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## Building Human Sustainable Capital via Education: The Case of Qatar

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### Abstract

International parties are paying more attention to the State of Qatar's efforts to advance human well-being and fulfil sustainable development goals. This paper looks at and assesses the State of Qatar's initiatives as well as the policies the Qatari government has implemented to advance human capital and well-being in order to accomplish sustainable development. In this context, the paper contends that there is a strong relationship between investment in human capital and the state's ability to accomplish sustainable development and human well-being. Consequently, by emphasising the development of human capital at the economic, social, and environmental levels, the State of Qatar may put sustainable public policies into practice. The rights of future generations can be preserved while also achieving the current generations' aims for sustainable development. The paper has been divided in two key parts. The theoretical and analytical framework is presented first. The focus will be on how human capital is conceptualised, where it comes from theoretically, and how it relates to sustainable development. The second section centres on the State of Qatar's endeavours concerning human capital investment. The discussion reflects how such efforts affect the government's capacity to accomplish the sustainable development objectives as outlined in the Qatar National Vision 2030. Preliminary research results on the relationship between investing in human capital and achieving sustainable development indicates that investing in human capital improves and expands workforce competencies throughout the country's numerous sectors. As a result, it becomes simpler for those officials to carry out their responsibilities in the field of sustainable development to the fullest.

**Keywords:** Sustainable development; Capacity building; Human capital; State of Qatar

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## بناء قدرات رأس المال البشري المستدام من خلال التعليم: حالة دولة قطر

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### ملخص

في إطار السعي لتحقيق الأهداف التنموية المستدامة على المستوى العالمي، حظيت جهود دولة قطر باهتمام متزايد من الأطراف الدولية. هذا البحث يعنى بدراسة وتقييم جهود دولة قطر والاستراتيجيات التي اتبعتها الحكومة القطرية لتعزيز رفاهة الإنسان وبناء القدرات البشرية من خلال السياسات التعليمية بهدف تحقيق تنمية بشرية مستدامة على جميع الأصعدة. في هذا السياق، يقدم طرْحاً أساسياً مفاده أن ثمة علاقة قوية تربط بين الاستثمار في رأس المال البشري من خلال التعليم وقدرة الدولة على تحقيق تنمية بشرية مستدامة ترفع من رفاهة الإنسان. من خلال التركيز على تنمية رأس المال البشري في دولة قطر تستطيع الدولة تحقيق التنمية البشرية المستدامة التي تحقق بدورها الأهداف التنموية للأجيال الحالية وتحافظ في الوقت نفسه على حقوق الأجيال المستقبلية. ينقسم البحث إلى قسمين؛ القسم الأول: الإطار النظري والتحليلي وتطرح من خلاله تأصيلاً نظرياً لمفهوم رأس المال البشري وعلاقته بالتنمية البشرية المستدامة، وذلك في ضوء الدراسات التي تناولت العلاقة بين هذين المفهومين. أما القسم الثاني فيركز على جهود دولة قطر في مجال الاستثمار في رأس المال البشري من خلال التعليم، وانعكاس ذلك على قدرة الحكومة القطرية على تحقيق أهداف التنمية البشرية المنصوص عليها في رؤية قطر الوطنية 2030. وتشير النتائج الأولية لتحليل العلاقة بين الاستثمار في رأس المال البشري من خلال التعليم وتحقيق التنمية البشرية المستدامة إلى أن الاستثمار في العنصر البشري يهم في بناء وتحسين قدرات العاملين بالقطاعات المختلفة بالدولة، الأمر الذي يساعدهم على القيام بأدوارهم في مجال التنمية المستدامة على الوجه الأكمل.

