
| Total | 1262 | 1396 | 1041 | 1148 | 1205 | 1141 | 1199 | 100.00% |
| Female | 1262 | 1396 | 1041 | 1147 | 1204 | 1140 | 1198 | 99.96% |
| Male | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0.04% |
| Teachers in pre-primary education (number) | | | | | | | | |
| Time | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Average | Average Percentage |
| Total | 2717 | 3008 | 3159 | 3314 | 3264 | 3502 | 3161 | 100.00% |
| Female | 2716 | 3004 | 3159 | 3298 | 3262 | 3502 | 3157 | 99.88% |
| Male | 1 | 4 | 0 | 16 | 2 | 0 | 4 | 0.12% |
| Teachers in primary education (number) | | | | | | | | |
| Time | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Average | Average Percentage |
| Total | 10478 | 11221 | 11971 | 12435 | 12649 | 13093 | 11975 | 100.00% |
| Female | 8990 | 9521 | 9895 | 10087 | 10097 | 10416 | 9835 | 82.12% |
| Male | 1488 | 1700 | 2076 | 2348 | 2552 | 2677 | 2140 | 17.87% |
| Teachers in secondary education (number) | | | | | | | | |
| Time | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | Average | Average Percentage |
| Total | 8698 | 8941 | 9582 | 9893 | 9738 | 9968 | 9470 | 100.00% |
| Female | 4752 | 4860 | 5044 | 5275 | 5235 | 5625 | 5132 | 54.19% |
| Male | 3946 | 4081 | 4538 | 4618 | 4503 | 4343 | 4338 | 45.81% |

- The statistical bulletin issued in November 2018 by the Educational Policy and Research Department of the Ministry of Education (Al-Raya newspaper, 2020) revealed a decline in the numbers of Qatari teachers in public schools to 205 male and 3578 female.

- A final indicator is that the totals for Qatari students in public schools in 2020 was 10185; 3722 male students compared to 6463 female students, distributed among 307 public schools and kindergartens (Al-Raya newspaper, 2020).

All the foregoing statistics indicate that attracting Qataris into the field of professional education is a challenge (Romanowski, Sadiq, Abu-Tineh, Ndoye, & Aql,

2020).

### 2.3 Assessing Issues Need to be Addressed

Since teachers prepare the leaders of the future, education is the cornerstone of achieving sustainable development and the Qatar 2030 Vision (General Secretariat for Development Planning, 2008). Given the support from the State of Qatar to this important sector, the reluctance of Qatari youth to join the teaching profession remains a mystery.

The teacher is the most prominent element of the educational process. Therefore, advancing and promoting the teacher's role, attracting young Qataris and preparing them academically to re-enter schools as qualified and competent Qatari teachers would greatly impact the quality of the educational outcomes. But the Qatarization process in the educational sector faces many obstacles. In Al Raya (an Arabic daily newspaper published in Doha, Qatar), some Qatari experts from the educational sector were interviewed and summed up the reasons for a low percentage of Qatari teachers as the loss of teachers' prestige, the closure of the Teachers/House Institute (Al Doha Magazine, 1970), and finally, the extra burdens from professional development, lesson preparation and committee work (Al-Raya newspaper, 2020).

In an interesting qualitative study, some teachers' perception of job satisfaction was revealed as being connected to intrinsic aspiration factors: making an educational difference by positively influencing their students as they learned and grew up (Chaaban & Du, 2017). The study also revealed that some teachers attributed their feelings of dissatisfaction to excess workload and lack of administrative support, especially if they were novice teachers (Chaaban & Du, 2017).

Figure 6 shows the results of a recent survey held by Al-Sharq (an Arabic and pro-government daily newspaper published in Doha, Qatar) on its official Twitter account in January 2021 (Al-Sharq newspaper, 2021b). 66% considered the plans for

financial incentives and other measures from the Ministry of Education to attract locals to the teaching profession as insufficient.
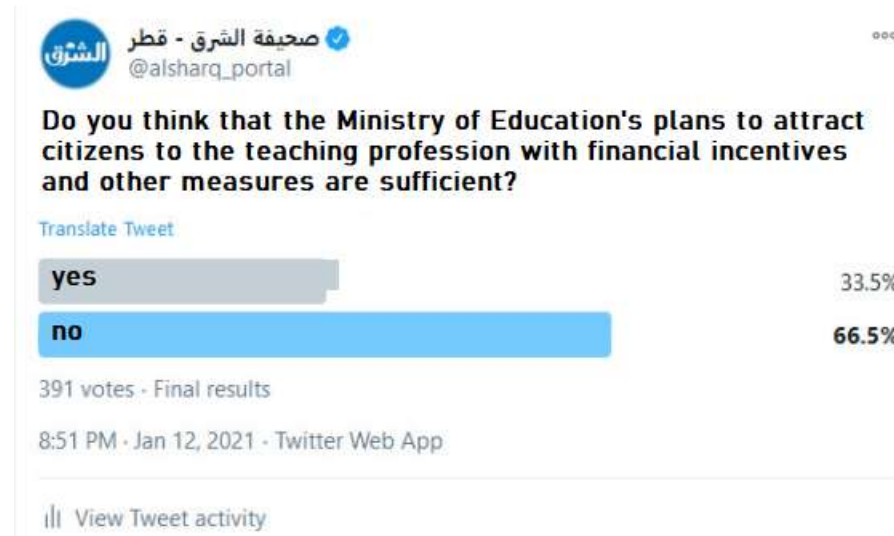


Figure 6. Al-Sharq survey results on Twitter (translated into English).

Given all the above and based on previous findings, including the low percentage of graduates from the College of Education programs (Figure 4), we argue that the Qatarization of jobs in public schools can be treated as a priority.

### 2.3.1 Special privileges are required.

In interviews with a number of educational experts (Al-Raya newspaper, 2020), they asserted that the salaries of teachers in Qatar are among the highest in the world and that the problem in attracting national cadres is not a question of salaries alone but rather to social perceptions.

School employees are subject to the Civil Human Resources Law provisions and its executive regulations apply to all public sector jobs in the State of Qatar (Qatar Legal Portal, 2016). The Cabinet Decision No. 32 on the working conditions for school employees extends the Civil Human Resources Law by defining Qatari employees in schools as listed below (Qatar Legal Portal, 2019b) and also defines their grades and

salaries as listed in Table 3 (Qatar Legal Portal, 2019a):

- *Employee*: a school principal, academic or administrative employee.

- *School Principal*: An employee appointed to manage a school.

- *Academic employee*: a school employee who occupies a teaching position or has the academic supervision of teachers.

- *Administrative employee*: a school employee who does administrative work other than teaching or academic supervision.

Table 3. Grades and Salaries of Qatari Employees in Schools (in Qatari Riyals)

| Grades | Administrative employee | | | Academic employee Or School Principal | | periodic bonus |
|---|---|---|---|---|---|---|
| | Start | End | periodic bonus | Start | End | |
| Distinct | 43,000 | 50,000 | 1,000 | 53,000 | 58,000 | 1,000 |
| Special | 35,000 | 45,000 | 1,000 | 48,000 | 53,000 | 1,000 |
| First | 30,400 | 41,600 | 1,000 | 40,000 | 48,000 | 1,000 |
| Second | 24,000 | 30,400 | 800 | 33,600 | 40,000 | 800 |
| Third | 20,800 | 27,200 | 800 | 28,800 | 35,200 | 800 |
| Fourth | 19,200 | 22,400 | 800 | 24,000 | 30,400 | 800 |
| Fifth | 16,000 | 19,500 | 600 | 20,800 | 25,600 | 600 |
| Sixth | 14,400 | 17,600 | 600 | 17,600 | 22,400 | 600 |
| Seventh | 9,600 | 14,400 | 600 | 14,400 | 19,200 | 600 |
| Eighth | 8,800 | 12,000 | 400 | | | |
| Ninth | 7,200 | 10,400 | 400 | | | |
| Tenth | 5,600 | 8,800 | 400 | | | |
| Eleventh | 4,800 | 7,200 | 200 | | | |
| Twelfth | 4,160 | 5,600 | 200 | | | |

Comparing the salaries and grades of any other ministry, government agency, authority, or public institution as listed in Table 4 with those of school employees listed in Table 3 confirms that the issue is not related to salaries because academics' salaries exceed those in other public sector jobs in every grade starting from the seventh grade and above.

Table 4. Grades and Salaries of Qatari Employees in other Governmental Entities (in Qatari Riyals)

| Grades | Start | End | periodic bonus |
|--------|-------|-----|----------------|
| Distinct | 43,000 | 50,000 | 1,000 |
| Special | 35,000 | 45,000 | 1,000 |
| First | 27,200 | 37,000 | 1,000 |
| Second | 21,600 | 30,400 | 800 |
| Third | 19,200 | 27,200 | 800 |
| Fourth | 16,000 | 22,400 | 800 |
| Fifth | 14,400 | 19,500 | 600 |
| Sixth | 12,800 | 17,600 | 600 |
| Seventh | 9,600 | 14,400 | 600 |
| Eighth | 8,800 | 12,000 | 400 |
| Ninth | 7,200 | 10,400 | 400 |
| Tenth | 5,600 | 8,800 | 400 |
| Eleventh | 4,800 | 7,200 | 200 |
| Twelfth | 4,160 | 5,600 | 200 |

Yet the status of a job is formed in light of its privileges, according to the respondents in their interviews (Al-Raya newspaper, 2020), so teachers need more special benefits beyond those mentioned in the Civil Human Resources (Qatar Legal Portal, 2016), that can give the teaching profession a high status like that of the Army or the Police, which can be summarized as follows:

- Provide teachers with special cards that entitle them to their own form of health insurance, facilitate their appointments in hospitals, provide discounts on some products and travel tickets for them, allocate them special parking lots and grant them access to private lounges in airports.
- Establish a private hospital and a club dedicated to teachers.
- Arrange festivals for teachers and make special counters available for clearing teachers' transactions in service complexes

**Chapter 3: Methodology**

To the best of our knowledge, this case study, due to the lack of information related to our main research questions, is the first of its kind. Hence, our research process started with an exploratory phase where we collected the secondary data required to expand our understanding of the research problem. Then we extended our exploratory phase to one-to-one individual interviews with participants from educational institutions, mainly public schools. In addition, to add another perspective we interviewed participants from the College of Education at Qatar University.

### 3.1 Study Population/Subjects

The study population/subjects and the inclusion and exclusion criteria are summarized in Table 5.

Table 5. Inclusion and Exclusion criteria – The Scope of the Case Study

| Included | Excluded |
|---|---|
| • Qataris working in administrative and academic positions in public schools<br>• Qatari students at the College of Education at Qatar University<br>• Any expert who was involved in the education sector in Qatar (Qataris or non-Qataris) | • Non-Qataris working in administrative and academic positions in public schools<br>• Non-Qatari students at the College of Education at Qatar University<br>• Anyone below 18 years of age<br>• Anyone who lived outside Qatar |

### 3.2 Sampling and Sample Size

The interviews were conducted in four Qatari public schools, two for boys and two for girls, representing a convenient sample for our study. The rationale behind choosing convenience sampling is the challenges we faced in accessing public schools where we could talk about this sensitive issue. Hence it was not easy to choose a random sample from the framing sample containing all of Qatar's public schools.

Moreover, this was a qualitative case study where we as researchers targeted data saturation at a sample size of eight to twelve subjects at most (Braun & Clarke, 2013); (Fugard & Potts, 2015); (Guest, Bunce, & Johnson, 2006). In fact, we almost reached data saturation after conducting the eighth interview.

