





### **Summary of Recommendations**

Career Guidance
Stakeholders Platform

2022

"Accelerating Human Capital Development through Career Development under the QNV2030"

#### Organized by:

**Qatar Career Development Center** 

In partnership with:







#### Introduction

Over the past 15 years, Qatar has invested tremendous efforts to establish and promote a comprehensive national career development ecosystem. The significance of these efforts stems from recognizing career development's potential to enhance education outputs and align them with both the labor market needs and the requirements of sustainable development dictated by the Qatar National Vision 2030 roadmap.

Career development plays a strategic role in enabling the country's transformation from a hydrocarbon to a knowledge-based economy. Therefore, Qatar Career Development Center (QCDC), a member of Qatar Foundation, builds on this mandate by organizing the biennial Career Guidance Stakeholders Platform. This cross-organizational network proved to be an integral part of the national career development ecosystem, as it brings together key actors in the field and engages them in reflective processes on collaboration, innovation, exchange of knowledge, and access to research findings in career guidance and development.

Hosted by QCDC, the 4<sup>th</sup> edition of the Platform took place on January 18, 2022, in collaboration with the Ministry of Education and Higher Education, the International Labor Organization (ILO) Project Office for the State of Qatar, and Qatar Foundation (QF)'s Higher Education Division.

A review of the existing career guidance and development landscape in the State of Qatar is summarized below, followed by an overview of the Platform's key thematic areas, which address the challenges facing the development of a career guidance and development ecosystem at the national, educational, and labor market levels consecutively. Lastly, we will present a set of recommendations produced through studies and analyses conducted by 7 focus groups held during the Platform, along with an action plan for their implementation.



## Review of the existing career guidance and development landscape in



According to the best international practices, studies, and applied research relating to sustainable human capital development, the criterion to measure effectiveness of a career guidance and development ecosystem should be its ability to adapt and respond to structural and practical issues that it encounters. The significance of this criterion is demonstrated by the crucial role international ecosystems play in responding to present and future challenges, including technology advancement and the COVID-19 pandemic effects. In the State of Qatar, for example, the 3rd edition of the Platform (2018) saw the identification of multiple challenges that subsequently were efficiently addressed. However, despite the progress made since 2018, certain situational issues persisted at the national, educational, and labor market levels. The need to establish a central agency responsible for regulating Qatar's career guidance industry and effectively link education programs with national workforce development needs is one of the major issues. In addition, there is still a dire need to revise and improve the current competence-building and career management skills programs in the education sector and the labor market, in particular those offered in general and higher education, and human capital development initiatives. Another significant obstacle to maximizing the value of career development programs and services is the integration of information technology solutions into career guidance and development processes.

As a demonstration of the crucial role career guidance stakeholders and partners can undertake to address the aforementioned challenges, it is imperative to note that Qatar already has a high-end technical infrastructure that can be utilized to achieve interagency collaboration and coordination and to create an effective and comprehensive career development ecosystem. Also, certain public and private sectors in Qatar already have effective workforce management systems that allow their employees to respond to the companies' and state's goals, while simultaneously complementing their personal needs and aims. For example, they may provide scholarships and educational programs for high school and university graduates, organize visits and fairs, and communicate opportunities and advice through online platforms. Most of the sectors have their own scholarship and career-related committees, and steps could be taken to consolidate current experiences to establish a national approach for career development. Consolidation process would lead to professionalizing Qatar-specific career development services and processes, alongside long-term human capacity building for career development throughout the educational system.

#### Overview of the





#### Career Guidance Stakeholders Platform

Themed "Accelerating Human Capital Development through Career Guidance under the QNV2030", the 2022 Platform addressed strategic and tactical challenges and opportunities related to career guidance and development at the national level, education and training sector, and labor market sector. These challenges and opportunities were examined and analyzed by seven focus groups of experts, according to the local data of the State of Qatar, and in light of relevant international best practices. Accordingly, a set of recommendations has been developed with the aim of enhancing career development policies and practices in Qatar by developing a career guidance and development ecosystem and maximizing its role in the realization of QNV 2030 human development pillar objectives.