**الكلمات المفتاحية:** التنمية المستدامة، بناء القدرات، رأس المال البشري، دولة قطر

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## 1. Introduction

Along with capital, land, and organisation, labour is a necessary component of production and economic growth. The aforementioned components, along with their respective applications, serve as the cornerstone for the overall process of economic expansion and development. The labour element, or the human factor inside the system of production elements, was the centre of attention for a long time. At first, it was thought that the employee was only a cog in the machine that he/she ran. The workers, their conditions, and the work environment were not given enough consideration by the organisations during this phase. This condition persisted until the Hawthorne experiments<sup>1</sup> during the 1920s, which demonstrated that attending to the requirements of employees, and giving them a suitable workspace has a substantial influence on the production process. As a result, management started to focus on the human factor in a variety of organisations, trying to accommodate employees' requirements and create a suitable work environment.

The way management handles its human resources is affected in several ways by this change in perception of the nature of the workforce and its function in the production process. Since the effectiveness of the other elements depends on the calibre of the organization's workforce, the human element has emerged as one of the key components of the production equation, if not the most crucial one in my opinion. From this vantage point, discussions started around the term "human capital," which denotes a notable evolution in the organization's perspective of its workforce as well as a qualitative change from other terms like human resources management or personnel management, which have dominated the field of organisational management for many years. This change in language and nomenclature is simply one aspect of this transition; another is a change in management philosophy that emphasises the importance of the human element and its role in the process of production as well as in economic growth and development overall.

Investing in human capital is a crucial element in constructing societies and forms the basis of the sustainable development process. As a result, governments and decision-makers everywhere now rank investing in people as their top priority. Thus, in order to attain sustainable development at all levels, this article analyses and assesses the State of Qatar's initiatives as well as the policies implemented by the Qatari government to advance human well-being and develop human talents. A special attention is given to the educational policies and the role they play in building the sustainable capacity of the Qatari human capital. In this context, the paper argues that there is a strong relationship between investment in human capital through education and the state's ability to achieve sustainable human development (Ferrannini et al., 2021).

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<sup>1</sup> The Hawthorne theory of management suggests that worker productivity is not only based on physical conditions, but also the notion that management cares about employee welfare and wages paid to them.

## 2. Research Problem

The goals for sustainable development outlined in Qatar National Vision 2030 have been greatly attained by the State of Qatar. Among the most important public policy instruments the state used on that journey were educational policies and increasing investments in human capital capacity building. These policies intended to increase the well-being of society by giving greater opportunity for individuals to develop their strengths and skills. This issue was made evident by the rise in funding for the education sector, which in turn led to the building of more schools and universities, the formation of plans to advance the scientific content of curricula at various stages, and an emphasis on enhancing the qualifications and abilities of faculty members. Additionally, as a result of these policies, more students at different educational levels have the opportunity to register in schools and universities, which is expected to create human capital that will be able to drive development and meet the state's development objectives in the future. In this context, studying and assessing the link between educational policies and sustainable human capital is crucial since the Qatar's efforts to develop sustainable human capital meet certain obstacles.

Developing sustainable human capital capabilities and education spending are neither directly nor simply correlated. Numerous factors may influence the state's endeavours in this domain. These include, for example, the interaction between the labour market and the educational system as well as the capacity for knowledge creation, innovation, and creativity among society's citizens. This makes it vital to comprehend how educational policies contribute to the development of human capital skills. Hence, this study seeks to answer a primary research question: To what extent do educational policies in Qatar contribute to generating human capital that backs the achievement of sustainable human development?

## 3. Significance and Objectives

Analysing and studying education policies in Qatar are of great importance in promoting sustainable human development. Education is the foundation of the development of any society and is considered a fundamental pillar for achieving comprehensive and sustainable development. Qatar is considered one of the countries that pays great attention to education, as it works to develop its education system continuously and innovatively. Education policies in Qatar aim to provide distinct and integrated educational opportunities for all age groups, starting from primary to higher education. Qatar also seeks to develop advanced educational programs based on the development of life skills, innovation, and leadership, to enable students to face future challenges and contribute to building a sustainable society. In addition, Qatar's educational policies play an important role in promoting sustainable human development by providing educational opportunities to all regardless of their nationality or social or economic background. These policies contribute to achieving equality and social justice and enhancing employment opportunities, innovation, and personal development.