### 3.3 Research and Data Collection Procedures

The interview questions were semi-structured, mainly designed as step-by-step open-ended questions about the Qatarization topic we wanted to cover (refer to Appendices C and D for the English and Arabic protocols respectively).

We found the semi-structured technique to be useful for collecting information on attitudes. Because our research was exploratory in nature, it was not feasible to draw up a list of possible pre-codes. Moreover, this subject is a little sensitive, and this type of interview gave us greater flexibility for collecting higher quality data since it gave us the chance to correct a few of our misunderstandings of what the respondents meant.

After getting the approval and informed consent from potential respondents to interview them and record their words on tape, the research team scheduled Microsoft Teams online meetings or used a face-to-face approach according to the participants' convenience (refer to Appendices A and B for the English and Arabic consent forms respectively).

First, we introduced ourselves, introduced the research topic, and then collected the data yielded by the interview. As interviewers, we have started by explaining the benefits of participation and the purpose of the interview and as far as possible encouraged the respondents to cooperate. We also assured all the participants that no risk or discomfort to them was anticipated from taking part in these interviews.

We also assured all participants that their responses would be kept strictly confidential; that their names would not be linked with the research materials and would not be identifiable in any report that resulted from the research; and that codes for

protecting confidentiality would be implemented.

Furthermore, we tried very hard to increase the reliability and validity of the study by following the code of ethics for researchers, deploying appropriate recruiting criteria (age, experience, etc.), and finally minimizing the interviewer's workload.

Next, we transcribed the interviews while listening carefully to the audio recording several times and translating their original Arabic into English. Many parts of the translated transcript were then reverse translated from English to Arabic to validate their meaning and represent the Arabic transcripts as closely as possible.

Finally, we analyzed the qualitative data using Microsoft Word. We highlighted chunks of texts in the English transcripts in different colors to represent the various open codes that identified the main challenges and opportunities of our research problem. We then continued our thematic analysis by dividing these open codes into several merged categories and finally blended these categories into common themes.

We interviewed eight people one-to-one, as follows:

- Two school Principals and two school Coordinators

- Two graduates of the Teach for Qatar program

- One graduate student of the Tomouh program

- One associate professor from the College of Education

Table 6 shows the participants' pseudonyms (for confidentiality and anonymity purposes), gender, position, and nationality.

Table 6. Participants.

| No. | Participant | Gender | Position | Nationality |
|-----|-------------|--------|----------|-------------|
| P1 | Mariam | F | Math teacher | Qatari |
| P2 | Mubarak | M | School's Principal | Qatari |
| P3 | Fahd | M | Art Coordinator | Qatari |
| P4 | Mostafa | M | Assistant Professor at College of Education | Egyptian |
| P5 | Arwa | F | Math teacher | Qatari |
| P6 | Mona | F | Science Coordinator | Qatari |
| P7 | Ahmad | M | Tomouh student – Social Studies major | Qatari |
| P8 | Hamad | M | School's Principal | Qatari |

The interviews started on 23rd September 2021 and concluded on 26th January 2022, lasting one hour each on average.

# Chapter 4: Qualitative Findings and Discussion

In this chapter, we discuss and assess the Qatarization practices from the perspective of different stakeholders in public schools, including School Principals, Coordinators, Teachers, and other stakeholders from the College of Education.

The transcripts revealed two main common themes: the "*Challenges in implementing Qatarization initiatives*" and "*Reasons of Qataris refraining from the education sector*".

These two themes encapsulate several categories and sub-categories that span several topics, including Qataris' preferences in the teaching profession, awareness of and opinions about the Qatarization initiatives by the Ministry of Education, drivers for entering the teaching profession, and other topics, as discussed next.

## 4.1 Challenges in Implementing Qatarization Initiatives

In the following sections, we present the views of our participants in relation to the challenges and difficulties facing the Ministry of Education in attracting Qataris to the teaching profession under its Qatarization imperatives.

### 4.1.1 Poorly defined objectives, tools and mechanisms.

Among the various Qatarization programs, we start with the Tomouh program. Once a student joins the program, the Ministry of Education supports her/him with a monthly salary and commits to providing financial aid until the student graduates and signs a contract to work with the ministry. Initially, some students perceived the monthly financial aid by the Ministry of Education *"as a small amount … so the Ministry of Education has increased it"* (Mostafa, P4). However, the Ministry of Education's solution in response to this financial issue seems to have been ineffective in attracting more male students to the program, as indicated before by our secondary sources and also indicated by (Hamad, P8) below:

> *"I have 54 teachers in my school … out of these, only two Qataris … In my*

*previous school, I had 82 teachers ... out of these only one Qatari teacher*".

Another challenge facing Tomouh was that people whose mothers were Qataris were complaining that they had no place in this initiative, "*so a specific clause was explicitly added for them*" (Mostafa, P4). In this way the affiliation base for the Tomouh program was expanded to some extent; however, till date it is still suffering from a "*lack of male demand*" (Mostafa, P4).

Next, we look at the Teach for Qatar program. "*There are no clear objectives, tools or mechanisms to achieve the main objective of attracting Qataris to the teaching profession*" (Hamad, P8). QNV 2030 focuses on establishing a quality education system, but no clear quota was set to define the desired percentage of Qatari teachers the state of Qatar wants to employ. The Teach for Qatar program is inspired by this vision, which calls its program "*The Leadership Journey*" (Teach For Qatar, 2021b), so its objective mainly focuses on achieving quality education outcomes by hiring candidates regardless of nationality, and not restricted to Qataris. In fact, any expat can apply and join the program.

What militates against the tools and mechanisms currently in place is that they are trying to achieve something different objective; the problem is in the objective. "*Of course, outputs will also be weak if the objective is weak*" (Hamad, P8). Therefore, the objective should be adjusted to 'installing Qatari teachers in schools' not just 'installing teachers in schools'.

### 4.1.2 Ineffectual marketing.

When we interviewed (Fahd, P3), it was 5th October 2021. He informed us "*today is the ... World Teachers' Day*," which annually celebrates all the teachers around the globe (Unesco, 2022). He sadly reported, "*I wrote today on Instagram that the Teachers Day is just a [day for] texting congratulations*" (Fahd, P3).

Moreover, "*the Ministry of Education and the College of Education are not actively present in schools*" (Hamad, P8). Other entities from different industries, like oil and gas, actively visit secondary school stages and participate in professional fairs. For example, Qatar Petroleum regularly visits schools and offers superior students guaranteed employment (General Secretariat for Development Planning, 2012). An initiative like Tomouh is a program for tertiary education, the university stage, so it lags behind these organizations. It would appear that any entity should host research and training centers that set their employees' specifications and start targeting them at an early educational stage. Furthermore, "*there are no specialized schools to qualify students for the College of Education*" (Hamad, P8). Again, Qatar Petroleum played a vital role in this regard, as evidenced by its establishing the Qatar Independent Technical School in 2004, as a technical secondary school that offers boys aged 15–17 a three-year secondary program leading to a diploma (General Secretariat for Development Planning, 2012).

We further explored the awareness of the programs carried out by the Ministry of Education and our participants' opinions of them. In general, we observed more awareness of Teach for Qatar than for the other programs, but the fact that Tomouh and Tamheen are somewhat newer programs launched in 2018 and 2019 respectively may to some extent explain why this is so (Teach for Qatar was launched in 2013). Yet we found that the experts who hold higher management positions in schools or academic positions in the College of Education are more knowledgeable about these programs. Other responses from non-management staff revealed a lower degree of awareness which the ineffectual marketing aspect can explain.

Finally, a negative result of the ineffectual marketing of the teaching profession's crucial role is revealed by one teacher who reported, "*I am teaching my*

*students, and cannot see that they want to be even teachers or doctors. They want to be on social media or influencers*" (Mariam, P1).

### 4.1.3 Qatarization programs' challenges.

Many challenges were revealed by our participants in relation to the various Qatarization programs. Regarding the Tomouh program, its contract "*includes tough clauses*" (Ahmad, P7) that allow only four years for completing the course. It is hard for students to study all subjects concurrently in four years because of the "*inflexible timetables of Qatar University*" (Ahmad, P7), like postponing a course due to low student demand, not offering a subject in a specific semester, and deducting a 3-month period for field study from the four years. "*There is no room to breathing and also you cannot withdraw in any semester*" (Ahmad, P7).

Moreover, the Tomouh program is an open initiative which defies selection standards. In other words, many students may join it despite having no vocation to teach. They see it merely as a good way of lining their pockets. However, after graduation and joining the Ministry of Education, "*a lot of them quit quickly after a year or two due to work stress*" (Mostafa, P4). So they just go on working until they have repaid all the subsidies they received at the College of Education; then they can resign and are no longer bound by the contract. "*This is a real waste of time and money because the standards for selection were not set properly in the first place*" (Mostafa, P4).

Regarding Teach for Qatar, and unlike Tomouh and Tamheen, the program is not restricted to Qataris; to increase the base of Qatari affiliates to the program it would be necessary to "*relax the selection criteria for Qataris without hurting the educational outcomes*" (Mona, P6). Moreover, both (Fahd, P3) and (Mona, P6) reported several cases where graduates of the Teach for Qatar program chose to resign and return to

their original jobs due to the unexpected administrative burdens they encountered, although they had initially been very enthusiastic about the idea.

Regarding the Tamheen program, a challenge over its selection criteria was revealed by our participants. The Ministry of Administrative Development, Labor and Social Affairs used to contact the non-College of Education graduates who applied on the Kawader/Tawteen platform, a Supply Chain Localization Program (Tawteen, 2019), and failed to find a job, to attract them to join the Ministry of Education. Because they had failed to obtain the jobs they sought and had waited too long in the queue of Kawader/Tawteen, they finally resorted to the option of becoming teachers. Thus, the mechanism of teachers' selection in the Tamheen program aroused a number of concerns, expressed by "*less focus on qualifications like personality, passion and love for education*" (Arwa, P5).

### 4.1.4 Qatari cadres' appropriateness.

In this section, we present the range of opinions on the appropriateness of expecting Qatari cadres to raise students' level of education. Surprising our expectations, one Qatari respondent stated "*Nationality doesn't matter. The most important thing is to be a graduate of the College of Education*" (Ahmad, P7). Another reported, "*It doesn't matter what nationality, as long as the teacher is selected carefully, qualified, well-trained, and aware of the traditions of Qatari society*" (Arwa, P5). It turns out that success depends more on the selection criteria of teachers in the first place and their ability to deal with students. Moreover, the focus should be on "*people's mindset, because some Qatari cadres lack the motivation and purpose to do the job and treat it as a routine, regular profession that provides their salary at the end of the month and forget the main mission of the profession, which is the student himself/herself*" (Mariam, P1).

Yet Mariam preferred not to compare herself with other nationalities and talked about her own ability to deal with locals, backed by her deep knowledge of the traditional of code of Qatar. To add to this, (Mona, P6) favored an increase in the size of the Qatari element, saying "*in the past the percentage of Qataris in schools was greater than non-Qataris*". Her opinion stems from her belief that the influence of Qatari teachers on students is greater than that of non-Qataris, because they resemble the students in familiarity with traditions and customs and their use of the same dialect.

In the following sub-sections, we present some deeper insights into the appropriateness of Qatari cadres.

### 4.1.4.1 Lack of confidence in public speaking.

Public speaking in front of people without reading from notes is a skill that requires confidence (Gallo, 2014). There are some "*fears and a lack of courage*" (Mona, P6) in facing students and "*Qataris are a bit shy – they found it challenging*" (Mubarak, P2). Their limited knowledge and lack of cognitive depth intensified the problem and these two important aspects are explored next.