The following steps are part of an action plan that has been developed to implement the Platform's recommendations at all levels:

- Aligning present and future career development policies and strategies to further complement QNV 2030 objectives.
- Improving the quality of human development efforts and ease access to career development services through the integration of new technologies.
- Enhancing transition and inclusion of people with disabilities from secondary education into higher education and employment.
- Streamlining, strengthening, and further systemizing the provision of K-12 career development in schools that builds a foundation for further learning and working life.
- Enhancing competence-building of students in, and employability of graduates, in higher education.
- Identifying current skills gaps, emergent future working life demands, and opportunities to strengthen adult workforce transitioning and upskilling.
- Harnessing labor market intelligence to enable forecasting and rapid response through education and training to balance labor market skills supply and demand.

# SUMMARY

#### of Recommendations

Based on a focus group methodology that employed local, and international, expert delegates' engaging in reflective exercises during the event; below is a summary of the recommendations derived from the 2022 Career Guidance Stakeholders' Platform, addressing issues at the national, education sector and labor market levels.

A more detailed plan follows in the tabulated section that provides further insights, including clustered issues, recommendations, actions, and responsibilities.

# A. Recommendations for addressing national level career guidance issues

- Alignment and cohesion of national policies to provide a mandate which leads to further improvement in the scope and quality of career development in Qatar.
- Establishing a central authority or interagency group to regulate career development processes and operationalize a coherent career development ecosystem in line with the objectives of QNV 2030.
- Strengthening of existing career development processes, improvement of levels of practice, greater investment in technical and vocational development, and extension of lifelong career development services that complement formal education, such as through micro-credentials and workplace learning.
- Developing multi-channelled career development services using technologies to build a real time national labor market information system that enables a centralized data pool of career opportunities and needs.

# B. Recommendations for addressing career guidance issues within the education sector

- Expanding existing school transition programs and individualized career services to benefit more students, alongside raising levels of equity of access for people with disabilities in the labor market.
- Increasing synergies between the education sector and labor market by tailoring programs for high school students and provide timely and updated education and labor market information and trends to support parents' engagement with their children's career development processes.
- Embedding competence-building and career readiness processes from school to higher education, sharing best career readiness practices among employers, and communicating existing and emergent working life needs between employers and higher education.

## C. Recommendations for addressing labor market issues

- Aligning education and labor market needs to address shortages, identifying opportunities for future employees, and building motivation for adults to further engage in career development based on research evidence and quality assurance.
- Training and qualifying more career development practitioners and teachers to provide services, establishing scholarships for nationals to qualify as career development practitioners.
- Encouraging Qatar-based educational entities to conduct interdisciplinary research that generates a national evidence base to guide future decision-making and investment in career development.



# Tabulated SUMMARY

of Recommendations

## **Tabulated Summary of Recommendations**

Relevance to 2018 Platform	1. Career Guidance National Level Issues	Recommendations	Actions		
			Actions	Lead	Partners
The national level issues addressed are recurring; progress was hindered partially due to COVID19 implications	1.1 Building a viable national networking and synergy building mechanism for strategic and operational enhancement of career guidance in Qatar.	1.1.1 Create a sustainable representative structure bringing together specialists and entities that work in career development at all levels in Qatar into a consolidating entity, an institution, organization, or committee under one of the state policy-making institutions	<ul> <li>1.1.1.1 Present to and seek approval from national-level policy makers of a sustainable roadmap to build a national approach on career development</li> <li>1.1.1.2 Continue building on previous work to establish a coherent career development ecosystem in line with the objectives of QNV 2030.</li> <li>1.1.1.3 Finalize work on the national career guidance framework using international experience with a local mindset</li> <li>1.1.1.4 Expand the keywork of the Career Guidance Stakeholders' Platform year-round, with activities designed to address recommendations' implementation and follow-up with national stakeholders</li> </ul>	Qatar Foundation     Qatar Career     Development     Center     General     Secretariat of the     Council of     Ministers     Ministry of     Education & Higher     Education     Minstry of Labor     Civil Service and     Government     Development     Bureau     Ministry of Social     Development &     Family     Ministry of     Transportation &     Communication	Ministry of Finance     Planning & Statistics Authority     Ministry of Youth     Ministry of Environment & Climate Change     Hamad Bin Khalifa University     Qatar University     QF Partner universities     Other tertiary academic institutions     Chamber of Commerce     Oil & Gas Steering Committee     Banking sector     Qatar Development Bank     Representative committees of students and parents
Progress has been made, with QCDC and MOEHE driving some of the past recommendations' implementation	1.2 Maintaining key work on operational and strategic issues related to the process of developing career guidance policies and strategies aligned with the QNV pillar on human capital development in the country.	1.2.1.1 Develop national level policies to facilitate further expansion and operationalization of career development in Qatar	<ul> <li>1.2.1.2 Identify, assess and integrate career development components of existing cross-sectoral strategies and/or embed career development into existing educational and labor market initiatives</li> <li>1.2.1.3 Finalize and operationalize a career practitioners' qualification framework as part of building a strong career development ecosystem Review and strengthen provision of existing sector-based career development programs &amp; services</li> <li>1.2.1.5 Review, assess and improve technical and vocational guidance practices, on lifelong basis that complement formal education, such as</li> <li>1.2.1.6 through micro-credentials and workplace learning Conduct need-based research to provide evidence to continue building the career development ecosystem in the State of Qatar</li> </ul>		
Technology advancement and virtual services adopted since COVID19 shifted focus from ICT related to multi-channeled type of services	1.3 Consolidating experiences over the past two years to strengthen multi-channeled career guidance services	1.3.1.1 Enhance synergies among actors and stakeholders to ensure a common vision, leadership support, and a strategic path for developing multi-channelled career development services nationwide, alongside harnessing technological potential.	<ul> <li>1.3.1.2 Set up a plan for developing multi-channelled career development services. This should encompass a comprehensive set of components including assessment of the current state, linking multi-channelled career development design and use with evaluation of client needs; integration of new and existing resources and services; staff training; pilot testing; and ongoing evaluation and accountability data</li> <li>1.3.1.3 Create a unified platform at the state level for career development, to enhance access to educational, occupational and labor market information, as to avoid fragmentation and duplication of expensive resources and services</li> <li>1.3.1.4 Build a real time national labor market information system that enables a centralized data pool of career opportunities and needs</li> </ul>		