In this context, the study's main objective is to identify the extent to which education policies in Qatar promote sustainable human development. In this regard, the study aims at reaching the following sub-goals:

- Outlining Qatar's main educational policies.
- Identifying the difficulties Qatar's education policy is experiencing.
- Ascertain how Qatar's educational policies affect the advancement of sustainable human development.
- Underlining the procedures for assessing Qatar's educational policy to advance sustainable human development.

#### 4. Terminologies and Literature Review

The Planning and Statistics Authority defines education as any action or encounter that shapes a person's mental, personality, or physical capabilities (Planning and Statistics Authority, 2022). Technically speaking, education is the process by which society formally imparts its values, knowledge, and skills (Al-Masry, 2017). Since education is the most crucial component of the development process, it serves as the foundation for sustainable development by focusing on enhancing an individual's skills (Bouresli, 2016; 2017). As such, educational policies play a decisive role in directing and organizing the education system. It defines the educational and cognitive goals that must be achieved at each stage of learning. These policies are based on educational principles and foundations aimed at developing individuals and enabling them to acquire the knowledge and skills necessary to face challenges in society. Educational policies also include directions for developing curricula and determining the subjects that should be taught, in addition to identifying appropriate educational methods and tools. These policies also aim to provide fair and equal educational opportunities for all students, regardless of their social or economic backgrounds (Saleh, 2013). In addition, educational policies work to provide a safe and stimulating learning environment for students, encouraging critical thinking, creativity, and collaboration. It also aims to develop teachers' skills and provide them with continuous support and training, so that they can provide high-quality education. In short, educational policies play a crucial role in achieving comprehensive and sustainable human development in society, by directing and organizing the educational process and achieving educational and cognitive goals (Al-Omari, 2023). Procedurally, education policies are the general framework that regulates the educational process and the educational system in society. They include the educational goals to be achieved by applying that policy. They also include the principles, foundations, values, methods, and tools that must be included in the general framework regulating education in the country.

Various definitions of "human capital" have been proposed in the literature (Baranova & Loginova, 2021; Pelinescu, 2015; Zhang et al., 2023). For example, according to Abu Al-Rous (2015), human capital is the sum of an individual's experiences, educational background, and collection of skills, abilities, and

capabilities as well as their capacity to collaborate and work in teams to complete tasks, all of which are used to achieve social and economic well-being. The intellectual property that employees of a company use to generate ideas that can be turned into profits is another way to think of human capital. According to Al-Zubaidi and Al-Mashhadani (2011), these intellectual assets need to be identified apart from others since they form the foundation for the existence of goods and services for businesses. Shabir (2015) has mentioned that human capital is the combination of an employee's knowledge, abilities, and experiences that enable them to bring innovative concepts and cutting-edge procedures into an organisation. An organisation will be able to flourish by responding to client needs and grabbing the right possibilities given by technology because of such innovation and expertise (Masudin et al., 2024). Examining these definitions reveals that their emphasis on the creative powers and skills of the human element—that sets humans apart from the other material aspects of production—is their major point of agreement. By providing education and training to employees within the company, these talents can be fostered. Through the development of these competencies, the company may optimise the returns on other production elements and guarantee the efficacy and efficiency of resource utilisation through creative approaches derived from human capital. Macro-economically speaking, innovation and creativity aid in making the best use of the nation's financial resources. This could also lead to the effective and economical use of resources while protecting future generations' rights to the resources we already have. The fundamental tenet of sustainability is that economic growth for the present generation should not come at the expense of future generations. Innovative approaches must be used by investing in human capital for development processes to be sustainable.