### 4.1.4.2 Limited scientific background.

The content of education is changing and developing very fast (Gnadinger, 2006). This implies that teachers need to be continually updated to keep up with these changes and to possess a wide knowledge of many topics, not their specializations alone. "*Unfortunately, now teachers are rarely knowledgeable; this was not the case in the past … teachers should be aware of global goals and where the world is heading in education*" (Mubarak, P2).

A person's scientific background is an important aspect of candidates that organizations are concerned about when they recruit staff. Bodies like the Medical College or the Faculty of Engineering do not require a previous scientific background

but confer it on their students from scratch. The problem with the College of Education is that it demands all the skills and knowledge that students have acquired ever since the kindergarten stage. For example, it presumes that its students who would like to specialize in Chemistry or Physics as their major are already endowed with deep knowledge and cognitive depth acquired over the three school stages. "*Imagine a student who was lazy in mathematics, then joined the College of Education and specialized in Mathematics, which requires great cognitive depth! … this scientific background building is not provided by the College of Education's programs nor anywhere else*" (Hamad, P8). So the Tomouh program, for example, will not achieve anything unless the College of Education enters into the education process from its very beginning.

### *4.1.4.3 Lack of cognitive depth.*

Our interviewed experts agreed that the school curriculums lack cognitive depth. "*In my opinion, our curriculums from the primary stage are not building ground skillsets into Qataris across different subjects like Science, Math, English, and Arabic*" (Mubarak, P2). The quantity and complexity of the current curricula do not take students very far; they reach the secondary stage in vital subjects like Science and Mathematics but with only superficial knowledge, so it's unlikely that they will want to become teachers. Moreover, when subjects are taught in isolation and knowledge is not diversified, students "*focus only on passing exams*" (Mona, P6).

Another point is the curriculum content itself; "*most of it is not interesting and not beneficial for students*" (Mubarak, P2). Regarding literature subjects like Geography and History, "*although Qataris, in general, prefer those two specializations, the subjects themselves are presented very superficially in the textbooks*" (Hamad, P8), which forces conscientious teachers to do their own research around the topics. Science

subjects are very hard for non-competent teachers to teach, because they are so closely relevant to life. This "*leads to Qatari teachers' aversion … that's why Qatari male teachers escape from teaching in secondary schools*" (Hamad, P8). Consequently, the teachers pass this negative message indirectly to their students.

### 4.1.4.4 Preference for specializing in literature subjects.

"*In my school, most of the Qatari teachers deliver literature subjects … Qataris prefer these in secondary school and accordingly choose them as specializations in the College of Education*" (Ahmad, P7). In fact, many of our participants reported the same preference and said that it is usual for Qataris who had initially chosen scientific majors to switch to literature ones. Religion and Arabic majors are the most popular among Qatari females "*because this choice gives them good social status*" (Mostafa, P4). Social studies are connected with history, geography, and citizenship, therefore, "*Qataris consider them easy majors, subjects which are easy to explain, whereas they found other subjects hard to explain*" (Mostafa, P4). Also, Qataris find subjects like Arabic and Art studies as being "*easier than Math and Science and thus preferred*" (Mariam, P1).

But Qatari males avoid some literature subjects. For example, the subject Religion "*is not preferred by Qatari males because it requires scientific knowledge related to Mathematics*" (Hamad, P8). That is to say, it includes topics like Zakat al-mal (zaˈkaːt alˈmaːl or "zakat on wealth"). Zakat is a form of almsgiving to the Muslim Ummah treated in Islam as a religious obligation which, in the Quranic ranking, is next in importance to prayer (Wikipedia, 2022c). It is a topic that requires calculation and mental agility. For this reason, "*there's a Qatari male shortage in all specializations except physical education*" (Hamad, P8), because PE requires no scientific knowledge whatsoever, and the college does enough to build the skills of its students.

### 4.1.5 Imbalance in numbers of male and female Qatari teachers.

"*We have around 70 male students while our female students number around 2700, so there is no balance*" (Ahmad, P7). "*A great number of student females join the Tomouh program*" (Mostafa, P4). "*As far as I can remember, no single Qatari male has come to my school for 8-10 years. The case is a bit different for females*" (Mubarak, P2). This indicates a significant imbalance between Qatari male and female teachers, which is confirmed in our secondary data.

Figure 7 depicts the population pyramid of Qataris as of 2019, which indicates a normal balance between the numbers of Qatari females and males (Planning and Statistics Authority, 2020). It turns out that the reason for the imbalance in education stems from the teaching ambitions not of males, but of many Qatari females, derived from a conservative culture and the kind of working conditions deemed more appropriate to Qatari females, as explained in the following sub-sections.

Age Groups

80+
75 - 79
70 - 74
65 - 69
60 - 64
55 - 59
50 - 54
45 - 49
40 - 44
35 - 39
30 - 34
25 - 29
20 - 24
15 - 19
10 - 14
5 - 9
0 - 4

Females          Males

25    15    5    5    15    25
Thousand
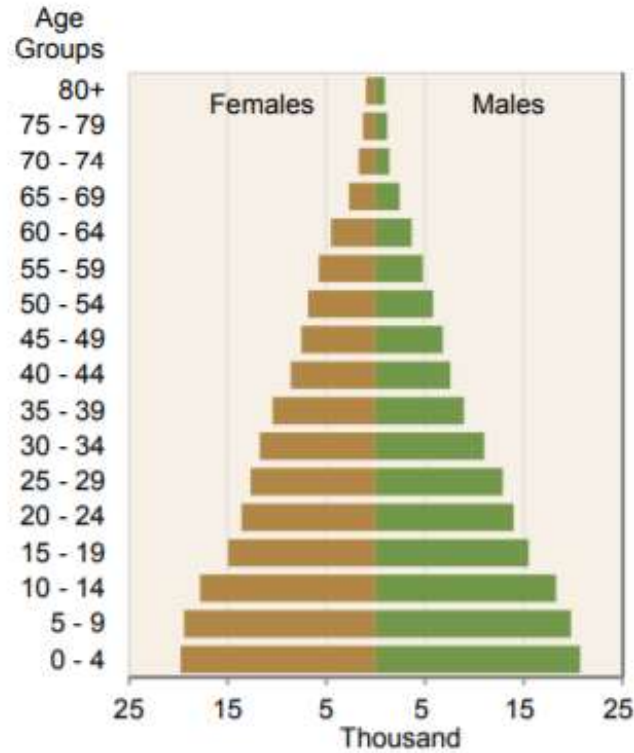
Figure 7. Population pyramid of Qataris (in thousands), 2019.

### 4.1.5.1 Conservative culture.

A challenge facing the Ministry of Education is related to something rooted in Qatari society and inherited in a culture that has shaped society's view of the teaching profession as "*more appropriate for females than males … most Qatari families, especially in regions where the Bedouin culture is prevalent, don't like a mixed working environment*" (Mostafa, P4).

Qatar has no organizations that separate males from females except in public schools (Mona, P6). Therefore, some Qatari families allow their daughters only to join the College of Education because girls' schools are conservative places that exclude males. Many Qatari females grow up in families where their mothers and elder sisters are teachers, which also attracts them to the profession. It seems that a conservative "*cultural-demand*" (Mariam, P1) has led to this imbalance, but without these traditions,

*"you wouldn't see any Qatari teachers, even females"* (Arwa, P5).

### *4.1.5.2 Appropriateness of working conditions for females relative to males.*

Qatari society sees the teaching profession as "*more appropriate to the nature of a woman*" (Mostafa, P4), who does not stay long outside her home. For women, the work environment at school is "*more comfortable, more family-based, and more like their community*" (Mariam, P1). In addition, female teachers know that they will have two or three fixed and defined vacations throughout the academic year, which is more appropriate for them than for males, who prefer more flexibility throughout the year. Furthermore, the financial aspect for Qatari females is "*acceptable and much more appealing to them than to Qatari males*" (Hamad, P8). In a nutshell, it's the "*most appropriate place for Qatari females*" (Mona, P6). However, many alternative career opportunities have become available in the last decade, and Qatari females' interest in the teaching profession has correspondingly declined (Zellman et al., 2011).

### 4.1.6    Bureaucracy.

Several of our participants revealed obstacles and coordination barriers to their Qatarization programs in the HR policies of the Ministry of Education. (Mostafa, P4) told a story about one of his students. "*He is not young, has a family and was working in the oil and gas sector. He didn't join the Tomouh program since he wasn't in need of any financial support. He was really in love with teaching and wanted to change his career and become a teacher. He was one of my top students. He graduated but unfortunately, due to bureaucracy, he didn't continue because the Ministry of Education refused to give him the same salary he was earning in the oil and gas sector and wanted to apply the rules strictly without considering his long past years of experience elsewhere.*" This story shows how rigid in this case were the HR policies on salary in the Ministry of Education. With some flexibility, it would have retained a

Qatari teacher of this caliber within the education sector instead of getting rid of him.

Other bureaucratic actions, such as obtaining approval to send students from the College of Education to schools for teaching experience impact on the Tomouh program in particular and the College of Education students in general. This approval requires the exchange of communications between the College of Education, the Ministry of Education, and the public schools. Despite the partnership between Qatar University and the Ministry of Education, the students may not enter the schools without approval. What's more, the Ministry of Education have to interview the graduates from the Tomouh program before hiring them! Obviously, coordination issues indicate the "*lack of a comprehensive framework of work*" (Mostafa, P4).

(Arwa, P5), who originally specialized in Industrial Engineering and joined Teach for Qatar six years back, was also impacted by the rigidity of the HR policies. She claimed that the Ministry of Education has a good background for dealing with Tomouh, but when it comes to other programs like Teach for Qatar, the ministry knows little about their execution and details. When (Arwa, P5) was hired, the Ministry of Education ignored her engineering qualifications, focused on the job specifications and put her on the same grade as a new graduate of the College of Education. But on examining the HR regulations, she found that for any graduate of one of the published lists (Qatar General Secretariat of the Council of Ministers, 2010), the grade at which a Qatari employee is appointed is determined on the basis of the qualifications held (Al-Raya newspaper, 2021), not the job specifications and she based her dispute on this. The Ministry of Education began by refusing to change her grade, but she turned to the Ministry of Administrative Development, Labor and Social Affairs, which has the upper hand when it comes to labor laws. This ministry, seeing the justice of her request, at once appointed her to the appropriate grade according to Qatar's HR regulations.

Moreover, "*non-College of Education graduates don't have the right to become licentiates of the profession*" (Arwa, P5), a rule which conflicts with the Ministry of Education's desire to make all teachers earn a professional license (Ministry of Education, 2020a). The rule would challenge the career progression of graduates from programs like Teach for Qatar, who were turned into teachers by the agreement of the Ministry of Education, because they are not entitled to a professional license. This obstacle discourages Qataris from joining programs of this kind.

Furthermore, the workshops and certificates provided to the graduates of the Teach for Qatar are not recognized by the Ministry of Education in its "*Professional Licensing System*" (Ministry of Education, 2020a). It considers such training rather as some kind of self-development. In fact, a Teach for Qatar graduate can end up also attending similar workshops run by the Ministry of Education. "*Obviously, there is no coordination between the two entities*" (Arwa, P5).

### 4.1.7 **Real-sponsor missing role.**

We learned through our interviews about promising initiatives in schools to attract male Qataris to the teaching profession. However, the Ministry of Education did not support those initiatives or take them up due to their high cost, so they remained school projects. A good example of these is considered next.

