



عضو في مؤسسة قطر
Member of Qatar Foundation

Summary of Recommendations

Career Guidance Stakeholders Platform 2018

Organized by:
Qatar Career Development Center

In Partnership with:



Doha Office



Summary of Recommendations

Career Guidance Stakeholders Platform 2018

Introduction

This is a summary of the recommendations of Career Guidance Stakeholders Platform 2018. An overview of the platform and the issues hindering the development of career guidance in the State of Qatar are presented as a prelude to adequate understanding of the recommendations.



An overview of the Career Guidance Stakeholders Platform 2018

Qatar's career guidance system is at its early stage of development. Its programs and services are offered in a fragmented manner and as a system it is yet to be integrated into existing education and labor market systems. To alleviate the situation, a wide range of situational issues emanating from structural, institutional and socio-cultural challenges need to be effectively addressed.

To that end, and due to unavailability of national level entity responsible for regulating, monitoring and developing career guidance across various sectors, Qatar Career Development Center (QCDC), member of Qatar Foundation for Education, Science and Community Development, organized a national career guidance stakeholders platform in 2016 and 2018.

Based on the results of its 2016 version, and envisioned as "cross-organizational network", the 2018 platform was intended to engage career guidance stakeholders in reflective processes for collaboration, innovation and exchange of knowledge and best practices to advance career guidance as a powerful means for personal, educational and socio-economic success of Qatar and its people.

As such, and based on focus group methodology, platform participants were engaged in a series of innovation activities in order to, firstly, validate specific sets of issues hindering the development of Qatar's career guidance system and, secondly, to develop sound recommendations capable of delivering short-term benefits for various stakeholders and paving the way for long-term system enhancement.



Career guidance development issues and concerns at national, education sector and labor market levels

Development of career guidance in the State of Qatar is negatively affected by a wide range of situational issues at national, education sector and labor market levels. A summary of such issues is provided below.

1—Firstly

At the national level, development of Qatar's career guidance system suffers from: (a) lack of national level career guidance framework, standards, policy and strategy (b) unavailability of a central agency responsible for regulating Qatar's career guidance industry (c) lack of clear vision needed to provide adequate career services capable of linking education and labor market systems and (d) sporadic integration of information and communication technology into career services and programs within Qatar.

2—Secondly

Career guidance in the education sector is limited in some important ways. Examples of these include the following: (a) the existing 2018-2023 K-12 career guidance strategic plan is confined to life skills training within the boundaries of public schools and it ignores provision of career guidance services for TVET, disable/special skill, private school and higher education students and (b) there is a notable lack of requisite career guidance framework, standards, policies and strategic vision in addition to lack of concern with professionalization of career guidance practitioners in education institutions.

3—Thirdly

From a labor market perspective, efforts at linking education programs with national workforce development needs by, for example, Qatar's national talent development committees is constrained by insufficient career guidance interventions. Also, the process of enhancing the supply of effective Qatari entrepreneurs is negatively affected by lack of incorporating career guidance as part and parcel of the existing system of business support and services provided for entrepreneurship development in the State of Qatar.



Summary of recommendations

The following is a summary of recommendations for addressing career guidance issues and concerns at national, education sector and labor market levels; supported by actions and responsibilities required for effective implementation in a tabulated manner.

3.1 Recommendations for addressing national level career guidance issues

To effectively address national level issues hindering the development of career guidance in Qatar, it is recommended to: (a) establish national career guidance authority, framework, standards, policy and regulations (b) develop a national level career guidance strategy and (c) integrate information and communication technology into career guidance programs and services.

3.2 Recommendations for addressing career guidance issues within the education sector

In order for school students to better manage their education and career choices, maximize their potentials and contribute to Qatar's prosperity, it is recommended to: (a) develop and implement a K-12 career guidance strategy for all public and private schools (b) further develop and integrate the existing life-skills program into the curricula (c) support non-college-track disable students with high quality school- to-work transitions programs (d) provide career guidance driven services for improving female participation in TVET and (e) offer employability skills programs for higher education students in order to make them more employable within Qatar's tightening labor market conditions

3.3 Recommendations for addressing labor market career guidance issues

3.3.1 To enhance the supply of effective entrepreneurs in Qatar and to contribute to Qatar's socio-economic development, it is recommended that Qatar's business incubation and entrepreneurship centers should: (a) seek to raise awareness of entrepreneurship as career option (b) inject career guidance as part of their existing system of business support and services and (c) provide adequate entrepreneurship education and training programs capable of mobilizing young people to discover their entrepreneurship interests and develop their entrepreneurial skills and experience.