The concept of sustainable human development restored consideration to the human aspect that had been neglected in capitalist theories of economic growth (Wang et al., 2023). Concern for human conditions and well-being has become the basis on which the idea of sustainable human development is based, and not just the fruits that result from economic growth processes, which may not often be reflected in humans. Consequently, the process of increasing the variety and number of options accessible to people is known as sustainable human development (Malika, 2021). It focuses on helping people study and gain information, live carefree lives, and acquire resources that will ensure a higher level of living. Over time, the notion of sustainable development has expanded to encompass various aspects, including empowerment, cooperation, security, and sustainability (Al-Hasaf & Al-Saadat, 2020). From a procedural perspective, sustainable human development means giving Qatari graduates more options and striving to equip them with all the information and abilities needed to meet their diverse needs and navigate the range of situations they encounter daily.

A glance at the literature investigating the relationship between the abovementioned concepts reveals that the philosophies and objectives of any society have an impact on its educational policies (Šlaus & Jacobs, 2011). Without a well-defined, pragmatic, and adaptable educational strategy reaching the full



potential of human capital can be difficult (Tian & Zhang, 2023). Such a strategy should stem from the society's philosophy and align with its tenets and values. It should also be grounded in science, to enable society to progress intellectually. A scientifically grounded educational policy helps create plans and programs, which guarantee that a person's personality is developed in line with social norms and values. It also helps provide metrics for gauging student achievement within the education system. Determining the administrative bodies in charge of carrying out those policies, defining the framework, guiding principles, and values that direct the educational process, solving numerous educational issues, and altering unfavourable circumstances are all supported by a clear educational strategy. Hence, in the absence of an effective educational policy, financial and human resources are wasted in the construction of expensive educational facilities that fall short of the intended policy objectives (Baghdadi, 2015).

Education policies are based on the basic understanding that sustainable human development is an economic and social issue linked to national stability and security (Malika, 2021). Promoting development thinking requires developing policies capable of transforming towards a better situation, given the enormous challenges facing Gulf societies in general and Qatari society in particular. This requires focusing on human capital and employing talents according to modernization requirements and desired human development needs. Hence, Qatari society has realized that material wealth is not sufficient in itself and that building the individual and investing in human capital through education and training represents a way to confront economic challenges (Al-Miqdad & Hani, 2012).

In this regard, the State of Qatar's Fourth Human Development Report 2015 stressed the significance of understanding that development calls for actions beyond only attaining economic progress. The study also emphasised that, in addition to addressing fundamental necessities, development is regarded as a full right. The report's main objectives were to assess the advancements made in the area of human development and to pinpoint opportunities and national difficulties that may hinder the nation's overall growth. This demonstrates Qatar National Vision 2030's resolve and dedication to advancing human development in all of its facets (Al-Muftah, 2015). Based on the idea that education policies should develop the human being—who is fundamentally the real wealth of society—this study aims to discuss education policies in Qatar and their role in promoting sustainable human development (Comim & Hirai, 2022).

## 5. Methodology

The paper employs a qualitative approach using a narrative methodology to analyse the context and institutional frameworks that influence human capital capacity building via education and in turn the ability to reach the sustainable development goals in the State of Qatar. Personal narratives from students, faculty members, and other stakeholders involved in the education policy-making process in Qatar are gathered in an attempt to reveal how education has influenced their human capital skills

and prepared them to contribute to the achievement of SDGs (Sustainable Development Goals) in Qatar. Narrative methodology also helped in capturing the impact of the social contexts that influence education and human development in Qatar. The broader social narratives surrounding education, such as societal expectations, family influence, and the role of tradition in shaping educational paths have been examined to determine the extent to which such contextual factors can interfere with the State of Qatar's efforts to develop human capital sustainably. The narrative methodology in this sense is particularly helpful in underlining how education fosters skills and knowledge for sustainable development and the obstacles people face in accessing education. At the institutional level, the narrative methodology was employed to examine Qatar's education sector by focusing on government policies, educational reforms, and initiatives aimed at promoting sustainable human development. This included analysing policy documents, strategic plans, and other official communications that reflect the government's vision for education and human capital capacity building. The different employed narratives are linked to each other in an attempt to indicate how they affect sustainable human development and SDGs. Special attention has been given to indicators such as the quality of education, access to education, etc.