#### *4.1.7.1 An inspiring school's project initiative.*

We highlight below some insights about a promising school project that two of our participants described. As noted above, the project was starved of funds and failed to survive, as indicated by the fact that it was last mentioned three years ago (Al-Sharq newspaper, 2019). The project, which had the very clear objective of attracting Qatari males to the teaching profession, can be summarized as follows:

1-      It targeted students who had reached grade 10 but was also applicable to

younger ones and it focused on improving the students' cognitive depth by identifying their current performance level, and working to remedy any shortcomings in skills like those of writing or reading, or any gaps in their background in scientific subjects.

2- Usually, Qatari students used to hide behind non-Qataris in classes where they were mixed. The project separated the Qatari students of grades 10 and 11 from their non-Qatari fellow-students in different classes and provided both with exactly the same level of service; even same classroom wall paint. The purpose of doing this was to provide the teachers with clear student samples of both groups.

3- The project built the scientific background of students by adopting another curriculum like the IGCSE British curriculum, showing the highest education standards in comparison with those of the Ministry of Education curricula, which attained only around 70% of the IGCSE standard. The aim was to develop the highest thinking skills in students.

4- A third curriculum was included, to be taught to students on Saturdays. It was called "Sanea" ('the Maker' in Arabic) and was designed to develop the students' scientific thinking skills through non-traditional methods. For example, it gave students projects requiring study and development for a whole academic year. This way of teaching delivers education to students more effectively and results in students who can do research and achieve results.

5- The project involved students in visits to schools and events like debates. Presenting students' projects to visitors called for expert teaching, scientific research, and advanced scientific thinking.

6-     Students were gradually turned into whole-class teachers by first letting each student teach for five minutes, then asking a group of students to teach the full session, progressing from two students sharing a session to eventually allowing one competent student to deliver a complete class session, and ultimately to one autonomous student who could confidently teach a complete class session in both Arabic and English.

7-     Students were engaged in press, radio, and television interviews and also in external meetings.

8-     The project marketed the teaching profession, correcting the wrong perceptions and mental image around it, through connecting everything meant for students to the ambition of attracting Qatari males to take up teaching.

9-     This project was made an assessment tool to evaluate class's contribution to the project by assessing teachers on the basis of preparing at least three students per year who became qualified.

10-    In grade 12 the project re-united the Qataris with the non-Qataris because after two years of separation and development the students would have gained maturity. They would be intelligent enough and their conversation would no longer be limited by nationality but benefiting from the respect, skills and knowledge acquired during the previous two years.

11-    The idea of the project would be marketed in Qatari homes by encouraging parents from different professional disciplines to come to the school and deliver workshops in their specializations: fathers, mothers, grandfathers and grandmothers would come to teach in these

workshops. Also, older teachers would be invited to present their positive experiences to students and officials from the Ministry of Education would be brought in to teach.

12-  Activities would be converted into study subjects. For example, education in sports arbitration, which consists of courses of training, could with the aid of curriculum authors be converted to a subject for study. Students who enjoyed sports arbitration could be directed to these training courses which they could then draw upon in teaching classes in their turn.

13-  In the same way, scouting activities could be turned into a subject for study and taught in schools. This would be a great opportunity to entice students to become teachers of the subjects they loved, whether it was hunting, or automobile shows, or the mechanism of cars. Even those who had behavioral issues could be involved so long as they were talented.

The project was inspiring and took the objective of Qatarization to a higher level: "*it looks at familiar things in unfamiliar ways*" (Hamad, P8). For example, there are common methods of getting students who fail in subjects like mathematics to pass the exam, but the innovative way is to turn them into Math teachers. This, instead of parents visiting the schools to discuss their children's misbehavior or failure to pass an exam, they would come to attend classes taught by their children in the subjects they had previously complained about. In this way a project of this kind could create a spiritual bond between teacher and student, between teacher and parent, and between the students themselves.

**4.2 Reasons of Qataris Refraining from the Education Sector**

In this section, we present the most important reasons revealed by our participants about why Qataris refrain from the education sector by avoiding the teaching profession, grouped under thematic headings.

**4.2.1    Undeveloped career structure.**

There is virtual consensus among our participants on how crucial career progression is for Qataris and in thinking that the teaching profession offers an unpromising career for reasons that we categorize in the following sub-sections.

*4.2.1.1 Limited career progression and inadequate salary structure.*

On the one hand, it is believed that the teaching profession is as well structured as any other civil profession in the State of Qatar. On the other, there is common agreement that the career ladder for the teaching profession is very limited. In the teaching sector, the chances for a teacher in a school to gain promotion are limited to around 3 in 69 (the average number of teachers in a school as indicated in our secondary data). These three chances lie in becoming the Deputy Director for Administrative Affairs, the Deputy Director for Academic Affairs, and the school Principal or Director, so there is in fact less than a 5% (3/69) chance for any teacher to rise to a higher position.

The Coordinator's position is very similar to that of a teacher, "*so you cannot consider it a real promotion*" (Fahd, P3). In fact, Coordinators reach a critical point in their career since they can get promoted to either Educational Supervisor in the Ministry of Education or Deputy Director for Academic Affairs in their school. However, the fact that Educational Supervisors' salaries are lower than those of Deputy Directors for Academic Affairs or lower than even those of experienced teachers discourages teachers from working in the offices of the Ministry of Education itself. For this reason, very experienced teachers do not seek what looks like a higher position in the Ministry of Education because "*their duties will typically increase while their salaries will*

*decrease*" (Arwa, P5).

Moreover, as revealed in the foregoing <u>bureaucracy section</u>, it seems to be "*not promising*" (Mariam, P1) to be a Math teacher unless one graduated in mathematics from the College of Education as a Math major, because no-one else may teach the higher grades (grade 9 and above). Entrants to Teach for Qatar with an engineering background find their career is brought to a "*dead end*" (Mariam, P1) because teaching higher grades is the only thing that "*implicitly means promotion*" (Mariam, P1) for a teacher. Being ineligible to do so limits their chances to become Supervisors in the Ministry of Education, for example.

The same challenge faces the Deputy Directors for Academic Affairs when they get promoted to School Director or Principal, because it reduces their salary (Qatar Legal Portal, 2019a). However, the same cannot be said about Deputy Directors for Administrative Affairs, because the former move is from an academic to an administrative position, while the latter remains purely administrative (Qatar Legal Portal, 2019a). The Ministry of Education's rationale behind this is to maintain teachers and academics for more extended periods. However, the disadvantage is that teachers end up with an unusual professional career structure that discourages Qataris from selecting this profession in the first place. As one commented, "*Thank God, I can tell you that I have 16 certificates of excellence, but unfortunately, none of these qualifies me for a management position*" (Fahd, P3). To sum up, three main problems face the current system:

1- Few chances for progression in schools and the Ministry of Education.

2- No clear criteria for the number of years of experience that would qualify a teacher for promotion to the next level, which weakens teachers' career prospects.

3-      A salary structure in which the salary decreases as the career ladder is climbed.

### 4.2.1.2 Alternative career opportunities.

Almost all of our participants agreed that Qataris prefer prestigious professions, especially Qatari males "*who have better job opportunities*" (Mariam, P1) and prefer to work in the Police and the Army. Qataris "*love to become diplomats, engineers, or physicians, professions that provide them with high social status*" (Ahmad, P7).

Moreover, some of our participants indicated that Qataris prefer to study business administration so as to set up their own business or to continue in their families' businesses. To some extent, this is endorsed by the 29% of graduates of Business, Administration and Law programs presented in our secondary data. Furthermore, Qataris prefer professions in "*other ministries that have more comfortable working conditions than schools*" (Mubarak, P2). All the above explains to a great extent the acute shortage of Qatari male teachers.

### 4.2.2   Arduous working conditions.

Our participants almost all agreed that the workload assigned by the Ministry of Education to teachers is tiring. Many teachers must continue working after normal school hours and one participant described teachers' social lives as "*almost non-existent*" (Arwa, P5). Often the Academic Deputy Directors and Coordinators, who have many academic responsibilities, including teaching quality, performance evaluation, and professional development, "*are non-Qataris*" (Mostafa, P4). Further up the career ladder, the duties, workload and responsibilities increase, so it appears that Qataris do not seek those positions because they add to the employee's burden without sufficiently recompensing them.

### 4.2.2.1 Working conditions.

Our participants revealed that the working conditions of professions in ministries other than the Ministry of Education are more relaxing than teaching is; nothing in the comparison favors the teaching profession. Other ministries do not demand duties after the working day, which is a key difference between them. In addition, other ministries' employees can easily take an hour or so off. However, teachers can hardly do that because their working hours are strict, from 7:00 AM till 2:00 PM. Every day, the teacher must deliver near-continuous class sessions and prepare for them in advance. Moreover, a teacher has to abide by the requirements of the educational supervision of the Ministry of Education, and do so on a daily basis. This eventually often leads them to take home any outstanding tasks at the cost of their own social lives, so there is "*no room for relaxation at all*" (Mubarak, P2).

Teachers have duties in and outside school, so they generally continue working after they reach home. Inside duties include administrative tasks like writing and following up on reports, attending committees, and following up on other academic tasks. Their out of school duties include the planning for the next day's lessons and preparation of PowerPoint presentations and reports, writing and marking exams, follow-up on parents' issues, and evaluating their own class sessions. Moreover, they have to pursue self-development through reading or e-learning and prove this to the Ministry of Education by acquiring certification.

These duties might be more or less acceptable to Qatari women, but Qatari males see them as "*limitations to their freedom and independence*" (Mostafa, P4), especially since teachers' vacations are restricted to the summer break, and they cannot take vacations at any other time in the academic year. Some participants reported to us that they have witnessed graduates of different programs, like Teach for Qatar and

Tomouh or the normal programs of the College of Education graduates, break off their teaching career and leaving due to their "*unhappy experience of losing their family and social life by remaining teachers too long*" (Mona, P6).

The State of Qatar spends around 10.5 percent of its total budget on education programs according to our <u>secondary data</u> and also revealed by the 2020 budget (Qatar Development Bank, Education Secrot in Qatar). However, those efforts are "*unsustainable*" (Mona, P6), because many Qataris merely want the certification as the one that is easiest to earn but abandon the teaching career. As long as the working conditions for the teaching profession remain the most arduous of all, the Ministry of Education will be able to attract only the Qataris who "*intrinsically love teaching and can bear its difficulties ... currently they are few*" (Ahmad, P7).

### *4.2.2.2 Professional development.*

Qatar is developing too fast in many disciplines. Qatar is ranked 4$^{th}$ in the world in Education Quality (Hukoomi, 2021). However, the professional development in schools is slower than that in other ministries and does not match up to the current thinking. In fact, "*there is a development in teaching strategies and probably in curriculums but there is no real development in either teachers or in the scientific subject in itself*" (Hamad, P8). As long as professional development is reflected positively in students' learning, Qataris will not turn away from the teaching profession because they will see good outcomes for their students. However, the worthless additional burdens may lead to aversion to the profession.

On the one hand, some voices cannot deny the good influence of professional development in public schools, where the Ministry of Education frequently organizes a range of beneficial workshops to teachers "*on a weekly basis*" (Mariam, P1) that improve teachers' skills and provide them with certification that strengthens their

resumes. Our respondents believed that professional development improved class teaching and time management skills and has played a great role in equipping teachers with technological skills, *"especially during the COVID-19 pandemic"* (Mona, P6) benefiting both teachers and students.

