

Received: October 2023 Accepted: December 2023

DOI: <https://doi.org/10.58262/ks.v12i1.147>

Modernizing the Educational System During the Era of Prince Hamad bin Khalifa Al Thani (1995-2013 Ad)

Noha Majid Abdul-Qader¹, Haider Abdel-Wahed Nasser Al-Hamidawi²

Abstract

After Prince Hamad bin Khalifa assumed power in 1995 AD, the Prince initiated a set of reforms that affected many aspects of life in Qatar, including the educational system. The Qatari leadership realized that good education is the path towards development and modernization in societies, so the Qatari government supported a comprehensive modernization process for the educational system in Qatar and working to achieve global positions by revolutionizing the old educational system, using modern methods, mechanisms and technology to ensure educational outcomes that guarantee progress and development to the Qatari community.

keywords: Prince Hamad, educational system, Qatar, modernization

1. Introduction

The period between 1995 and 2013 AD witnessed important changes in the Qatari educational system that included all pillars of the educational sector in Qatar in order to calibrate the structure of the educational system in Qatar because the system became incompatible with the important stage that Qatar is passing through. Prince Hamad bin Khalifa runs a series of reform measures to develop and modernize all corners of the Qatari state. He headed the comprehensive development and modernization process of the country. This process was supported by the economic prosperity and growing wealth of the country, which provided the state with financial resources that contributed to supporting the sectors of the state, including the educational sector, which received great attention from the Qatari state.

The state began to modernize the previous educational system, which was not compatible with the new vision of the country, so a new system was introduced based on innovation, knowledge, and talent development. This was after conducting studies and research on the optimal educational system for Qatar, based on global experiences in this field. Facilities and educational institutions were also expanded to serve science and education in Qatar. The Qatari leadership was also keen on the state and adopt global curricula and standards so that Qatar could reach the highest ranks in the educational field and obtain important positions. This modernization also extended to university education, as the state adopted global curricula, used technology, attracted elite teaching staff at the regional and global levels, expanded university facilities, and provided full care for students to ensure learning outcomes that suit the goals of the state.

¹ Email: nuhamagid841@gmail.com

² University of Basrah/ College of Education for Women, Department of Modern and Contemporary History
Email: Haider.abdulwahed@uobasrah.edu.iq

Despite the state's great care for this sector, this care did not concern the public sector only. Rather, the private sector participated in developing the education sector, and at the forefront of the private institutions that supported education in Qatar is the Qatar Foundation of the wife of Prince Hamad bin Khalifa, Sheikha Moza bint Nasser Al-Misned. It is one of the biggest supporters of education issues in Qatar and has reached the highest ranks through its investment in projects that support the educational sector. At the forefront of these projects is the Learning City and the Science and Technology Oasis, as this city was built according to international standards and modern technology. This city contains a group of the branches of the finest international universities in various specializations. These universities follow the same standards and instructions as the parent university in order to guarantee the same educational outcomes. The Qatar Foundation's journey did not include these projects only. Rather, it adopted a large group of projects supporting education and youth, which did not stop at the borders of Qatar, but rather extended its work to reach other countries in need of educational care. On this basis, Qatar was able to improve the educational sector and adopt an education system based on the knowledge economy, which suits the needs of Qatar in light of the economic revolution.

2. Modernization Policy in the Education Sector in Qatar (1995 - 2013 AD)

Before presenting the most important achievements of Qatar in the field of education and the most important policies it has taken for this purpose, it is essential to give an overview of the importance and nature of education and the extent to which societies need it. Education is a human right and it is the tool that gives individuals skills, abilities and capabilities in order to participate in local, regional and global competition (Khasawna et. al., 2014). Education is one of the most important factors of modernity and the way to achieve the goals of society towards growth, stability, and meeting the needs of the future. Education has the ability to bring about the advancement of society and the state because of its role in sustainable development (Mujahid, 2014), and the cornerstone of the process of development, innovation, creativity. Educational reform is the optimal investment of human resources (Al-Abbasi, 2019).

