

Appendix 1

Country Name:

QATAR

Country team:

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Section 1	A brief outline of your country – demographics, population and career service provision – target groups and providers (maximum 300 words)
<p><u>Geography</u> The Qatari peninsula, 161 km north into the Persian Gulf from Saudi Arabia. It lies between latitudes 24° and 27° N, and longitudes 50° and 52° E. There are mild winters and very hot, humid summers.</p> <p><u>Demography</u> Qatar has over 1.67 million people, the majority of whom live in Doha, the capital. Foreign workers with temporary residence status make up about four-fifths of the population</p> <p><u>Education</u> There are currently a total of 567 schools in operation within Qatar, both in the public and the private sector. The number of universities operating in the country is 9, serving 12,480 students. Qatar University was founded in 1973. More recently, with the support of the Qatar Foundation, some leading international universities have opened branch campuses in Education City. These include</p> <p>Carnegie Mellon University Georgetown University School of Foreign Service Texas A&M University Houston Community College System Virginia Commonwealth University School of the Arts Cornell University's Weill Cornell Medical College Northwestern University University College London HEC</p>	

Main national career guidance services

The National Manpower Development Department is concerned with planning the use of the national workforce and implementing these plans. It has put together a plan of training programmes and vocational rehabilitation programmes that address unemployed youth.

Supreme Education Council

The Advising and Career Centre of the SEC focuses on providing comprehensive advising and career counselling services that will help students and graduates make educational and career choices based on their interests and abilities as well as the needs of the labour market.

Qatar Foundation

Academic Bridge Programme provides services that offer students career guidance and counselling services.

The Social Development Center A non-profit, social and development organization, that offers guidance programs and career training programs. SDC is a member of QF, the Arab NGO Network, the World Family Organization, and the United Nations Economic and Social Council.

Qatar Career Fair Offers Qatari students education, recruitment, training opportunities & development in order to enhance their abilities and strengthen their skills enabling them to meet the challenges in national development.

Through effective participation in this fair, public and private institutions can provide the largest number of jobs to Qatari citizens, provide the right employment opportunities and meet the objectives of the Qatarization policy.

Section 2	Taking each of the four general symposium themes (see below), describe the two greatest strengths and two greatest weaknesses relating to each theme in your country (maximum 100 words for each strength and weakness; therefore maximum 400 words per theme and maximum 1,600 words in this section).	
Theme 1: Political, economic and social changes and the changing role of career guidance and career guidance policies		
	Strength 1	Weakness 1
Fortunately, unlike other regions in the world where much agonizing lobbying and networking have to be performed in		A lack of proper understanding with regards to the concept of “career”, “career guidance and development industry” in

<p>order to secure the support of different governmental bodies pertaining to career programs and initiatives, several career projects and organizations in the GCC have started enjoying easy-flowing governmental support from all perspective, especially on a policy level as well as financial one. This governmental commitment indicates nothing less than a thorough understanding of what career development truly means and how critical it can be in the socio-economic development of any nation.</p>	<p>general, characterizes the labor force and the student force in the GCC region due to many factors that comprise:</p> <ol style="list-style-type: none"> 1. The socio-economic nature/development of the region 2. The educational system in the region <p>It is erroneously believed that having a career is simply being employed. Whereas in fact, the difference is absolutely categorical; a career must be viewed as a whole life-long ever-evolving professional experience that encompasses many and various types of “stages”, but a job represents simply one of these stages.</p>
Strength 2	Weakness 2
<p>Interestingly enough, the governments of the GCC countries are not the only ones who realized the criticality of having a progressive career culture; many of the civic as well as private organizations have started contributing financially as well as technically towards building this culture. Such contributions are evident in the form of monetary donations, lectures, seminars, conferences, symposia and even legal/policy proposals presented to their governments and to diverse non-profit bodies.</p>	<p>The GCC region is normally characterized by the scarcity of properly trained career experts, whom without authentic and truly effective career development practices are not possible to have.</p> <p>Furthermore, even supplementing the few experts that exist currently with regional or international capacities would not exactly serve the purpose, as those generally carry foreign expertise and knowledge that might not necessarily fit the Qatari needs and the local particularities; localizing this expertise and knowledge could even turn out to be more costly and burdening than training local potential from the bottom-up.</p>