On the other hand, the same voices still highlight some challenges that accompany such efforts. One challenge is that the workshops are held after the teaching day has ended. Students normally finish their school day and leave by 1 pm. However, teachers cannot leave so soon because they have other duties, including much paperwork as indicated before in the <u>working conditions section</u>. To guarantee the highest possible attendance, teachers' professional development workshops used to be scheduled after the last classes, which extended the teacher's working day.

Professional development is indeed important both on the personal and the school levels, but some views see the image of professional development conveyed by the Ministry of Education as a little vague and *"following a random process"* (Arwa, P5) that leads to extra burdens in filling files and completing unnecessary paperwork. In effect, teachers do not know exactly what they should do and what they should not owing to the *"lack of clarity in tasks"* (Arwa, P5). Moreover, some of the extra tasks, come from mandating teachers to participate in many committees which mostly are *"less relevant"* (Fahd, P3) to the actual doing of their jobs, the teaching itself.

Schools' Coordinators who represent the Educational Supervision Department of the Ministry of Education in schools, Schools' E-Learning Coordinators who represent the E-Learning Department of the Ministry of Education in schools, and Schools' Academic Deputy Directors, are all required to make plans for professional development. But this multiple deliberation by several parties usually leads to *"disconnected plans"* (Arwa, P5).

### 4.2.2.3 Educational supervision.

Ideally, Educational Supervisors have many roles and responsibilities; they are considered the "*focal point*" (Mariam, P1) between the community of teachers and the Ministry of Education and through them teachers "*transfer their requirements*" (Mariam, P1) to the Ministry of Education. They define curricula and exam standards, make regular visits to schools and are responsible for annual evaluations. Other duties are transferring teachers between schools, regularly visiting classes in order to evaluate teachers' performance, solving teachers' technical problems, mitigating difficulties that teachers face, and in the end improving teachers' performance.

Few participants perceived the role of Educational Supervision as "*being supportive*" (Mariam, P1) in enhancing teachers' skills and academic performance and advising teachers to "*carefully listen to them*" (Mona, P6) for the sake of the public interest in the whole educational process. However, most participants revealed the suffering caused by Educational Supervision being "*focused on teachers' mistakes*" (Fahd, P3), and putting additional burdens on their shoulders.

In fact, "*most of the Educational Supervisors are non-Qataris*" (Mostafa, P4), revealing that the Ministry of Education may deliberately seek the easier option of hiring non-Qataris for such sensitive duties.

### 4.2.3   Lack of support from rules and regulations.

Rules and regulations are always important tools in the hands of policymakers to help them implement and execute their strategies. Missing or ineffective rules may deter Qataris from the teaching profession. The following sections present some common areas of concern that our participants revealed.

### 4.2.3.1 Teachers' protection.

Although laws should protect teachers from being insulted or attacked by

students or their parents, what we heard from our participants reveals that some laws are ineffective. In most cases, if parents complain against a teacher, the Ministry of Education "*stands by the parents … even if the teacher is innocent*" (Mubarak, P2) because the Ministry of Education has decided that teachers should have better ways to deal with situations of this kind.

Another participant reported, "*I personally witnessed a situation where some students wrote insults about a group of teachers on the school walls. I was one of the group but the school management did not support me – they asked me just to ignore it. This happened in 2016, and I have kept photos of those insults ever since, but no law empowers me to send these photos to investigators who could defend my rights*" (Arwa, P5). This story reveals that if a teacher is insulted by a student or a parent, the teacher has few means of protection because the school management usually stands by the parents, not the teachers.

This explains why this issue is so sensitive for Qatari teachers and how their bad experiences in this regard, when they get known in Qatari society, can negatively impact any potential Qatari student who even thinks about teaching as a profession.

### 4.2.3.2 Administrative handling.

At first glance, one may think that this has no relation to aversion from the teaching profession because the management in any given school might be good or bad as it might in any other institution in the private sector or ministry in the public sector. A bad manager in a bank might victimize an employee by his annual appraisals, but at the same time many successful and knowledgeable managers help and support their employees.

One participant described the K-12 educational reforms (as previously stated in our secondary data) as "*catastrophic*" (Hamad, P8). Schools at the time were operated

"*as if they were their own private schools*" by principals holding school licenses (Hamad, P8). None of the principals favored Qatari teachers then; they preferred non-Qataris because they had more control over them and could force them to work more. The administrative handling practices conducted by school principals or license owners indirectly deterred Qataris from the teaching profession, negatively impacted the practices of Qatarization, and intensified the shortage of Qatari teachers in public schools.

Another insight related to administrative handling is connected to the methods of school principals for dealing with their teaching staff. "*The doors of some School Directors' offices are not open to let staff express themselves freely*" (Mubarak, P2). It would seem that the professional development for school management ignores the practical side of supervising work, but *"this cannot be done by sitting on desks in isolated rooms. Managers should see the work themselves"* (Mubarak, P2).

### 4.2.3.3 History of the profession, being professionally locked in and the Central Budget Category.

The history of Qatar's teaching profession includes some decisions taken by the Ministry of Education that had negative impacts on the profession, our participants stated. In the 1960s and 1970s, the Ministry of Education used to "*hire Qatari male teachers in villages outside Doha [and take them] away from their families*" (Hamad, P8). Even nowadays, these villages are uninhabited; their sufferings of their people turned into aversion.

An aphorism says, "*the son of a goose is a swimmer*" (Meaning: Like father, like son) (Thought Catalog, 2016), so doctors' sons regularly become doctors and engineers' sons are the new engineers, but "*teachers' sons are often non-teachers*" (Hamad, P8). The mental image of the teaching profession that has emerged is not only

caused by the media but also because of the situation that faced teachers in the past. Moreover, the nature of the teaching profession limits teachers' freedom of movement, for unlike other professionals it is hard for teachers to move from the Ministry of Education to another ministry. An engineer or a lawyer, for example, can move from one ministry or one office to another. This creates a professional lock-in that limits teachers' future career mobility (Parding, McGrath-Champ, & Stacey, 2017), which is one more factor discouraging Qataris from becoming teachers.

Furthermore, the K-12 educational reforms indicated that the previous set-up had not resulted from "*a well-studied decision*" (Hamad, P8). The independent schools started in 2004 and continued till 2015. In this period, the Supreme Education Council encouraged Qataris to retire, and most Qatari teachers at the time did so (Al-Arab newspaper, 2015). These practices in schools encouraged Qatari teachers to join the Central Budget Category (in Arabic 'al-Band al-Markazi'). This is a central budget for superannuated employees who worked in extinct departments. Instead of dismissing them, officials used to move these personnel to the Central Budget Category since they had not done anything wrong. Until they found a new job, they remained part of the Central Budget Category where their salaries continued to be paid while they were sitting at home (Bleu, 2009). Eleven years of such a situation made the teaching profession "*repellent in Qatar*" (Hamad, P8).

When official voices started to call for the return of Qatari teachers to schools (Al-Arab newspaper, 2020), another problem arose because many had for several years stayed at home and had had no professional development, while non-Qatari teachers and those few Qataris who had remained in the independent schools had been developing all the time. When the time came to return to the schools, they obviously could not compete with adept non-Qatari teachers who were academically qualified,

spoke a second language and had technological skills. When the Ministry of Education took back its authority, they hoped started to rectify matters by giving the superannuated teachers administrative positions in the ministry itself because they found them "*incapable of handling teaching duties*" (Hamad, P8).

### *4.2.3.4 Teachers House/Institute.*

Low awareness of the Teachers House/Institute was observed among our participants, except for the experts in school management. This is easy to understand, since it closed a long time ago. However, two non-management staff showed some awareness of it. One told us that it provided its graduates with a diploma, not a bachelor's degree as the College of Education did. He stated, "*Most of the teachers who taught us in the past graduated from the Teachers House/Institute*" (Fahd, P3), though he believed that it would be difficult to open it again because teaching standards nowadays require a bachelor's degree, not a diploma. The other believed that teachers should specialized only at the College of Education because it provides subjects dedicated to each school stage and has a complete, specialized framework for producing qualified teachers that far exceeds those who have graduated from any other organization.

However, the experts in school management whom we interviewed warmly supported the idea of reopening the Teachers House/Institute, especially because it was a second source for Qatari teachers beside the College of Education. They believed that the closing of this tributary had increased the need to rely on non-Qatari teachers from abroad with external contracts and further complicated the shortage of Qatari cadres in the teaching profession.

### 4.2.4 Sociocultural implications.

Although the sociocultural implications are considered the most influential

factors in Qataris' decision to become teachers, we decided to consider them in the concluding section of this chapter because the subject connects with and plays some part in all the previously stated factors.

Social status is the prestige connected to an individual's position in society (Social Science, 2021). In general, a person's employer and job title contribute to his/her social status, which makes jobs with more power and pay more attractive. Social status, among other factors like people's "*mindset*" (Mariam, P1) and "*culture*" (Mostafa, P4), all shape the societal outlook on and mental image of the teaching profession (Aydin, Demir, & Erdemli, 2015).

On the one hand, some believe that the social status of teachers is excellent, the profession is respected, and has its own prestige. To support this view, we may cite how the state of Qatar dealt with teachers during its vaccination campaign against COVID-19. Its teachers were among the first category to receive the vaccine, along with medical and military personnel. This opinion is based on some teachers' intrinsic love for teaching, regardless of social status, salary, and other aspects of the work.

On the other hand, almost all of our participants agreed that the main reason for the reluctance of young Qataris to pursue the teaching profession is that it is perceived socially as a low-status job, especially for Qatari males. Qatari males prefer alternative professions to teaching, so most male teaching positions are occupied by expatriates (Zellman et al., 2011). In fact, "*Qataris like to be highly respected and appreciated*" (Fahd, P3), whereas teachers are not protected due to a lack of effective rules.

"*People don't perceive teachers fairly*" (Mariam, P1). Two participants informed us that they were blamed heavily for leaving their engineering careers and becoming Math teachers; people commented, "*why have you come down from your high position?*" (Arwa, P5), "*this is a huge drop*" (Mariam, P1).

Moreover, "*there is no exchange of interests between you as a teacher and me. For example, if my brother is a passport officer or a physician, the exchange of interests through these jobs creates social ties, while my only interest in common with a teacher is that he teaches my kids, and he does that anyway*" (Hamad, P8). It turns out that Qataris' perception is highly connected to the profession's low privileges.

Moreover, old films, TV serials and theater shows, like the Rioters' School (in Arabic 'Madrasat El-Moshaghbeen'), shaped a negative mental image of the teaching profession by showing teachers in ridiculous clothes or saying inappropriate words. Even in the media, "*it is not unusual to hear voices hostile to teachers*" (Hamad, P8).

Furthermore, the teaching profession is "*the only profession in Qatar that does not have a professional ID card*" (Fahd, P3), which identifies the employee and grants access to the workplace. This card not only provides an employee with tangible social benefits like shopping discounts, car parking slots, etc. but also confers a kind of prestige. Simple things like this indicate that there is much the Ministry of Education could do to help restore teachers' social status.

More importantly, one participant revealed how her students' perceive teachers as "*miserable and unhappy*" (Mona, P6)–a shocking response that she had received in one of the learning circles' activities to encourage her students in expressing themselves. With "*no hands raised up*" (Mona, P6) in dissent, we can understand how students simply mirrored the current situation of teachers.

This all, along with "*the prevalence of private tuition*" (Mubarak, P2) greatly affected the profession's reputation and requires a "*mindset change*" (Mona, P6). It turns out that nothing would attract Qataris, especially males, to the teaching profession "*except ... willingness and passion to teach and work in education*" (Mona, P6).