There is a close connection between education and development, as one of the basics of the countries that seek to bring about development is to reform and develop education. Development depends entirely on the human element in achieving its development goals. Education seeks to prepare this element and provide it with the knowledge and skills required to accomplish its tasks, work and challenges. Thus, the human element, in the development process, is what most countries seek and is even more important than material resources. Education institutions also has the task of building a strong and healthy society, which consequently affects the degree of social security and political stability (Saeed, 2022). Therefore, investing in education and training, increasing spending on educational services, improving the quality of education, and ensuring educational services for all members of society are among the necessities of the modern era in order to provide the potential to compete in light of global economies that depend entirely on technological development and modern technology (Al-Abbasi, 2019).

Therefore, it has become necessary to develop an educational system that is compatible with the era of change, and it is the duty of governments to set policies and goals for the development of the education sector. Educational institutions must also be supported to develop an educational system that keeps pace with the goals of society and the requirements of the labour market in the country through programmes and strategies aimed at developing

education (Al-Abbasi, 2019). Education is linked to all aspects of political, economic and cultural life and the conditions of society, but the economic aspect is considered to be more interactive with the education sector because education outcomes largely target the labour market and aspects of economy in general. Education leads to increased productivity and is of great importance in achieving economic development. Education also develops the skills of individuals and reveals their talents and inclinations towards the appropriate specialization. It provides the individuals with appropriate income by obtaining jobs according to their capabilities, because the difference in skills and components acquired from the quality of education leads to the diversity of economic jobs. Through education, the technology and the techniques that contribute to economic growth, especially in the industrial sectors, are developed. Thus, education contributes to activating the role of society in economic development through jobs in this sector (Al-Adili, 2013).

In order for governments to formulate a good educational policy, they must study the requirements of the labour market and the requirements of society and formulate goals that suit the country's components and comprehensive needs. There is nothing wrong with adopting some successful educational experiences and new methods that increase the effectiveness of education, such as modern technology, but on the condition that they are compatible with the country's conditions and needs. Some educational experiences are often imitated in a way that is not compatible with the country's circumstances and goals. This leads to the failure of education to achieve what is required of it (Ammar, 2009). Governments must adhere to the type of education that stimulates the creative abilities of students and develops their skills to imagine, innovate, and think, and avoid the education that depends on indoctrination, memorization, and transferring initiatives from the teacher to the student, that is traditional type that is not compatible with the changes taking place in contemporary world (Saeed, 2022).

In the case of Qatar, the state delved into educational development since its Emir Hamad bin Khalifa took power in 1995 AD. The developmental policies and procedures for all sectors of the state were unveiled. Since development and modernity are linked to education, developing and reforming education is among the priorities of the Qatari leadership, which considered that developing and modernizing education leads to the outcomes appropriate with the comprehensive and sustainable development adopted by the state. The impact of education on Qatari society will thus lead to achieving one of the ambitions of the Qatari leadership, which is qualifying Qataris to be able to compete globally in various fields, especially the knowledge-based economic field. Therefore, spending and striving to develop the education structure in Qatar has become a national duty and a societal responsibility (Qatari Ministry of Foreign Affairs, 2009).

At the beginning of his rule, Prince Hamad announced the importance of education, training, and qualification, because the next stage requires an educational system that is compatible with the new reality and with the state's increasing need for national competence that possesses the necessary skills in various vital fields in the state. The Emir also announced that promoting the education sector to the ranks of developed countries depends on developing and modernizing the educational systems.

He also stressed the role of science and technology in modernizing the educational system. Thus, the educational sector in Qatar can compete with that of the developed countries if it relies to a large extent on modern technology as the basis for the journey of comprehensive development. The Emir declared, "We must reconsider our educational policies to improve

education on all levels and we need to develop technical education and professions that are included in the various vital fields in the country” (The Amiri Diwan, 1995).

The need for education that is in line with contemporary and modern specifications requires many supportive procedures, policies and laws, and the cooperation of departments among them. It also requires large spending in order for this sector to become what is expected of it. Therefore, the establishment of Qatar Scientific Foundation in 1995 AD is the first step of the State of Qatar. This institution changed its name in 1996 to become (Qatar Foundation for Education, Science and Community Development), which specialized in supporting science and knowledge and aimed at cultural renaissance and development (Re-establishment document, 2006).