3.3.2 To scale-up their contributions to human capital development in Qatar, National Talent Development Committees should, among other things, develop and implement a full-fledge career guidance system. This will help in ensuring that national recruits are well prepared for entrance into, and success in, colleges and careers. Therefore, effort should be devoted to strengthening partnerships with education, labor market and career guidance institutions- a situation which should help to ensure that adequate programs are developed and potential national recruits are well prepared for success in their education and career pathways.

Tabulated Summary of Recommendations

Career Guidance National Level Issues	Recommendations	Actions	Responsibilities	
			Lead	Partners
1.1 Development of Qatar's career guidance system suffers from lack of national level career guidance framework, standards, policy and strategy. This is further exacerbated by unavailability of a central agency responsible for regulating; monitoring and developing Qatar's career guidance industry.	1.1.1 Provide foundational work needed to embark on developing national level career guidance framework, standards, policy, and regulations.	<p>1.1.1.1 Develop and present, to national-level policy makers, a concept paper explaining the value of embedding career guidance deeply within Qatar's socio-economic culture and highlight the impact of this on achieving QNV 2030.</p> <p>1.1.1.2 Form a high level inter-agency committee mandated as a technical team responsible for managing the process of developing national career guidance framework, standards, policy and regulations through a central agency.</p> <p>1.1.1.3 Arrange with internal and external partners to participate in developing national career guidance framework for the State of Qatar.</p> <p>1.1.1.4 Continue to organize Qatar's career guidance stakeholder engagement platforms and seek to maximize its impact, in general, and its contributions to addressing national level career guidance issues, in particular.</p>	<ul style="list-style-type: none"> Qatar Foundation - Qatar Career Development Center Ministry of Education & Higher Education EduClusterFinland UNESCO 	<ul style="list-style-type: none"> Ministry of Administrative Development, Labor & Social Affairs Ministry of Finance Ministry of Development Planning & Statistics Ministry of Transportation & Communication Ministry of Youth Hamad Bin Khalifa University Qatar University College of North Atlantic Qatar Community College Qatar Chamber of Commerce Oil & Gas Steering Committee Banking sector Qatar Development Bank Representative committees of students and parents EduClusterFinland
1.2 Qatar' 2018-2023 Education and Training Sector Strategy does not specify clear vision, priorities, objectives and measures needed to provide adequate career services capable of linking education and labor market systems in Qatar.	1.2.1 Provide empirical evidence needed to develop a national career guidance strategy as part of Qatar's next 5-year national development strategy.	<p>1.2.1.1 Document and assess strategic performance related to the implementation of the 2018-2023 career guidance plan in public schools.</p> <p>1.2.1.2 Develop an assessment report on the implementation of various career guidance programs/projects implemented by various centers within the education and labor market sectors.</p> <p>1.2.1.3 Undertake operation-related actions to support effective implementation of the existing 5-year career guidance strategy (e.g. provide career guidance learning and training opportunities to school counselors, students and parents, provide career counseling services to primary and intermediate schools and develop and disseminate high quality labor market, education, scholarship and employment information).</p>	<ul style="list-style-type: none"> Qatar Foundation - Qatar Career Development Center Ministry of Education & Higher Education 	<ul style="list-style-type: none"> Community College Qatar Chamber of Commerce Oil & Gas Steering Committee Banking sector Qatar Development Bank Representative committees of students and parents EduClusterFinland
1.3 Despite the fact that the State of Qatar has, thus far, invested greatly in utilization of new and well-established information and communications technologies (ICT) in various walks of life, such technologies are yet to be integrated into career services, programs and projects within Qatar.	1.3.1 Mobilize resources needed to build an on-line career planning system based on Qatar's needs and situational givens.	<p>1.3.1.1 Utilize the results of the 2018 platform's ICT focus group as an important input for developing a comprehensive assessment report on how best to upgrade the existing online Career Advising System (CAS) developed by Qatar Career Development Center (QCDC) and/or migrate to another system.</p> <p>1.3.1.2 Translate the above mentioned assessment report into a "system specifications document". This document should specifying the features and requirements needed to develop a tailor-made system (e.g. develop a user friendly on-line career, subject/major and education planning system, adopt a customized assessment methodology and utilize Qatar-specific education and occupational data).</p> <p>1.3.1.3 Form a specialized inter-agency committee with a clear mandate to approve the above mentioned "system Specifications" document, hire an internationally reputed provider of ICT solutions to build the specified system, and oversee its inception and future development.</p>	<ul style="list-style-type: none"> Qatar Foundation - Qatar Career Development Center Ministry of Education & Higher Education Ministry of Transportation & Communication 	