We briefly sum up below the reasons for the perception of a profession with low

status showing its comparative importance for Qatari males and females (between parentheses):

1- The excess of tiring tasks (negatively affects males and females equally).

2- Lack of effective laws to protect teachers (negatively affects males and females equally).

3- Mental image surrounding the profession (negatively affects males more than females because Qatari society perceives the teaching profession as part of females' mission in society and probably because the media focus, in general, more on males than females).

4- Lower social benefits than other professions (negatively affects males and females equally).

5- Prevalence of private tuition (negatively affects males and females equally).

**Chapter 5: Effective Recommendations to Policy-makers**

Being a teacher is not an attractive career choice among Qataris; what is needed is intrinsic motivation to join a profession that is inherently rewarding, enjoyable, and satisfying, and not wait for external rewards. Next, it is important to reduce the tasks that are not related to teaching, reduce the teaching load, reduce the length of teaching periods, and reduce working hours overall, which might also encourage Qataris to join the teaching profession.

Before talking about recommendations and policy, we must stress the need for a systematic approach to address Qatarization in the Ministry of Education because of the details involved and the nature of the profession itself. So it may be effective to take a systematic approach with agreed objectives and measure continuous progress on a timeline, as long as the senior management is genuinely committed to effective localization, accompanied by efficient HR policies that support novice Qatari teachers in their early days.

To motivate Qataris to teach, policymakers can look at the special cultural perceptions, gender relations and other social protocols and change the perception about this work to one that focuses on the social contribution of teaching and the country's critical need of teachers to bring up the next generation of leaders.

Our interviews have shown less awareness of some of the Ministry of Education initiatives, especially the Tomouh and Tamheen programs. Therefore, we recommend increasing the awareness of these initiatives through marketing campaigns that introduce them to recent high school graduates or, better, to those in the early years of school, to persuade them to apply for the programs. Moreover, it turns out from our participants that nationality does not matter and the fitness of Qatari cadres depends more on their belief in the value of the teaching profession and its being a way of giving

something back to Qatar. Hence, we also recommend that these marketing campaigns focus more on the value of the teaching profession in itself as a valuable way to improve social perceptions and increase Qataris' appreciation of its intrinsic value.

There is a crucial need to market Ministry of Education programs and initiatives that change the current Qatari perception of teaching as a career. As a policy implication, we recommend that future policies focus on the well-being of teachers and students and not just on increasing the quotas of Qatari teachers. This can be done by shifting Qataris' preferences so that they are attracted by intrinsically motivating factors like national need and the importance of teachers in developing their country guided by the QNV 2030. The process can begin by increasing awareness in all government sectors through many channels and programs, including Teach for Qatar.

It's important to prioritize the Qatarization practices of the QNV 2030 in the education sector to increase their effectiveness and encourage Qataris to join the teaching profession. This prioritization should be reflected in the reformation of some policies by the Ministry of Education that reduced the non-teaching-related tasks and reduce class sizes, providing teachers with more space and time to innovate in the classroom. Part of the major reformations should be to establish a Teaching Syndicate or Union that would safeguard teachers' rights and promotes the common interests of the profession. Moreover, and as supported by the secondary data, a priority in these reforms should be Qatar's need to motivate high school graduates to enroll in higher education, especially by majoring in education.

We suggest a common framework for all the ministries and the private sector to share best practices and the successful experiences related to Qatarization. Next, we offer to policymakers a list of effective recommendations for the Ministry of Education and the College of Education acting in coordination. The list seeks to produce a

qualified, competent Qatari teacher.

## 5.1 Emphasize Effective Marketing and Improve Qataris' Scientific Level

Marketing is different from normal advertising; in marketing "*I become part of your thinking or even control your thinking*" (Hamad, P8). It has been agreed that teachers' image in the media should be improved and awareness of the value of teachers' role increased; this could be done through effective targeted marketing campaigns addressed to secondary school students or even younger ones. With an effective marketing strategy, the Ministry of Education could redirect students' thinking and persuade them to join the College of Education and become future teachers instead of selecting the easier option of joining the Police or the Army.

Ideas for effective marketing include taking advantage of important dates like International Teachers Day or even Qatar's National Day, 18th December (Wikipedia, 2022b) to spread the message of the teacher's important role. Moreover, the public relations department of the Ministry of Education should play a more active role in this regard.

It would also be helpful to instantiate ideas instilling psychological themes that shape students' thinking from grade 10, which are inspired by previous organizations in the state of Qatar, like the Teachers House/Institute; in the past these contributed greatly to directing students towards the College of Education. Such ideas are used to define the skills and knowledge that students require, market the idea of becoming a future teacher, and provide financial incentives.

In this way, the College of Education would be able to guarantee in its future students inputs of the required skills and scientific background. The main objective is to create in secondary school pupils the ambition to be a skillful Qatari teacher with the highest qualifications empowered with the courage to stand in front of students and equipped these pupils with the necessary qualifications to join the College of Education.

Many specialized schools for other professions exist in the country that perform this function very well. For example, the Qatar Leadership Academy (Qatar Leadership Academy, 2022), which was formed in 2005 with an innovative partnership between Qatar Foundation and the Qatar Armed Forces, does this and so does the Military Secondary School (Al-Sharq newspaper, 2021a), where the students obtain a military secondary certificate to enroll in a military college. The Qatar Independent Secondary School for Banking Sciences and Business Administration for Girls (Qatar Central Bank, 2014a) and Boys (Qatar Central Bank, 2014b), which the Ministry of Education opened in cooperation with the Qatar Central Bank, and the Qatar Technical Secondary Schools (Ministry of Education, 2020c) (QSTSS, 2022) is another example.

All these specialized schools were established by bodies which understand the importance of marketing their professions effectively and target the right audience by delivering their academic programs to students in grade 10. However, no similar specialized schools have been set up to prepare teachers. Therefore, we believe that the re-opening of the Teachers House/Institute and similar specialized secondary schools could help to qualify students socially and scientifically to become future teachers in the State of Qatar.

## 5.2 Improving Teachers' Skills and Curricula

The Ministry of Education should focus on training teachers in the latest technologies and exposing them to wider knowledge and cultures, not focusing on their own teaching subjects alone but absorbing a swathe of knowledge cutting across wide topics. Improving teachers' skills also entails learning how to deal with students in an influential way that shapes their thinking and attracts them to education; this would connect them more closely with their teachers and they would eventually become the teachers of the next generation.

Education for all schools should be connected to current issues, such as climate

change. It must keep pace with the critical events and issues of the modern era. Simply the curriculum should be "*connected to the external world*" (Mubarak, P2), so when students learn something and then see signs of it outside school, they will be positively influenced by what they have just learned.

Furthermore, curricula should not be based only on some given text to be memorized but should also include headlines on topics, cases, or issues raised by teachers for students to think about, form an opinion of or share ideas for addressing and resolving. The goal is to encourage students to use their minds and trigger interactive thinking instead of being content to surf the Internet and copy readily available solutions. We could ask students to write about important topics like diabetes, especially now that it is prevalent in Qatar (Al-Thani et al., 2017). We can even ask students to exercise their imaginations and speculate on what the world would look like if refrigerators had never been humans invented. We can also encourage them to discuss these topics with their parents when they get home to strengthen family relationships and increase the value of education among Qatari families, which will eventually reflect the whole Qatari society in a positive light and improve its perception of education and teachers.

To conclude, we recommend the continuous development from an early stage of curricula that are connected to real-life imperative issues; this would empower future Qatari teachers with the confidence to speak in public derived from a strong foundation of scientific knowledge and cognitive depth.

## 5.3 Creating and Nurturing a Profession-Supportive Social Climate

Qatar has witnessed great developments that are reflected in education and other sectors. Therefore, the old perceptions of the image or the role that teachers play should change. First, we have to understand that the Qatari society is based on tribalism (Alshawi & Gardner, 2013) and that "*religion has great influence on it*" (Mostafa, P4),

which mandates a great many reforms entailing a radical cultural reconfiguration to correct any misconceptions about the teaching profession. Therefore, we need to create a social culture that conduces to the successful Qatarization of the teaching profession. Below are some suggestions to bring this about:

1- Diffusing a new perception of the attractiveness of teaching among the different Qatari tribes and encouraging this new culture in the Qatari councils via word of mouth – these could make a great difference. This new perception should emphasize the teacher's holy role, its high status in Islam (Quran Reading, 2022), and insist that the Ministry of Education is keen to continue improving the profession.

2- Establishing an investment fund dedicated to funding Qatarization initiatives.

3- Maintaining a good communication channel with donor institutions like Qatar Charity (Qatar Charity, 2022) or nonprofit organizations like the Qatar Foundation (Qatar Foundation, 2022) working in education, research, and community development.

4- Marketing Qatarization initiatives, increasing the awareness of them, restoring teachers' prestige, and securing financial donations from Qatari citizens.

5- Accepting donations from students' parents who want to develop the education process.

By these means the Ministry of Education could ensure the sustainable effectiveness of its Qatarization initiatives and avoid the financial stress that might cause them to stop short. But, more importantly, it would create a profession-supportive social climate by positively engaging the Qatari society in the development of the

teaching profession.

## 5.4 Overcoming the Challenges of Existing Programs

Many suggestions are provided below, which might help the Ministry of Education to overcome obstacles that still challenge the effective implementation of its existing initiatives and programs.

1-      Both the Ministry of Education and the College of Education should increase their presence in schools, expand their marketing campaigns beyond their walls, and continuously announce developments in the profession. These marketing campaigns should not be delayed until the secondary students have already selected their universities and colleges of specialization. Rather, they should operate from the preparatory or secondary school stages.

2-      Modifications and recommendations to the Tomouh program:

a.      Increase the program period to five years from four, with flexible timetables to allow students more room to comprehend and complete all courses successfully.

b.      Improve selection criteria by adopting special standards of superiority, such as students who show early gifts of innovation, and also by connecting the selection of students to continue as teachers with the learning outcomes of a course like 'Curriculum and Assessment' (Qatar University, 2022) which is taken by students of the College of Education before their major specialization and requires them to spend a specified number of field hours in schools. Although restricting the program in this way might seems to reduce the total of affiliates in the long run, it does not. This is because a high number of Qatari females join

the College of Education, due to the absence of restrictions, but many do not continue. However, selecting Qatari males on this principle might not be practicable, owing to the low demand.

c.  Construct levels for financial support whereby the Ministry of Education gradually increases financial incentives to students as they showed more care, progressed in acquiring essential teaching skills and gained higher marks in the programs of the College of Education. The main idea is to connect the awarding and financial support system with the best students who could be guaranteed to pursue the path to a teaching career and not to award the same amount to everyone simply for joining the program.

3-  Restructure Qatar's preference for scientific qualifications by incorporating promotional incentives that encouraged Qatari cadres to conquer these new subjects and become expert in these fields.

4-  Lowering the entry requirements to colleges of science could create a higher demand for the science majors from the College of Education.

5-  Restrict the Teach for Qatar program to Qataris only or at least relax the selection criteria for Qataris in a way that does not impair education quality.

6-  Increase coordination between the Ministry of Education and the officials of the Teach for Qatar program in order to admit its training and certification in the 'Professional Licensing System' (Ministry of Education, 2020a).