This institution is a private, non-profit institution headed by Sheikha Moza bint Nasser Al-Misned, the second wife of Prince Hamad, who played a major role in modernizing and developing education. The foundation’s policy and objectives revolve around three pillars, namely education, scientific research, and community development (Al-Abdulla, 2016), which means that this foundation is concerned with the Qatari community, that is, a multiplicity of specializations directed to the community. However, its tasks are focused in the field of education, and in accordance with the visions of the Foundation, it aims to develop human resources, and this stems from its belief that people are the most precious resource of the country. Therefore, it began its initiatives to prepare Qatari youth for all challenges so that they become able to cope with the permanent changes in this world (Abdulmalik et.al., 2018). Thus, the Foundation has undertaken many projects and formed companies and institutions that serve its goals. It has many initiatives and huge investments in the field of education that have a tremendous impact in developing the educational sector. These investments have raised the profile of education on a global scale, including the Education City and the Science and Technology Oasis, which this research will highlight on (Abdulmalik et.al., 2018).

It is worth mentioning that the education sector witnessed a period of stagnation extending from the beginning of 1990 AD until after 1996 AD, when projects in educational facilities stopped and the salary ceiling was reduced. Perhaps the reason was the crisis that struck the region at the end of the eighties, which forced the affected countries to stop most of their projects. Therefore, after Prince Hamad took office, and in order to learn about the reality of education in his country, he appointed a committee consisting of nine members in 1996 to evaluate the level of education in Qatar. This resulted in two volumes titled “The Reality of Public Education in the Countries of Qatar” and “Recommendations for Developing Education”. This gave an idea of the weaknesses in the system and the appropriate ways to Develop it.

In addition, the United Nations Office for Development Programs issued a draft including a comprehensive and sustainable development method for developing the state’s sectors. The draft was sent to the State of Qatar. It included in its chapters a section dedicated to education and methods for modernizing and developing it. Although it was not seriously adopted during that period, it was considered an important step to highlight this sector and start paying attention to it seriously (Al-Mugazi et. al., 2016).

It can be said that all measures and initiatives at the end of 1990s are attempts to evaluate the general situation of the education system and measure the degree to which this system needs development and modernization. With the beginning of 2000 AD, serious steps were taken by the Qatari leadership to improve the educational system according to international standards.

Before exploring the nature of this system, an important point must be clarified about the model the Qatari government seeks in its educational system as it desires an educational system that suits its economic ambitions because education enhances economic participation. It also desires to direct education towards a knowledge economy (Introductory booklets series, 2021). This type of education was adopted by most international educational experiences because it achieves the goals that serve the country's economy, and thus the education system serves the needs of the economy of the state (Al-Muftah, 2017).

Therefore, in order for the educational system in Qatar to achieve its goals, it underwent an evaluation and study by the Rand Research Corporation in 2001, in which the organization evaluated the educational system in Qatar and highlighted its weaknesses. The report mentioned that the educational system is highly centralized and lacks leadership in its institutions, its educational objectives are unclear, and the educational curricula rely largely on raw knowledge without focusing on curricula that develop skills. Therefore, the Foundation presented several models for an educational system that can achieve the goals of the state and achieve a modern educational system (Al-Azar, 2013).

Also, in order for the goals related to the development and modernization of the educational system in Qatar to become real, there must be supportive bodies responsible for achieving ambitions on the ground. Therefore, the Supreme Education Council was established in 2002 AD. This council aims to formulate education policy in the country, link it to the goals and vision of the leadership, and develop plans and programs for the education system, and establishing bodies that support its policies. All agencies and institutions are also devoted to this council to assist in its work and facilitate achieving its goals. A special budget was specified for the council. The council also supervises all Qatari schools and sets new standards that are compatible with international standards. All schools must apply these standards to achieve educational quality. The Council also develops curricula in accordance with internal and external requirements. In addition, the Council develops training programs for teachers and administrators to develop their skills (Decree Law 37, 2002).