The rich, qualitative insights from narrative analysis are combined with the structured, systematic examination of data from the descriptive analytical approach. The descriptive analytical approach is used in the study's data collection and analysis. This methodology is suitable for these kinds of investigations since it encompasses more than just gathering information; it also categorises, analyses, and draws conclusions about the study's topic. The descriptive approach was employed to explain Qatari education policies and their function in fostering sustainable humans. The goal is to examine Qatari educational policies and demonstrate how they affect the advancement of human development in a sustainable manner. In this regard, the descriptive analytical approach has been used for data collection purposes to gather quantitative data on education and human development, such as school enrolment rates, graduation rates, employment statistics, and indicators of sustainable development like health outcomes, literacy rates, or income levels. The descriptive analytical approach has also been used to organize and summarize the quantitative data, identifying trends and patterns. This helped in the understanding of the broader context and provided evidence to support the qualitative insights from the narrative methodology. The complementary nature between the descriptive analytical approach and the narrative methodology has proven helpful in identifying analytical findings to support or challenge the conclusions drawn from the studied narratives. For instance, if narratives suggest that education has a positive impact on employment, the descriptive analysis can provide statistical evidence to corroborate this claim. This was particularly useful in leveraging the structured analysis to offer policy recommendations and implications for future educational and developmental strategies in Qatar.

In addition to the aforementioned approaches, the paper utilised the critical content analysis approach



to examine the broader context, politics, and power dynamics within educational and societal structures in Qatar. In that sense, critical content analysis here involves examining texts, media, and other forms of communication in an attempt to uncover underlying messages, ideologies, biases, and power dynamics. The official documents, plans, and strategies demonstrate the State of Qatar's level of responsiveness in funding human capital to achieve sustainable development. The official Qatari viewpoint on sustainable development and the need to develop human capital capacities in accomplishing sustainability goals is made clear in these official papers. That included Qatar National Vision 2030 (QNV 2030), Qatar National Development Strategy (QNDS), Supreme Education Council (SEC) Policies and Reports, and Ministry of Education and Higher Education Reports and Policies. Such an analysis provided valuable inputs about how certain themes or concepts such as sustainable human development and human capital are represented and how these representations affect public perception and societal trends. It also helped in highlighting the extent to which educational policies in Qatar promote sustainable human development and human capital capacity-building efforts. Such a critical review and analysis of the policy documents, reports, and media content has provided a solid base to link the official Qatari perspective on sustainability and sustainable human capital development as reflected in Vision 2030 with the broader context of educational policy development.

Integrating the three analytical approaches as explained above is useful to bridge the gap between qualitative narratives and quantitative data. Using these approaches in the context of this study provides a framework for interpreting and understanding the broader cultural and institutional influences. In other words, such an integrative methodology can help reveal whether educational policies promote environmental awareness, social justice, and other components of sustainable human development.

## 6. Findings and Discussions

The State of Qatar has started making significant efforts to strengthen its educational policies. Education is the prerequisite for employment in every industry and service area in society, according to the Ministry of Education and Higher Education. Achieving development programs and objectives requires high-quality education since it is crucial to people's overall development and labour market readiness. As such, high-quality education serves as the fundamental entry point for raising the calibre of goods and services, increasing productivity, expanding job prospects, developing a trained labour force, and producing a creative, intelligent, and effective generation. To advance the educational system and guarantee universal access to education, the National Committee to Achieve Education for All 2030 was established as a reflection of the Qatari government's dedication to realising the objectives of sustainable development and the Qatar National Vision 2030 (General Secretariat for Development Planning, 2008; Al-Mallah, 2016). Numerous crucial areas are covered by this vision, including education, health, and social protection, skill development for individuals, involving women

in development, and advancing gender equality in the workplace and in educational institutions. These efforts confirm the State of Qatar's commitment to developing a skilled workforce, building an educated and productive society (The Qatari National Committee for Education, Culture and Science, 2018).