## 5.5 Restructuring the Teaching Cadre

One may argue that the creation of a professional cadre for career progression

would not help the situation because the social obstacles outweigh any efforts to attract Qataris, especially males, to the teaching profession. However, as revealed above in our participants' responses and perceptions, the limited career opportunities were among the main reasons why Qataris were reluctant to become teachers. Therefore, resolving this imperative issue would make a big difference. There should be a different cadre with different advantages and clear criteria for career progression that gave Qatari teachers job opportunities in the Ministry of Education and opened avenues to the highest positions. This could positively affect a Qatari's decision to work as a teacher.

Through our research, we learned that a huge NPRP (National Priorities Research Program) is currently being sponsored by Qatar's National Research Fund, a member of Qatar Foundation, to the amount of around 1 million dollars over 3-4 years to reform jobs in the teaching profession  (Qatar National Research Fund, 2022). Researchers from Qatar University have been chosen for this project and are now working to establish a set of models to restructure the professional cadre and rectify the present situation (QGrants IS, 2020).

Finally, we suggest that the Ministry of Education restricts all Educational Supervisors posts to Qataris. This could make a great difference; from one angle, Qatari teachers could be better placed for career progression. From another angle, as they occupied higher positions in the Ministry of Education, Qataris who understood the teachers' culture better would be in a better position to effectively spread the message of the teacher's holy role in a Muslim society.

## 5.6 Improving Working Conditions

It is becoming crucial for the Ministry of Education to improve the working conditions of the teaching profession in a way that lessens or ideally eliminates the need for working at home after working hours. The working conditions should be comparable to those of teachers' counterparts in other ministries and other professions.

This entails the following:

1- Reducing unnecessary administrative paperwork.

2- Establishing a program in the Ministry of Education to retain Qatari teachers with the following main objectives.

a. Avoiding the easy option of contracting foreign teachers.

b. Listening to the voices of Qatari teachers to continue improving their working conditions.

c. Interviewing teachers who want to resign to understand their reasons and trying to retain them and bring back teachers who have already left.

## 5.7 Improving Administrative Handling and Professional Development

Any school management should greatly appreciate teachers to enable them to bear their workload because they deserve the best and most respectful treatment. A healthy environment should prevail in schools where teachers feel comfortable, safe, respected, and appreciated in a way that strengthens the perception of being in one big family. A school director should not let teachers feel that they are always surrounded by their superiors; rather, a school director should be keen to strengthen relationships, listen to and understand teachers' needs, and be flexible with them. "*As much as the manager gives teachers, so much the teachers will give back and love their work*" (Mubarak, P2), and this is certainly reflected in the quality of teaching that they deliver to students.

A big step can be taken in resolving the shortage of Qataris in the teaching profession if the Qatari community recognizes the efforts of the Ministry of Education to support teachers in psychological and financial ways and assure them of a promising career through continuous profession development. Such a culture would permanently open a door to the offices of the school management.

Professional development should focus on the quality of teaching. Improvements in professional development should focus on the dealings between teachers and students, between teachers themselves, and between teachers and students' parents. It is fundamentally important to develop and prepare teachers to deal with students in an influential way where students feel that teachers care about them. Professional development should not focus on secondary and unimportant things, like attending irrelevant committees; rather it should focus on relevant ones that seek the views of experienced teachers. In addition, it should emphasize ways of making the educational experience as exciting and thrilling as possible for students, so they enjoy it. Moreover, and more importantly, the improvements in professional development should not be restricted to teaching staff but extended to include school management, especially in dealing with their teachers.

To assure effective improvements for professional development, one solution could be the establishment of a body drawn from the Guidance and E-Learning departments to develop a yearly master plan for all schools that was clear and time-bound. This pre-agreed plan should include all the necessary skills for teachers and define the programs that all departments in all schools must follow. Furthermore, this body should coordinate its plan with school Coordinators and Academic Deputy Directors to ensure its effective implementation, so they carried out their part of the master plan but it could still be amended to comply with any school's special needs (if any). This would reduce randomness and prevent multiple departments from producing disconnected plans. In addition, as a way of creating a more adaptable structure for professional development activities, a dedicated institute or academy could be established to organize professional development workshops in the evening, after working hours, say from 5 to 7 PM, so teachers had enough time to rest and still attend

the workshop comfortably.

To conclude, we believe that adopting all the above suggestions could significantly improve administrative handling and professional development and turn them from sources of complaint by teachers into effective and enjoyable experiences.

## 5.8 Enhancing Rules and Regulations

The formulation of rules and regulations that facilitate the effective execution of strategic Qatarization initiatives is crucial to its success; in this regard, we provide the following suggestions:

1- *Extra financial support*. The financial support allocated to the Tomouh program is not sufficient, in the view of our participants. This is because it targets students only at the university stage, which is too late; rather it should seek to attract students at an early stage in their school lives. Accordingly, it is highly recommended that more financial support be allocated to establishing specialized schools to prepare students to become teachers and attract them to join the College of Education.

2- *Teaching association*. An institutional entity such as a union or syndicate should be established that safeguards the rights of teachers and promotes the common interests of the profession. Today's generation knows their rights without knowing their obligations. Moreover, a professional association for teachers could play an important role in improving the societal perception of the teaching profession.

3- *Defined quota*. A clear decision should be given priority by the State of Qatar to determine the yearly percentage of Qatari students required to enter the College of Education, and there should be effective mechanisms on the ground working to achieve this objective.

4- *Salary levels and social benefits*. Teachers' salary levels should be increased

to approach or exceed those paid to the Police and the Army and the associated social benefits should also increase. Although this is not a radical resolution, it could help to improving teachers' social status, especially that of Qatari male teachers.

5- *Teachers protection.* Teachers should be shielded by schools' management acting in complete agreement as one unit with the same goals. School managements should stand by teachers in any dispute with parents. They may draw teachers aside afterwards, but not in front of students or their parents. This should be the basis of a law that protects teachers and helps restore their prestige.

6- *National Teachers Day.* This would be a way of disseminating the importance of the teacher's holy role and its recognition by the nation's leaders. One suggestion is to convert the International Teachers Day on 5$^{th}$ October to a national day and make it an official holiday for all. It could be called "*The National Teachers Day*" with a catchy slogan like "*Teachers Above All*" that could raise teachers' profiles, restore much of their prestige, and help educate citizens about the importance of the teaching profession in the development of Qatar's future.

## 5.9 Establishing an Incubation Body for Sponsoring Promising Initiatives

We highly recommend that the State of Qatar, represented in the Ministry of Education, sponsor innovative projects owned by enthusiastic Qatari experts and turn them from small-scale projects into state-sponsored ones.

A project that we would like to draw Qatari policymakers' attention to is the one shared by our participants (see above, here). If such a project were adopted by the Ministry of Education and applied in all public schools in Qatar, especially boys' schools, we think it could go a long way towards solving the shortage, qualify a high

percentage of Qatari secondary stage students and attract them to the College of Education.

## Chapter 6: Conclusions, Case Limitations and Future Work

### 6.1 Conclusions

The main theme among our participants was the lack of desire among Qataris to work as teachers for a variety of reasons. However, the common reason noted in our participants' responses was the difficulty of the teaching profession. Our participants expressed this difficulty in different ways, from its working conditions and the extra burdens of professional development to educational supervision, which requires exhaustive lesson planning and work after the teaching day.

Another important reason is the undervaluing of the teaching profession by Qataris, mainly because of the availability of prestigious alternative professions, the lack of protection for teachers, and the poor support from rules and regulations that restrict teachers' actions.

This undervaluation of the profession is reflected, as noted above, in our identified secondary data, which shows a significantly low percentage of Qatari's male teachers, and was also expressed by our participants. They said that Qatari men avoided the teaching profession and preferred other options such as joining the Police or the Army because of the greater privileges such professions enjoy.

Social benefits and financial incentives are not sufficient to attract Qatari cadres, while a social environment has to be created that enhances the role of the teaching profession, making the motivation internal.

We conclude that the most important appeal comes from a Qatari's intrinsic motivation to be a teacher and belief in the crucial role of teachers in society. All other materialistic suggestions and recommendations come after this. Our study's suggestion to policymakers and officials from the Ministry of Education is that they should focus on the high-level objective of bringing up young Qataris to make them believe in and live with the intrinsic motivation to become the next generation of teachers. This would

certainly need to have the cooperation of the College of Education and all the other educational institutions in Qatar. We believe that following this approach could overcome all the professional difficulties.

## 6.2 Case Limitations

In this section, we list all the points that represent limitations to our case study in order to propose topics for future research.

- *Global*. Although our case study reflects how hard it is to fill the academic positions in public schools, it is important to note that the teaching profession everywhere has a high turnover and suffers from global shortages.

- *Time and Access.* Participants were interviewed and the main parts of this case study were undertaken in the Fall semester 2021 and Spring semester 2022, which does not seem long enough, especially with the obstacles and long processes required to get permission to conduct interviews. In addition, more time would have allowed us to restructure our interview questions to capture deeper and greater insights from our participants.

- *Recentness of the Qatarization programs by the Ministry of Education in Qatar*. It turned out that most of the Qatarization programs that target the academic sector in public schools are recent, like the Tomouh program, which was launched only in 2018. This program has not so far produced any graduates to be interviewed in the interests of assessing the program outcomes.

## 6.3 Future Work

This case study may be expanded to other geographical areas in cities other than the Capital of the State of Qatar to capture different perceptions that may not have been

revealed by Doha's public schools' management and teaching staff.

Finally, the Ministry of Education could use the results of this study to construct a questionnaire and distribute it in many public schools to target secondary school students and teaching and management staff. With all its advantages, the Ministry could seek enough responses to validate the findings of our case study.

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# Appendix A: English Consent Form

**Consent Form**

**Institutional Review Board (IRB)
APPROVED**

**Title:** ….

**Dear Participant:**

This interview is part of an exploratory case study to assess the Qatarization practices and initiatives in public schools. The study is approved by the Qatar University Institutional Review Board with the approval number…………………; If you have any questions related to ethical compliance of the study you may contact them at (QUIRB@qu.edu.qa).

Participants must be Qataris working in administrative and academic positions in public schools, or Qatari students of College of Education at Qatar University or any expert who is involved in the education sector in the state of Qatar (Qataris or non-Qataris) or Professors and Assistant Professors of College of Education at Qatar University (Qataris or non-Qataris). Non-Qataris working in administrative and academic positions in public schools and non-Qatari students of College of Education at Qatar University will be excluded from the study. Additionally, participants who are less than 18 years old or live outside Qatar will also be excluded from the study.

Although there is a saturation in public jobs in the State of Qatar, it's interesting that this doesn't apply for academic positions within public schools. Thus, we a find a research gap to be addressed where we focus on assessing the Qatarization practices and initiatives of the Ministry of Education and Higher Education. This study will also try to explore why Qataris refrain from working in education sector and also try to provide some effective recommendations that can be made to policy makers to solve this problem. The focus of the study is only on public schools in the State of Qatar.

This case study is first of its kind due to the lack of information about this topic so your participation in this research will add knowledge to the research gap. Furthermore, your participation is an opportunity to convey your opinions and suggestions for improvements. There are no anticipated risks or any discomforts from taking part in this interview. The interview will take only between 20 to 30 minutes of your valuable time. This interview will be audio recorded only (no video recording) and only with your consent and you have the right to ask the interviewer to stop recording at any time during the interview. The information collected will be kept strictly confidential and secure, where only the researchers have access to it. Your participation is completely voluntary and anonymous. All the data that is provided will be used solely for academic purposes and no one outside the research team will have access to the collected data. Your responses will be stored electronically and protected with a strong password, and for future uses it will be stored in a secure hard drive that is accessible only by the research team members. If you are a student, please be informed that you will not gain any academic benefits by participating in this study and your participation will not affect your relationship with your instructor and will not negatively affect your grades by any means.