Career Guidance Education Sector Level Issues	Recommendations	Actions	Responsibilities	
			Lead	Partners
2.1 The existing K-12 career guidance strategic plan for 2018-2023 is extremely limited in the sense that it is confined within the boundaries of public schools, it lacks emphasis on preparedness of students to education and career pathways and it ignores provision of career guidance services for TVET and disable/ special skills students.	2.1.1 Develop, implement and assess a K-12 Career Guidance Strateg for Mainstream Students	2.1.1.1 Coordinate with the the Ministry of Education and Higher Education in order to: (a) determine the need for, and methods of, developing, implemeningt and assessing a well-articulated K-12 career guidance strategy for mainstream students in public and private/international schools(b) work as per the Ministry's approved strategic planning process with specific focus on continuous improvements of resultant outcomes.	<ul style="list-style-type: none"> Qatar Foundation - Qatar Career Development Center Ministry of Education & Higher Educatio Injaz Qatar 	<ul style="list-style-type: none"> Ministry of Finance Ministry of Development Planning & Statistics Ministry of Transportation & Communication Ministry of Youth
	2.1.2 Develop School-to-Work Transition Program for Students with Special skills (i.e. for Students with Disabilities)	2.1.2.1 Identify, assess and develop the program's core components which should include: (a) career assessment and exploration components needed to assess students' interests, skills, aptitudes and values in order for them to explore career options that are a good fit for them, (b) education and career preparation component, which centers on vocational/technical, life, and employability skills required for future careers, (c) work-based learning component which combines class-room knowledge with crucial job, social and interpersonal skills through internships, job shadowing and extracurricular activities and (d) employment support component which relates to helping students to secure, retain and boost their employment and careers. 2.1.2.2 Identify, assess and develop the program' support components including: (a) individualized planning which centers on: (a) developing tailor-made sets of activities that help special skills students to graduate with practical knowledge, attitudes and skills needed to build their future careers. (b) offering multi-counseling strategies needed to enhance the academic and career advancement of special skill students (c) counselor-teacher collaboration needed for connecting the education of the students involved with their future work and (d) engagement of parents as strategic partners contributing to the education and career preparation of their children. 2.1.2.3 Form an inter-agency work group responsible for reviewing and validating the above mentioned sets of actions in light of the report drafted by the 2018 platform's focus group on "Qatar school-to-work transition program for students with special needs, develop the program's framework and its implementation and assessment plan.	<ul style="list-style-type: none"> Qatar Foundation - Qatar Career Development Center The Learning Center Shafallah MADA Ministry of Education & Higher Education Ministry of Administrative Development, Labor & Social Affairs 	<ul style="list-style-type: none"> Qatar Foundation UNESCO Oil & Gas Steering Committee Banking sector Qatar Development Bank Representative committees of students and parents EduClusterFinland Sidra Qatar Social & Cultural Center for Blind
