



المجلس الأعلى للتعليم

SUPREME  
EDUCATION  
COUNCIL

# **BRIDGING IEA STUDIES AND POLICY MAKING**

## **EDUCATION REFORM IN QATAR**

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**GA 2007**

**HONG KONG**



# Qatar Context

- **Qatar has identified its strategic directions.**
- **Qatar has established political, economical and social reforms.**
- **Qatar is not satisfied with its educational system and the schools outcomes.**
- **Several evaluation studies revealed the weaknesses and identified problems in the education system.**



# Qatar Wants High-Quality Schools that Support Political and Economic Changes

- **“ Education for New Era” is established.**
- **Education reform is integral to economic and political reforms**
- **vision is created, goals are set, concepts are developed, and system and structure are put in place.**
- **First cohort of schools were opened 2004.**



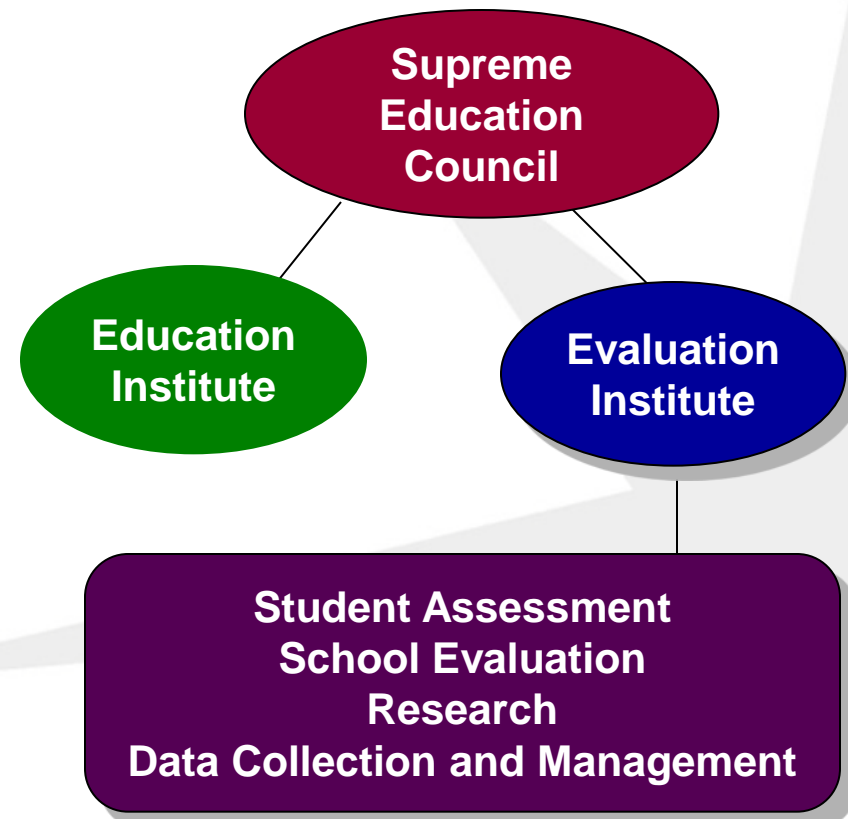
# Reform Plan Emphasizes Four Principles of Educational Improvement

- **Autonomy.**
- **Accountability.**
- **Variety.**
- **Choice.**



# The Evaluation Institute Monitors Students and Schools

- Assesses all students annually in grades 4-11 using standardized tests in Arabic, English, mathematics and science
- Evaluates all schools, reporting data to all stakeholders
- Undertakes special studies on Qatar's educational needs, school effectiveness, and best practices





# Different Assessment Tools, at Different Aggregation Levels and For Different Purposes

**International and regional studies results to be used by system level decision-makers are geared to answer the following questions:**

Where do we stand internationally?  
Why we are where we are?

**National assessment results to be used by system level decision-makers, principals, teachers, and parents are oriented to respond to the following:**

How is achievement distributed nationally (by student, gender, type of school, etc.)?  
Which are the specific local variables responsible for our national achievement distribution?  
How could we improve our national performance?



## **Different Assessment Tools, at Different Aggregation Levels find For Different Purposes**

**School assessments generate results to be used by principals as decision- makers, to be used in answering the following:**

- How do classrooms compare within grades in a particular school?
- How do individual students perform?
- What is each teacher's contribution to student achievement?
- Which other school and classroom factors show an effect upon achievement in a particular school?



# The Contribution of International Studies to Policy Decisions in the Education Reform

- **Baseline.**
- **Verification.**
- **Integration.**
- **Benchmark.**
- **Monitoring.**





# QATAR'S APPROACH TO PARTICIPATION IN INTERNATIONAL STUDIES

- Assessment within the Qatar reform articulates different types of studies and sources aiming at collecting individual level information and serving four levels of decision: parents, teachers, principals and the system.
- International assessments are placed at the top of the assessment pyramid and are perceived as tools to provide information mainly at the system level.
- International studies, when possible, can help verify national assessments results and consequently are implemented on a census basis, considering the small size of Qatar school system.



# Qatar's Approach to Participation in International Studies

- Results of international studies are crossed with other databases on students, teachers, schools and the country, both from international studies' own sources, as well as from Qatar's national surveys.
- In all cases, Qatar's participation in international studies considers building baselines and in most of them generating trends through participation in subsequent cycles of the same studies.
- Qatar's engagement in international studies is geared at gauging student's performance in key competencies and contents, at critical stages of their school life.



# **Making Assessment Information Available, Intelligible, Useful, Usable and Used, For Decision Makers**

- Right report to the right decision maker.**
- Language of the report.**
- Developing culture and awareness.**
- Clear understanding and the expected information from different report.**



## QATAR'S APPROACH TO PARTICIPATION IN INTERNATIONAL STUDIES...

- National reports from international studies are of central importance for Qatar.
- Qatar is involved in:
  - PIRLS 2006, considering the critical importance of reading skills in 4<sup>th</sup> grade.
  - TIMSS 2007, due to the central importance of science and mathematics learning in the Qatar education reform.
  - PISA 2006 and 2009, due to the relevance assigned to the use of science and reading literacy in the Qatar Curriculum Standards.



## THE SPECIFIC CASE OF PIRLS 2006

- PIRLS was administered to all 4<sup>th</sup> graders
- Results will be contrasted with those of the Qatar Comprehensive Educational Assessment (QCEA), the country wide Qatar survey.
- An important issue to verify is how much of the variance in achievement in mathematics and science in the QCEA is accounted for reading literacy data originated in PIRLS.