By signing below, you give your full informed consent to participate in this research study. You can withdraw from the interview and the study at any given time with no explanation required, and can skip any questions during the interview. If you have any questions, you may contact project supervisor Professor Said Elbanna, College of Business and Economics at Qatar University, via email: selbanna@qu.edu.qa or reach him on his phone: +974 4403 6478.

I have read the above statements and have been fully informed of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach.

# Appendix B: Arabic Consent Form

Internal

نموذج الموافقة

العنوان:

التاريخ:

عزيزي المشارك:

هذه المقابلة جزء من دراسة استكشافية لتقييم ممارسات ومبادرات التطوير في المدارس الحكومية. تمت الموافقة على الدراسة من قبل مجلس المراجعة المؤسسية بجامعة قطر برقم الموافقة .................؛ إذا كانت لديك أي أسئلة تتعلق بالامتثال الأخلاقي للدراسة، يمكنك الاتصال بهم على (QUIRB@qu.edu.qa).

يجب أن يكون المشاركون قطريين يعملون في المناصب الإدارية والأكاديمية في المدارس الحكومية، أو طلاب قطريين من كلية التربية بجامعة قطر أو أي خبير منخرط في قطاع التعليم في دولة قطر (قطريين أو غير قطريين) أو أساتذة ومساعدين أساتذة كلية التربية بجامعة قطر (قطريون أو غير قطريين). سيتم استبعاد غير القطريين العاملين في المناصب الإدارية والأكاديمية في المدارس الحكومية والطلاب غير القطريين في كلية التربية بجامعة قطر من الدراسة. بالإضافة إلى ذلك، سيتم استبعاد المشاركين الذين تقل أعمارهم عن 18 عامًا أو الذين يعيشون خارج قطر من الدراسة.

على الرغم من وجود تشبع في الوظائف الحكومية في دولة قطر، إلا أنه من المثير للاهتمام أن هذا لا ينطبق على المناصب الأكاديمية داخل المدارس الحكومية. وبالتالي، نجد فجوة بحثية يجب معالجتها حيث نركز على تقييم ممارسات ومبادرات وزارة التعليم والتعليم العالي. ستحاول هذه الدراسة أيضًا استكشاف سبب امتناع القطريين عن العمل في قطاع التعليم وأيضًا محاولة تقديم بعض التوصيات الفعالة التي يمكن تقديمها لصانعي السياسات لحل هذه المشكلة. تركز الدراسة على المدارس الحكومية في دولة قطر فقط.

هذه الدراسة هي الأولى من نوعها بسبب نقص المعلومات حول هذا الموضوع، لذا فإن مشاركتك في هذا البحث ستضيف المعرفة إلى فجوة البحث. علاوة على ذلك، تعد مشاركتك فرصة للتعبير عن آرائك واقتراحاتك من أجل التحسينات. لا توجد مخاطر متوقعة أو أي مضايقات من المشاركة في هذه المقابلة. ستستغرق المقابلة ما بين 20 إلى 30 دقيقة فقط من وقتك الثمين. سيتم تسجيل هذه المقابلة بالصوت فقط (بدون تسجيل فيديو) وفقط بموافقتك ولديك الحق في مطالبة المحاور بالتوقف عن التسجيل في أي وقت أثناء المقابلة. ستبقى المعلومات التي يتم جمعها سرية وآمنة للغاية، حيث لا يتمكن سوى الباحثين من الوصول إليها. مشاركتك طوعية تمامًا ومجهولة المصدر. سيتم استخدام جميع البيانات المقدمة للأغراض الأكاديمية فقط ولن يتمكن أي شخص خارج فريق البحث من الوصول إلى البيانات التي تم جمعها. سيتم تخزين ردودك إلكترونيًا وحمايتها بكلمة مرور قوية، وسيتم تخزينها للاستخدامات المستقبلية في محرك أقراص ثابت آمن لا يمكن الوصول إليه إلا من قبل أعضاء فريق البحث. إذا كنت طالبًا، فيرجى العلم بأنك لن تحصل على أي مزايا أكاديمية من خلال المشاركة في هذه الدراسة ولن تؤثر مشاركتك على علاقتك بمدرستك ولن تؤثر سلبًا على درجاتك بأي وسيلة.

من خلال التوقيع أدناه، فإنك تعطي موافقتك الكاملة المستنيرة للمشاركة في هذه الدراسة البحثية. يمكنك الانسحاب من المقابلة والدراسة في أي وقت دون الحاجة إلى توضيح، كما يمكنك تخطي أي أسئلة أثناء المقابلة. إذا كانت لديك أي أسئلة، فيمكنك الاتصال بمشرف المشروع الأستاذ سعيد البنا، كلية الإدارة والاقتصاد بجامعة قطر، عبر البريد الإلكتروني: selbanna@qu.edu.qa أو تواصل معه على هاتفه: 6478 4403 974+.

لقد قرأت البيانات الواردة أعلاه وأبلغت بالكامل بالإجراءات التي ستُستخدم في هذا المشروع. لقد أتيحت لي فرصة كافية لطرح أي أسئلة لدي بشأن الإجراءات والمخاطر المحتملة التي تنطوي عليها. أفهم المخاطر المحتملة التي تنطوي عليها وأفترضها طواعية كما أفهم أنه يمكنني الانسحاب من الدراسة في أي وقت دون أن أتعرض للتوبيخ.

# Appendix C: English Protocol

| No. | Interview Question |
|-----|-------------------|
| 1 | What do you know about the Ministry of Education's Qatarization programs ("Tomouh Program", "Teach for Qatar Program", "Tamheen Program" etc.)? And what are your feedback or suggestions to improve the efficiency of all current programs in future? |
| 2 | What are the difficulties that the Ministry of Education faces in order to implement the Qatarization initiatives in education? And in your opinion, how can these difficulties be overcome without impacting educational outcomes? And how laws and regulations can help here? |
| 3 | To what extent does teacher's social status affect Qataris' decision to work as teachers and to what extent adding more social benefits to teachers can help attracting Qataris to the teaching profession? |
| 4 | To what extent does the creation of a professional cadre for career progression affect Qatari's decision to work as teachers? |
| 5 | How crucial is administrative handling within schools and its impact on the Qatarization practices? |
| 6 | To what extent is the reopening of the Teachers House/Institute necessary? Why? |
| 7 | To what extent do the professional development, preparation and committees affect teachers? Why? |
| 8 | How do you see the role of Educational Guidance and its impact on teachers within schools (supporting role, add more burden, etc.)? |
| 9 | To what extent are Qatari cadres appropriate to improve students' level of education ? |
| 10 | What are the things that attract Qataris to work in the education field? And from your point of view, what are the most important of these things? |
| 11 | Why do Qataris refrain from the teaching profession? And from your point of view, what are the most important reason? |
| 12 | To what extent are Qataris preferring administrative or academic positions and certain specializations in schools? Why? |
| 13 | To what extent the demand for the teaching profession equal between Qataris' male and female? Why? what are your suggestions for improvement? |
| 14 | Specific question to QU student <br><br> Do you have intentions to work in the education sector and what the Qatari Government can do to attract you to work in this sector? |

# Appendix D: Arabic Protocol

Internal

| No. | السؤال |
|---|---|
| 1 | ماذا تعرف عن برامج التقطير في وزارة التربية والتعليم (برنامج طموح ، برنامج علّم من أجل قطر، برنامج تمهين ، إلخ)؟ وما هي ملاحظاتك أو افتراحاتك لتحسين كفاءة جميع البرامج الحالية في المستقبل؟ |
| 2 | ما هي الصعوبات التي تواجهها وزارة التربية والتعليم في تنفيذ مبادرات التقطير في التعليم؟ وفي رأيك كيف يمكن التغلب على هذه الصعوبات دون التأثير على المخرجات التعليمية؟ وكيف يمكن للقوانين واللوائح أن تساعد هنا؟ |
| 3 | إلى أي مدى تؤثر الحالة الاجتماعية للمعلم على قرار القطريين بالعمل كمعلمين وإلى أي مدى يمكن أن تساعد إضافة المزيد من المزايا الاجتماعية للمعلمين في جذب القطريين إلى مهنة التدريس؟ |
| 4 | إلى أي مدى يؤثر إنشاء كادر مهني للتقدم الوظيفي على قرار القطريين بالعمل كمعلمين؟ |
| 5 | ما مدى أهمية التعامل الإداري داخل المدارس وتأثيره على ممارسات التقطير؟ |
| 6 | ما مدى ضرورة إعادة فتح دار المعلمين؟ لماذا؟ |
| 7 | إلى أي مدى يؤثر التطوير المهني والإعداد واللجان على المعلمين؟ لماذا؟ |
| 8 | كيف ترى دور التوجيه التربوي وتأثيره على المعلمين داخل المدارس (دور داعم ، إضافة المزيد من العبء ، إلخ)؟ |
| 9 | ما مدى ملاءمة الكوادر القطرية لتحسين مستوى تعليم الطلاب؟ |
| 10 | ما هي الأشياء التي تجذب القطريين للعمل في مجال التعليم؟ ومن وجهة نظرك ما أهم هذه الأشياء؟ |
| 11 | لماذا يمتنع القطريون عن مهنة التدريس؟ ومن وجهة نظرك ما هي أهم سبب؟ |
| 12 | إلى أي مدى يفضل القطريون المناصب الإدارية أو الأكاديمية وتخصصات معينة في المدارس؟ لماذا؟ |
| 13 | إلى أي مدى يتساوى الإقبال على مهنة التدريس بين القطريين والقطريات؟ لماذا؟ ما هي افتراحاتك للتحسين؟ |
| 14 | سؤال محدد لطلاب جامعة قطر<br>هل لديك نية للعمل في قطاع التعليم وما الذي يمكن أن تفعله الحكومة القطرية لجذبك للعمل في هذا القطاع؟ |

**Appendix E: Ministry of Education Approval and Support Letter**

كلية الإدارة والإقتصاد
College of Business and Economics
QATAR UNIVERSITY جامعة قطر

مكتب العميد المساعد لشؤون البحث
وبرامج الدراسات العليا
Office of the Associate Dean for Research
and Graduate Programs

2021/8/23

السيدة/ نوف الكعبي          المحترمة ،،،
مدير إدارة السياسات والأبحاث التربوية
وزارة التعليم والتعليم العالي

**الموضوع: طلب خطاب موافقة لإجراء بحث في المدارس الحكومية**

يرجى التكرم بالعلم بان السيد/ حاتم إبراهيم متولي سيد أحمد (رقم القيد: 201900224) ويحمل بطاقة شخصية رقم: 28181810610 هو حاليا طالب ماجستير في إدارة الاعمال بكلية الإدارة والاقتصاد بجامعة قطر ويعمل حاليا على استكمال مشروع تخرجه بعنوان " تقييم ممارسات التقطير في المدارس الحكومية" الذي يتطلب منه اجراء مقابلات مع بعض موظفي المدارس الحكومية، مع التزام الباحث بالامتثال الأخلاقي للدراسة والمحافظة على سرية المعلومات.

لذا يرجى من سيادتكم مساعدته بتزويده خطاب موافقه لإجراء هذه المقابلات .

وتفضلوا بقبول فائق الاحترام والتقدير.

أ.د. بلعيد عوني
العميد المساعد لشؤون البحث وبرامج الدراسات العليا
كلية الإدارة والاقتصاد، جامعة قطر