

Qatar Education Study 2022: Insights and Policy Directions

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This policy brief presents findings from Qatar Education Study 2022, a longitudinal survey aimed at providing decision-makers with reliable data on educational developments in Qatar. The study assessed the effectiveness of curricula, private tutoring, remote and blended learning, school infrastructure, and satisfaction levels among students, parents, teachers, and administrators. The findings were consolidated into six in depth reports, each highlighting strategic areas of improvement to enhance educational quality, inclusivity, and alignment with labor market demands. By focusing on these findings, this policy brief offers evidence-based recommendations to align Qatar's educational system with its Vision 2030 goals.

This study aims to provide a comprehensive assessment of key factors influencing educational outcomes and equity. Specifically, it evaluates the effectiveness of curricula and teaching materials in achieving educational objectives and aligning with labor market needs. It also examines the prevalence and implications of private tutoring on both academic performance and social equity. Additionally, the study analyzes the role and effectiveness of online and blended learning approaches, particularly within the framework of post-pandemic educational reforms. The quality of school infrastructure is assessed for its impact on student performance and overall well-being. Finally, the study measures satisfaction levels among students, parents, teachers, and administrators with the current education system to inform future policy and reform initiatives.

We carried out a comprehensive study involving 32 schools from three main types: government, international, and community schools.

We gathered insights from a wide range of voices, including 983 students, 825 parents, 358 teachers, 185 school leaders.

Participants were carefully selected to reflect the diversity of Qatar's school system. The survey explored important topics such as curriculum relevance, the use of private tutoring, the impact of remote and blended learning, the quality of school facilities, and overall satisfaction with the education experience.

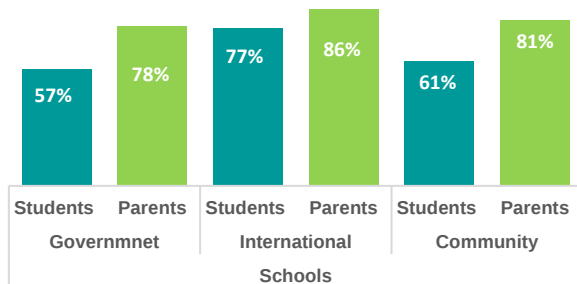
The findings were carefully analyzed to ensure accurate and reliable insights to support evidence-based decision-making. Curriculum Satisfaction Varies Across School Types, with International Schools Leading Parents and students shared their views on how well the school curriculum prepares children for the future. Satisfaction levels differed by school type:

- In **government schools**, 57% of students and 78% of parents were satisfied.
- In **international schools**, satisfaction was higher, 77% among students and 86% among parents.
- In **community schools**, 61% of students and 81% of parents expressed satisfaction.

While many families were generally positive, concerns remain about how effectively the curriculum equips students for university and future careers.

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Figure 1. Parents and students' perceptions on curriculum

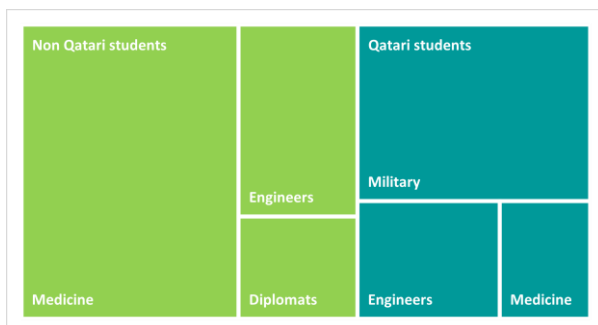


The study reveals notable differences in the educational and career goals of Qatari and non-Qatari students.

Higher education ambitions were stronger among non-Qatari students, with 65% aiming for graduate studies, compared to 45% of Qatari students.

A larger share of Qatari students (4%) planned to attend diploma or vocational colleges, compared to just 1% of non-Qatari students.

Figure 2. Students' career aspirations



When it comes to career choices, clear patterns emerged:

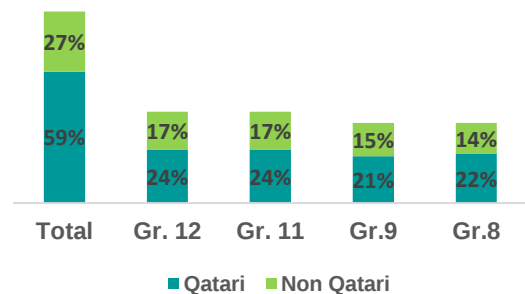
Qatari students showed strong interest in military careers, followed by engineering and medicine.

Non-Qatari students prioritized medicine, followed by engineering and diplomacy.

These findings suggest that Qatari students are more drawn to roles tied to national

service, while non-Qatari students often aim for internationally oriented professions.

Figure 3. Private tutoring per grade



Private Tutoring Is Widespread, Especially Among Qatari Students in Government Schools. The use of private tutoring is common among students in Qatar, but rates vary significantly by nationality and school type.

59% of Qatari students reported using private tutoring, compared to 27% of non-Qatari students. The highest rates were in government schools (46%), followed by international (29%) and community schools (13%).