## **Tabulated Summary of Recommendations**

Relevance to 2018 Platform	2. Career Guidance Education Sector Issues	Recommendations	Actions	Responsibilities	
				Lead	Partners
Progress has been made, with QCDC driving some of the past recommendations' implementation	2.1 Enhancing transition of people with disabilities from secondary education to adulthood	<ul> <li>2.1.1 Expand existing school transition programs and individualized career services to benefit more students, alongside raising levels of equity of access for people with disabilities in the labor market.</li> <li>2.1.2 Raise levels of equity of access for people with disabilities in the labor market, particularly neurodiverse and other people with cognitive disabilities.</li> </ul>	<ul> <li>2.1.1.1 Develop and operationalise a structured career management skills framework to support employment of People with Disabilities (PwD) and smooth integration into the social fabric.</li> <li>2.1.1.2 Further develop and pilot existing career readiness skills program to more schools with Qatar</li> <li>2.1.1.3 Train more teachers, school counsellors and allied services professionals to implement inclusive career development programs</li> <li>2.1.2.1 Strengthen collaboration between QCDC, social and industry partners to to support career-related decision-making, preparation, and transition to labor market</li> <li>2.1.2.2 Build on existing research finding on career development and employment of people with disabilities, with special focus on neurodiversity and other cognitive disabilities, with respect to facilitating entry into the labor market and ensuring full access to services and opportunities generally available.</li> <li>2.1.2.3 Provide tailor-made programs &amp; services to empower parents and families to navigate more favourable conditions for enhancing equity and inclusion.</li> </ul>	Qatar Foundation Qatar Career Development Center Ministry of Education Ministry of Social Development Family	QF L&I Inclusion & Well Being Awsaj Academy The Learning Center Renad Academy Mainstream QF Schools Specialized public schools Qatar Social Work Shafallah MADA Child Development Center Qetaf Specialist School for Children with SEN Ministry of Public Health Qatar Society for Rehabilitation of Special Needs Qatar Autism Society Qatar Social & Cultural Center for Blind The Qatari Center of Social Culture for the Deaf Qatar Society for Rehabilitation of Special Needs Best Buddies Qatar Autism Parents Ministry of Interior Civil Service and Government
The K-12 career guidance strategic issues are still critical to the success of national priorities; progress was hindered partially due to COVID19 implications	2.2 Strengthening career development in schools for further learning and working life.	2.2.1 Streamline processes and strengthen the provision of K-12 career guidance in schools that are currently limited to high school settings.	<ul> <li>2.2.1.1 Seek to implement the career guidance framework for K-12</li> <li>2.2.1.2 Review, assess and improve existing career orientation programs offered by industry partners to students in K-12.</li> <li>2.2.1.3 Finalize and operationalize the career guidance qualifications framework relevant to school counsellors regulating certified training and professional development by Qatar-based educational entities.</li> <li>2.2.1.4 Develop and deliver tailor-made programs for parents as career coaches as to take active roles in their children's career development processes.</li> </ul>	Ministry     of Education     & Higher     Education     • Qatar     Foundation     • Qatar Career     Development     Center	<ul> <li>Various sector</li> <li>Key industry partners</li> <li>Representative</li> <li>committees of students</li> <li>and parents</li> </ul>
Employability skills issues continue to be of increased relevance, especially after the COVID19 disruptions in education and the labor market	2.3 Boosting the employability of higher education graduates who have been adversely affected by the pandemic.	2.3.1 Address competence-building and career readiness processes, as well as existing and emergent working life needs between employers and higher education	<ul> <li>2.3.1.1 Implement the newly expanded Employability Skills Program for university and high school students in collaboration with key partners</li> <li>2.3.1.2 Close the working life entry skills gap through actively responding to employer expectations on competence needs in higher education curricula.</li> <li>2.3.1.3 Embed competence-building and career readiness processes into pre-university education.</li> <li>2.3.1.4 Communicate emergent and likely future working life needs in annual summits between employers and higher education.</li> <li>2.3.1.5 Share existing in-house career readiness programs between employers.</li> </ul>	Qatar Foundation Qatar Career Development Center Minstry of Labor Ministry of Education & Higher Education Civil Service and Government Development Bureau Ministry of Social Development & Family Ministry of Transportation	Planning & Statistics Authori Qatar Computing Research Institute Ministry of Environment & Climate Change Hamad Bin Khalifa University Qatar University QF Partner universities Other tertiary academic institutions Chamber of Commerce Oil & Gas Steering Committee Banking sector Qatar Development Bank Representative committees of students and parents International Labor Organization (ILO)
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## **Tabulated Summary of Recommendations**