2.2 While Qatar's higher education students receive various types of career and academic advising services, they do, nonetheless, need to be provided with opportunities to help them acquire the valuable employability skills which employers in Qatar are looking for.	2.2.1 Develop career guidance for improving female participation in TVET	2.2.1.1 Develop TVET-based career information, career education and counseling system. 2.2.1.2 Offer career services to various learners before, during and on their exist from their TVET programs. 2.2.1.3 Broaden the focus of TVET to include both education-based technical/vocational programs in schools and higher education and work-related learning programs including apprenticeships, internships, job shadowing, etc. 2.2.1.4 Form an inter-agency work group composed of representatives from governmental and non-governmental organizations across relevant sectors in Qatar in order to: (a) Review and assess the current status of Qatar's TVET system, analyze female participation in this system, address barriers involved and chart ways forward, (b) Enhance relationships with various TVET stakeholders and generate their perspectives on how best to increase the prominence of TVET, in general, and women's participation, in particular and (c) Utilize the results of the above mentioned two points as necessary input for developing and implementing a TVET-based career guidance plan tailored to Qatar's context	<ul style="list-style-type: none"> Qatar Foundation - Qatar Career Development Center Ministry of Education & Higher Education Ministry of Administrative Development, Labor & Social Affairs UNESCO 	<ul style="list-style-type: none"> The Qatari Center of Social Culture for the Deaf Qatar Society for Rehabilitation of Special Needs Best Buddies Qatar World Innovation Summit for Health Supreme Committee fir Delivery & Legac
	2.2.2 Develop University Students Employability Skills Program	2.2.2.1 Develop a competency-based student employability skills program including various components such as: (a) Soft/transferable skills like dependability, self-motivation and Arabic/English language skills demanded by employers (b) Career management skills needed for better career planning/progression on lifelong basis. (c) Work experience through, for example, internship, job shadowing and temporary employment as means for equipping students with relevant job/workplace skills. 2.2.2.2 Coordinate with relevant university/college administration to generate the support needed for effective implementation of the recommended university student employability program. For example, effort may need to be invested to generate support for: (a) implementation of soft skills, career management skills and work experience as compulsory graduation requirements (b) adequate integration of the student employability program into degree courses in the long-run and (c) building the capacity of career centers in terms of, for example, hiring more professional career counselors and offering them sound professional development program. 2.2.2.3 To effectively design, develop and implement the employability skills program, it is further recommended that career centers within higher education institutions need to form and effectively operate a coordination and cooperation committee. This committee should be responsible for: (a) developing preparatory work needed to mobilize all career centers in Qatar's higher education and employability skills training providers in order to design, develop and implement the program concerned and its requisite support system (b) Establishing a coordination/communication mechanism for effective engagement with policy makers in Qatar's education and labor market sectors- the purpose is to, for example, ensure building of synergies, development of relevant and up-to-date labor market and education information system, improvement of private sector's employment of graduates and encouragement of career guidance education at early schooling years.	<ul style="list-style-type: none"> Qatar Foundation - Qatar Career Development Center Ministry of Education & Higher Education Injaz Qatar Hamad Bin Khalifa University QF Branch campuses Qatar University College of North Atlantic Qatar Community College Qatar 	<ul style="list-style-type: none"> Hamad Bin Khalifa University Qatar University College of North Atlantic Qatar Community College Qatar World Bank Others