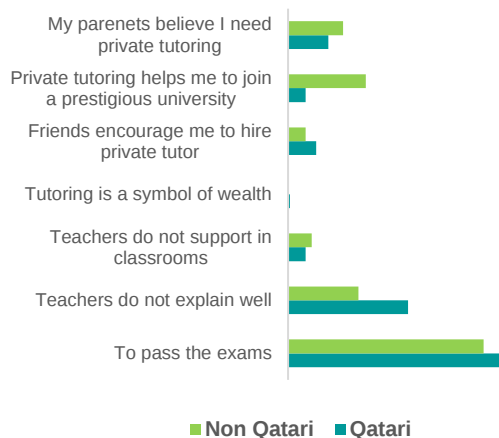
Tutoring was especially common in Grades 11 and 12, where students face high-stakes exams.

The main reason cited by both Qatari and non-Qatari students was that private tutoring is necessary to pass exams. This belief was stronger among Qatari students.

Additionally, many Qatari students and parents felt that classroom teaching did not adequately cover the material, pushing them to seek outside help more often than their peers.

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Figure 4. Reasons for private tutoring



Beyond academic needs, private tutoring is also shaped by social and cultural factors, particularly among Qatari students.

Some Qatari students reported that private tutoring is seen as a symbol of wealth or social status, a perception not commonly shared by their non-Qatari peers. Peer influence also played a role, with many Qatari students saying they turned to tutoring because friends recommended it.

A common motivation among both groups, especially Qatari students, was the belief that tutoring could boost their chances of getting into a prestigious university.

Finally, several students, particularly Qataris, said that their parents insisted on private tutoring, even if the students themselves felt it was unnecessary. This highlights a broader parental expectation that tutoring is essential for academic success, reflecting both aspirations and concerns about the quality of school instruction.

Students in Qatar report overall satisfaction with their school experience, but their views differ depending on the type of school they attend.

Enjoyment of school was highest among international school students (89%), followed by community school students (73%) and government school students (67%).

Curriculum satisfaction followed a similar trend: 77% of international school students felt the curriculum was well-structured, compared to 61% in community schools and 57% in government schools. School facilities were viewed positively across all school types, with over 70% of students in each group rating their school's infrastructure as good.

On teacher motivation, most students, 87% in government schools, 86% in community schools, and 84% in international schools, felt encouraged by their teachers when they performed well.

Teaching quality was perceived to be strong, with 93% of international school students, 92% of community school students, and 87% of government school students reporting positively on classroom instruction.

These findings suggest that while many students are motivated and supported by their teachers, improvements in curriculum design and student engagement may help enhance the government school experience.

References:

1. Social and Economic Survey Institute (SESRI), Qatar Education Study 2022: Curriculum and Textbooks, Learning and Teaching Materials (LTM) in the State of Qatar. Qatar University. Doha: Qatar University Press.
2. Social and Economic Survey Institute (SESRI), Qatar Education Study 2022: Students' Motivation and Participation. Qatar University. Doha: Qatar University Press.
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Policy Recommendations

This study, based on survey findings in Qatar, highlights educational issues—such as curriculum relevance, student aspirations, tutoring, and learning challenges—that require further policy analysis to develop effective solutions.

1. Enhancing Curriculum Relevance and Career Preparedness

Survey findings showed mixed satisfaction with the curriculum's ability to prepare students for higher education and the labor market. A comprehensive review should align curricula with future career needs, particularly in technical fields, and introduce vocational training, industry partnerships, and career guidance. Professional development for teachers is also needed to ensure an inclusive learning environment.

2. Addressing Disparities in Educational Aspirations and Private Tutoring

The survey revealed notable differences in aspirations between Qatari and non-Qatari students, with Qatari students favoring national roles. Schools should provide targeted career counseling and programs that promote global career interests. The high reliance on private tutoring suggests the need for improved classroom instruction through enhanced teacher professional development. Additionally, subsidized tutoring and a review of the current incentive system are needed to better balance career paths and address socio-economic disparities.

3. Improving Teaching Quality and Learning Environment

The survey showed high satisfaction with school facilities and teacher motivation; however, it also highlighted disparities in curriculum and teaching quality, especially in government schools. To improve teaching, teacher training should be enhanced with a focus on student-centered methods, and government schools should receive more resources to upgrade facilities. These steps, along with quality assurance and regular inspections, can improve learning experiences and outcomes, especially in underperforming schools.

4. Enhancing Equity and Inclusivity in Educational Opportunities

Government schools need more support, funding, and specialized programs to offer competitive education. Public-private partnerships and academic assistance programs can reduce disparities, while a national Special Educational Needs and Disabilities (SEND) framework and adjustments to private school tuition will promote equity.

5. Strengthening Student Engagement and Well-being

Expanding extracurricular activities and enhancing teacher-student interactions could help boost engagement. Programs focused on student clubs, leadership, and Social Emotional Learning (SEL) will improve motivation and well-being.

6. Policy Implications for Future Educational Planning

Policymakers should address cultural differences in student aspirations and support both national and global career paths. Regular assessments, improved teacher training, and a strategic plan for online and blended learning are essential for system alignment and better outcomes.