Relevance to 2018 Platform	3. Career Guidance Labor Market Issues	Recommendations	Actions	Responsibilities	
				Lead	Partners
These Labor Market issues are new, yet relevant to 2018 recommendations, addressing emerging challenges stemming from present economic, social and demographic shifts	3.1 Managing transition and upskilling of adult workforce in light of labor market changes	3.1.1 Collect evidence to address current skills gaps or obsolete skills, and emergent future demands to effectively support adult workforce transitioning and upskilling.	<ul> <li>3.1.1.1 Generate an interest in and motivation for adults to skill, upskill, and reskill in response to emergent working life needs and opportunities.</li> <li>3.1.1.2 Early identification of emergent labor market needs to enable rapid and targeted response by educational and training entities.</li> </ul>	Qatar Foundation     Qatar Career     Development     Center     Minstry of Labor     Ministry of     Education & Higher     Education     Civil Service and     Government     Development	<ul> <li>Planning &amp; Statistics Authority</li> <li>Qatar Computing Research Institute</li> <li>Ministry of Environment &amp; Climate Change</li> <li>Hamad Bin Khalifa University</li> <li>Qatar University</li> <li>QF Partner universities</li> <li>Other tertiary academic institutions</li> <li>Chamber of Commerce</li> <li>Oil &amp; Gas Steering Committee</li> <li>Banking sector</li> <li>Qatar Development Bank</li> <li>Representative committees of students and parents</li> <li>International Labor Organization (ILO)</li> </ul>
	3.2 Facilitating dialogue and integrating dispersed efforts to close the gap between education outcomes and labor market needs in Qatar in light of the future of work and its consequences for the State of Qatar	3.2.1 Harness labor market intelligence to enable forecasting and rapid response through education and training to balance labor market skills supply and demand.	<ul> <li>3.2.1.1 Integrate existing labor market information systems, by sector, in Qatar to improve the data foundations for policy analysis with a strong futures perspective.</li> <li>3.2.1.2 Analyse existing real-time labor market information and make it available for all stakeholders.</li> <li>3.2.1.3 Strengthen connections between the private sector and higher education through advisory councils.</li> <li>3.2.1.4 Review best practices internationally in labor market information/intelligence systems and identify actions particularly suitable for Qatar. Establish quality assurance frameworks on skills training and career</li> <li>3.2.1.5 development</li> <li>3.2.1.6 Further strengthen stakeholders' engagement from the private sector, government ministries, research institutes, and educational entities, to discuss issues and challenges and propose future actions.</li> </ul>	Bureau  • Ministry of Social Development & Family  • Ministry of Transportation & Communication	