The augmented interest in education in Qatar, the expansion of the number of universities, and the increase in the number of students reflect a greater focus on developing education in the country. Education is considered one of the main factors for promoting sustainable human development, which depends on the economic, social, and political dimensions that contribute to improving the quality of life and the well-being of society. Developing productive capabilities, improving the quality of living, and maintaining equality and social justice requires supporting the university sector and providing equal, high-quality educational opportunities for all. These efforts reflect the State of Qatar's commitment to achieving sustainable development at all levels, in support of a prosperous and sustainable future for society and the economy (Jalal & Kanaan, 2012).

During recent decades, the State of Qatar has pursued a strategy focusing on human capital theory, where the quality of the education system is considered fundamental to enhancing economic participation, building a knowledge economy, and promoting human development. Since the beginning of the 1990s, the State of Qatar has implemented comprehensive reform initiatives for public and university education, expanding them at the beginning of the new millennium to modernize the education system and meet its economic needs. Qatar National Vision 2030 emphasizes the importance of human capital, developing the workforce, and preparing for the challenges of developing the knowledge economy (General Secretariat for Development Planning, 2008). This is by linking the higher education sector with the requirements of the labour market and the economy through a program to build a competent workforce that aims to enhance the participation and productivity of Qataris in the labour market and the knowledge economy (Al-Muftah, 2015). The Knowledge and Skills Building Program aims to harmonize education with the needs of the knowledge economy by reaching 65-75% of Qataris holding qualifications in knowledge specializations.

Through educational reforms, the State of Qatar aspires to achieve a change in the structure of production and develop sustainable local expertise before 2030. It also aims to achieve changes in society, improve the labour market, and become a regional centre for higher education and research (Shuaib, 2016). Developing education programs, promoting innovation and scientific research in Qatari universities, developing university staff, and external scholarships are important aspects of achieving sustainable human development. Despite the existing challenges, the State of Qatar is striving to develop education policies capable of keeping pace with the times and meeting the requirements of the knowledge economy. This requires qualifying university students to deal with the requirements of the modern era and adhere to the requirements of the knowledge economy.

The study's findings verified that strategies, policies, and programs implemented by the State of Qatar

signify the country's desire to see the education sector grow. The evaluation of Qatar's educational policies and identification of their advantages and disadvantages has allowed the country to rise to a leading position in the global education arena (Morgan, 2016). Enhancing human development and fortifying Qatar's educational system are the goals of numerous projects and initiatives. In this context, and by aiming to empower youth via education and training, foster innovation, and promote sustainability, Qatar National Vision 2030 places a high value on the development of the education sector. For instance, Qatar National Vision 2030 has placed a strong emphasis on the ongoing development of curricula, emphasising critical thinking and active learning as well as investing in educational technology and comprehensive education. To raise educational standards and increase access to education for everyone, educational policies and methods have been devised. The main features of Qatari educational policies include:

- Creating the infrastructure for education, such as cutting-edge, contemporary buildings and the provision of innovative technology.
- Revising and creating courses to improve students' life skills and satisfy the demands of the shifting labour market.
- Developing the educational workforce by training educators on an ongoing basis and motivating them to innovate and implement the best teaching techniques.
- Investing more resources in education (QR. 22 billion in 2020) to raise standards and ensure that all students have equal access.

Due to these policies, the State of Qatar now has 32 universities with over 41,000 students registered during the 2020-2021 academic year. Based on schooling statistics, it is evident that Qatar has made significant strides in the last few years. A robust, diversified, and ever-expanding K-12 system that provides a broad set of schooling opportunities to meet the individual needs of students and their families has been adopted by the Ministry of Education and Higher Education (Ministry of Education and Higher Education, 2022). These include 208 public schools serving more than 196,000 students; and more than 310 private schools serving approximately 200,000 students. These schools offer differing curricula and serve a variety of nationalities. As reported by the Educational Policy and Research Department, in 2020-2021, the overall number of male and female students increased across all educational levels, indicating a sustained interest and commitment to the area of education. The rise in literacy rates and fall in the illiteracy rate are indicative of ongoing attempts to attain thorough and all-encompassing education in society. Overall, the educational statistics demonstrate the Qatari government's dedication to ongoing improvement and elevating the standard of education and learning in the nation.