Career Guidance Labor Market Level Issues	Recommendations	Actions	Responsibilities	
			Lead	Partners
3.1 The process of enhancing the supply of effective Qatari entrepreneurs is negatively affected by lack of incorporating career guidance as part and parcel of the existing system of business support and services, which is provided for entrepreneurship development in the State of Qatar.	3.1.1 Design and implement career guidance programs and services for Entrepreneurship Development through focusing on youth, offering them competency based career management skills of aspiring and noves entrepreneur.	3.1.1.1 Form a technical committee with representatives from various business incubation and entrepreneurship centers, career guidance centers and education and labor market institutions as well as other stakeholders like students, parents, counselors and some successful entrepreneurs. The committee should be responsible for developing a specific set of strategic and operational agenda related to entrepreneurial education, training and career guidance within the peculiarities of the Qatari context.	<ul style="list-style-type: none"> Qatar Foundation - Qatar Career Development Center Ministry of Education & Higher Education Qatar Development Bank Qatar Business Incubation Center Qatar Science & Technology Park QU Entrepreneurship Center Bedaya Injaz Qata Nama'a 	<ul style="list-style-type: none"> Ministry of Eductaion & Higher Education Ministry of Administrative Development, Labor & Social Affairs Ministry of Finance Ministry of Development Planning & Statistics Ministry of Transportation & Communication Ministry of Youth Qatar Foundation Hamad Bin Khalifa University Qatar University College of North Atlantic Qatar Community College Qatar Chamber of Commerce UNESCO Silatech Oil & Gas Steering Committee Banking sector Qatar Development Bank Representative committees of students and parents
		3.1.1.2 To help the committee achieve its intended purposes, the following tasks/activities are proposed: <ul style="list-style-type: none"> Develop a background paper explaining the value of entrepreneurial education, training and career guidance for enhancing the role of entrepreneurship in Qatar's economic and social development. Describe, analyze and evaluate the existing entrepreneurship education and training programs and indicate how best to strengthen and expand them. Identify how best to engage with schools and higher education institutions in order to gain their support and participation in the education, training and guidance programs. Collaborate with career guidance centers to generate their perspectives on approaches to guidance that can best support entrepreneurship learning, and help in developing the career management skills of entrepreneurs. Identify and assess various methods of engaging youth in entrepreneurial activities. Examples of such methods include: (a) Print/digital information dissemination methods for raising awareness of, and giving information about, entrepreneurship. (b) Guidance methods like entrepreneurship ambassador program for students and student led entrepreneurship clubs and networks. (c) On-line learning and social networking sites methods for reaching out large numbers of students and other young adults. (d) Role models and mentors method for engaging youth with successful entrepreneurs. (e) Entrepreneurial publicity campaigns devoted to attraction of mass audiences through radio, television, newspapers and social media. 		
3.2 Insufficient career guidance interventions by Qatar's national talent development committees will, in various ways, have negative impact on efforts at linking education programs with national workforce development needs.	3.2.1 Developing full-fledge career guidance system for national talent development	3.2.1.1 Create and manage a national level talent development forum composed of representatives of national talent development committees, education and labor market institutions, national development agencies and career development centers. The forum should provide a platform for its members to: <ul style="list-style-type: none"> Showcase and acknowledge Qatar's talent, present examples of success stories and seek to maximize their benefits across various organizations and sectors. Share insights and views on how best to improve existing talent development programs in major industries and develop relevant mechanisms for collaboration across relevant sectors. Address challenges and explore opportunities related to linking education and training programs with national workforce development needs through, for example, need assessment, competency-based education and training programs well developed career guidance framework career guidance policy and procedures Develop adequate mechanisms for presentation, validation and utilization of the forum's findings and recommendations. 	<ul style="list-style-type: none"> Qatar Foundation - Qatar Career Development Center Ministry of Education & Higher Education Ministry of Administrative Development, Labor & Social Affairs Ministry of Development Planning & Statistics Various ector Qatarization Committees 	<ul style="list-style-type: none"> Qatar University College of North Atlantic Qatar Community College Qatar Chamber of Commerce UNESCO Silatech Oil & Gas Steering Committee Banking sector Qatar Development Bank Representative committees of students and parents
		3.2.1.2 Based on the needs of each of the national talent development committees, the following actions are recommended for operation improvement. <ul style="list-style-type: none"> Increase employment of professional career counselors needed to deliver the right mix of career guidance interventions such as career orientation, individual and group counseling, group activities, career classes, internship and workplace experience program, computer information systems, and self-help interventions. Develop tailor-made sets of data and technology needed to design and deliver the above mentioned types of career guidance interventions. Continue to recruit talented students and help them through sound career assessment methods to consciously decide on their future career pathways, complete their courses of study, develop their employability skills and manage their education-to-employment transitions. Deliver an annual program for school students at their early schooling years and for university students to, for example, raise their awareness and understanding of Qatarization, knowledge economy, national workforce development needs and scholarship and employment opportunities available for them. Diversify qualifications and career pathways for females and arrange to provide them with flexible work arrangements, child-care and other related facilities. Address the challenge of accommodating the large number of young Qataris who are waiting for employment opportunities, but considered as "not fit for purpose". Provide career services to incumbent national employees in low, middle and high-level jobs to help them boost their careers and contribute their best. Assist senior national employees to effectively and efficiently address a wide range of issues central to them such as career progression, career change, reskilling and retirement planning. 		