Theme 2: Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	
Strength 1	Weakness 1
<p>Access to information on education, training and career opportunities</p>	<p>No system has yet been developed for the guidance of trainees.</p> <p>The weak link between education and industry is further demonstrated by the lack of available labour market</p>

Strength 2	Weakness 2
Assessment to help identify an individual skills and aptitudes	There is no organised way of establishing where graduates of the Department go and how they fare in the workplace when they eventually find jobs.

Theme 3: The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners

Strength 1	Weakness 1
Knowledge and practice of vocational, educational and personal guidance	Absence of Labour market education and training
Strength 2	Weakness 2
Counseling	Absence of information and resource management

Section 3	Looking at the themes, prioritise them according to the most important ones for your country team to explore further and learn about at the symposium. (1 = most important – 4 = least important)	
Political, economic and social changes and the changing role of career guidance and career guidance policies	Priority	2
Lifelong guidance policy as a part of integrated human resource development policies – challenges and opportunities	Priority	1
The changing world and the changing role of career guidance – skills and competencies for lifelong guidance practitioners	Priority	3

Evidence-based practice; evidence-based policies	Priority 4
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Section 4	Thinking about the themes, describe up to three high-level key public policy and/or practice initiatives currently being advanced or considered in your country (write no more than 100 words on each). If it is possible, please say to which of the themes each initiative is most closely linked.
High-level key public policy/practice initiative 1	
<p>As part of its “2030 National Vision”, Qatar has pinned down “Human Development”, and subsequently/indirectly Career Development, as one of the four pillars the country will rely on to shift from a carbon based economy to a knowledge-based economy.</p> <p>As a continuation of the above mentioned vision, Qatar has developed a multi-phase National Development/Human Capital strategy whose first phase (2011-2016) is already underway.</p>	
Linked most closely to Theme # 1 (Priority level 2) and Them # 2 (Priority level 1)	
High-level key public policy/practice initiative 2	
<p>Along side the public and governmental effort to further the Career Development discipline in Qatar, it is worth outlining that many private and semi-private sector initiatives/projects have been implemented to support and help materialize the aforementioned national vision and strategy; Qatar Career Fair, member of Qatar Foundation, is a very good example of these programs.</p>	
Linked most closely to Theme # 3 (Priority level 3) and Them # 4 (Priority level 4)	

Section 5	Future Focus – what are the key elements of your team’s overall vision for career policy, practice and research in your country? (write no more than 30 words).

Over the period of just five years Qatar represented by QCF is considered to have achieved quite considerably and even exceeded expectations in relation to certain aspects, knowing that in light of its objectives an adequate performance evaluation would not render effective information if conducted prior to closing at least seven to eight years of operations.

These achievements are two-fold, functional and cultural.

A. Functional: Opportunities Offered

In three consecutive editions of QCF (2007, 2009, 2010 and 2011), thousands of opportunities were extended to Qataris during and in the months following each edition of the Fair; these opportunities are of five types:

- Education
- Employment
- Training
- Development
- Guidance

QCF is keen on adding counselling in 2012

B. Cultural: Creating A Career Culture

Though it is premature to talk about a change in culture, early signs of a drastic cultural shift from a “job culture” toward a “career culture” are already on the horizon. The following can sum up those signs:

- The term “career” as opposed to “job” is being incorporated slowly but steadily in the Qatari business environment and literature
- Many of QCF’s target audience and stakeholder groups, such as students, graduates, parents, media and governmental/private organizations exhibiting in the Fair, have started realizing the importance of having personal as well as corporate short/long term career planning, and most importantly they have been seeking the tools to do that
- The previous four years have uncovered an exponential increase in exhibitors and target audience groups that are seriously interested in participating and visiting QCF