Regarding sustainability, it can be noted that education policies play several significant roles in attaining

sustainable human development, including improving educational standards, fostering creativity and innovation, advancing technological capabilities, and assisting and empowering students (Bekele et al., 2024; Olowookere et al., 2022). These beneficial outcomes show how Qatar's educational policies can be extremely important for fostering human growth that is sustainable and for creating a society that is highly skilled and knowledgeable. Hence, examining Qatar's educational practices to advance sustainable human growth is of interest to the Qatari Government. This is accomplished by creating such regulations, fixing their flaws, improving teacher performance, and attempting to create curricula that are in line with the realities of the modern world.

Educational policies in Qatar continue to face certain obstacles in spite of the previously mentioned initiatives to invest in the development of sustainable human capital through education. Of the numerous problems Qatar's educational systems face, the most important one is most likely the misalignment between educational policies and labour market demands. Another challenge is developing educational policies that are compatible with modern technology. Adapting to changes in the labour market, enhancing life skills, improving educational standards, educational technology, diversity and inclusion, innovation, and creativity are some of the issues that affect the quality of education policies in Qatari society, according to the results of the analysis of studies and public policy documents (Al-Athba, 2021).

The study's results support the claim made by Al-Hadi et al. (2023) that educational policymakers want to see more focus on education and open access to it for everyone, as these actions will help education achieve its objectives. The emphasis on the desire to create and modernise educational policies by creating guidelines that are adhered to and capable of increasing the effectiveness of the educational process and developing it in all its facets is shared by the findings of this study and the study by Al-Omari (2023). The findings of this study also support those of Al-Hasaf's (2020) study, which shows that education is seen as a crucial component in any society's process of growth. Additionally, the findings of this study support a study by Mutayuri (2021) that found a connection between education and the development of human capital. Not only is formal education the main instrument and means of accumulating human capital, but it also yields significant economic benefits as a productive investment (Destek et al., 2023).

## 7. Conclusion and Policy Recommendations

When we talk about education in Qatar, it is easy to see just how central it is to the country's growth and progress. The Qatari government does not just view education as a basic right; it is also seen as the key to a better economy and a more inclusive society. The idea is simple: give people the skills and knowledge they need to meet tomorrow's challenges and you are building a stronger country. It is not just about schools and universities but the whole system. We are talking about developing infrastructure, offering a wide range of educational choices, and encouraging young people to innovate and lead. Moreover, let us not forget, that education can bring people together by promoting cultural

understanding and strengthening social bonds. The government's commitment to education is part of a bigger plan. It is all connected to Qatar's National Vision 2030, which lays out the country's roadmap for sustainable development. Universities and colleges in Qatar are not only teaching the next generation—they are also doing important research and helping to create a skilled workforce. This contributes to both the economy and the social fabric of the country. Education is not just about memorizing facts and figures; it is about shaping a sustainable society that works for everyone. Given all this, there are a few things policymakers and educators should focus on if they want to make a difference in Qatar's education system:

- **Increase Education Investment:** The government should ensure that there is enough money flowing into education. This means not just building new schools, but also ensuring they are well-equipped and have the resources they need to deliver a high-quality education. To this end, the Ministry of Education and Higher Education should develop long-term plans for infrastructural development and technological upgrades. Such plans should extend to include schools, universities, and vocational institutions. Added to this, funding for essential resources like textbooks, learning materials, and technology tools should be prioritised. Supporting instructors' training programs is also a key to enhancing teaching and learning quality. Co-investment in educational projects, via Public Private Partnerships (PPP) with private sector education players should help provide additional resources and expertise.
- **Promote Universal Access to Elementary Education:** Every child should get access to free elementary education. That includes children with disabilities (Oghenekohwo & Frank-Oputu, 2017) without massive investment and promotion of literacy education, development that is targeted at the 17-point sustainable development goals (SDGs). It is about breaking down the barriers that keep some kids from getting education. To reach this goal, education policies should be inclusive. That means such policies should be designed in a way that ensures all children, including those with disabilities or from disadvantaged backgrounds, have access to quality elementary education with support programs for students with special needs. Furthermore, all barriers to education, such as transportation, language differences, and socio-economic constraints should be considered and addressed in education policies. In this context, community-based education centres can enhance access to education in certain demographics. Parents' involvement in their children's education via open channels of communication with schools can help in addressing different aspects related to the universal access element.
- **Focus on Essential Skills Development:** It is important to go beyond the basics like reading, writing, and math. We need to teach kids life skills that will help them in the real world, whether it is teamwork, problem-solving, or financial literacy. To this end, regular reviews and updates of the curriculum to ensure it covers skills such as critical thinking, and problem solving are

important. Added to this, life skills such as teamwork, communication, and financial literacy should be added and enhanced in the curriculum. These skills should prepare students for real-world challenges and workplace integration. Experiential learning opportunities, such as internships and practical projects, to connect classroom learning with real-world applications can also help in completing the skill set needed for students learning and success.

- **Strengthen Technical and Vocational Education:** Not everyone is cut out for traditional academic paths, and that is okay. By providing more opportunities for technical and vocational training, we can help students gain the skills they need to find good jobs and contribute to the economy (Masudin et al., 2024). In that sense, the collaboration between educational institutions and industry partners to design technical and vocational programs that align with current job market demands will add to the existing foundations of the educational system in the country. It will also ensure that students acquire relevant skills, which are needed to fill in the existing gaps in job markets. Establishing certification and accreditation pathways for vocational training, allowing students to gain recognized qualifications can provide a good incentive for students to join technical and vocational education. Additionally, developing apprenticeship programs that offer hands-on training and job placement opportunities should help in bridging the gap between education and employment.
- **Enhance Higher Education and Research:** It is not just about having more universities; it is about making sure they are providing high-quality education. This includes offering more postgraduate opportunities and encouraging partnerships with international institutions. In this regard, increasing funding opportunities for research projects at universities will help in encouraging innovation and contributing to Qatar's knowledge-based economy. Added to this, academic partnerships with international universities will help local educational institutions exchange knowledge, share best practices, and offer joint research opportunities. Such partnerships should also allow the expansion of current postgraduate study programs to attract talented students and retain them in Qatar's education system.
- **Integrate Technology into Education:** Technology can be a game-changer. By making sure schools have the latest tools and teachers know how to use them, we can improve learning outcomes and make education more accessible to everyone. In this context, investing in digital infrastructure to ensure schools and universities have reliable internet access and modern technology tools should be an ongoing priority for education policy-makers. Developing e-learning platforms should also help in providing flexible learning opportunities and facilitating remote education when necessary. Furthermore, offering training programs for teachers and educators should help improve their proficiency in using technology for teaching and engaging students in digital learning.



- **Integrate Sustainable Development into the Curriculum:** Teaching students about sustainability and how they can make a difference is crucial. This is not just about recycling—it is about understanding environmental, social, and economic issues and how they all connect. In this respect, integrating environmental education into the curriculum can be a means to raise awareness about sustainability and climate change, which in turn can foster a sense of responsibility towards the environment. Organizing community-based projects that promote sustainable practices, and encouraging students to apply what they learn in real-world contexts can be another means to this end. Interdisciplinary learning that connects sustainability with other subjects, such as economics, social studies, and science, to promote a holistic understanding of sustainable development should also be an integrated component of education policies in Qatar.

Following these suggestions will help Qatar build an education system that does not just produce graduates, but also contributes to a more sustainable and inclusive society. It is a journey, but with the right focus and commitment, Qatar is on the right track.

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