The Council consists of three bodies: Education Authority, which is responsible for independent schools, supervising them, monitoring their performance, and ensuring quality in their educational curricula. As for the second body, it is Evaluation Commission, which is the body responsible for developing the administrative aspect of the education system and for evaluating the measures taken and the degree of their success. The third body is the Higher Education Commission, and its function in guiding students about professional and career options, options for higher education opportunities inside and outside the country, in addition to scholarship procedures as well as Grant programs and others related to the after-school aspect (Al-Ithawi and Al-Kuwari, 2011).

The council is formed to supervise the achievement of the educational sector in Qatar appropriate to the degree of progress and modernization that the country is going through at all levels. The reports of the RAND Corporation and the formation of the council that sets a new educational system lead to a system known as ((Education for a new stage)). It launched in 2004 AD and changed the existing education system into a more modern and developed system that was based on four basic principles: independence, accountability, diversity and innovation. These are the pillars on which the education system was built for a new stage. It keeps pace with the changes of the period and fulfills the requirement of changing curricula from traditional curricula to the curricula that develop the individual's skills and abilities in a way that is commensurate with the requirements of the economy and the needs of the labour

market. This system also helps to provide education to all members of society according to their inclinations and desires and in accordance with their abilities. It came in accordance with the goals of the national leadership, which wanted its educational system to combine the needs of the economy of the state and the requirements of society as well (Qatari Ministry of Foreign Affairs, 2009)

What is striking about this system is its keenness to confront international educational systems. This system was formed on high standards; it did not ignore the technological revolution, communications and information, and their effective role in the educational system, which is considered the most important feature of modern education. Its role is great in activating the student's creative energy and critical thinking. The most important features found in this new system, which qualifies it to play a major role in activating community participation in all aspects of life are: it provides flexible and innovative learning experiences for the students; it provides a safe and supportive learning environment; the design of educational experiences comes in a way that connects students to the outside world and employs technology and information to serve educational goals, which strengthens students' awareness (Abdul-Adheem and Abdul-Fattah, 2017).

Since students are among the priorities of the new system, there must be highly qualified cadres responsible for transferring new knowledge and skills, and this is what Qatar has prepared. It attracted local and international highly qualified teachers and administrators to be responsible for achieving the new goals of the education system, Qatar was distinguished by its high salaries compared to the rest of the countries. This is due to the aims of success it seeks to achieve in its schools through the educational staff (Hamad, 2023).

This process requires a fair amount of time for the desired results to appear, because it is a comprehensive reform process for all institutions of the educational system and requires changing old customs, traditions and practices to a new, modern system that keeps pace with the spirit of the times. At the same time, there is a comprehensive development of the education sector in the country, and this includes schools, universities and higher institutes. This transformation is moving towards a world-class educational system that guarantees the best types of education for the people of Qatar (Al-Ithawi and Al-Kuwari, 2011). These reforms adopted by Qatar in the field of education and the development of quality standards for the learning process, both academic and non-academic, using the latest knowledge, information and technological means (Qatar Development Bank, 2021) have stimulated the state in that the education sector be among the priorities of the Qatar National Vision 2030, Which is one of the four pillars of the vision to achieve social and economic development. The vision stated, "The State of Qatar aims to build an educational system that keeps pace with international and modern standards and is equivalent to the best educational systems in the world. This system allows citizens to develop their abilities and provide the best training so that they can succeed in a changing world whose scientific requirements are increasing. This system is also keen on analytical and critical thinking, the development of creative capabilities and innovation, and enhances social cohesion and respect for the values and heritage of Qatari society. The State of Qatar also aims to be a global center for scientific research and intellectual activity" (General Secretariat for Development Planning, 2008, 10).

As mentioned previously, the Qatar National Vision is the mirror of the future and is a set of goals, plans and strategies to achieve sustainable development for the State of Qatar. It will be implemented from the date of issuance in 2008 AD until 2030 AD, as all institutions, bodies and ministries of Qatar and all operating sectors have begun to work in accordance with the

strategy of the vision. It includes the educational sector, and this means increased attention to this vital sector in a way that contributes to achieving its goals on the social and economic aspects. What is striking about the vision's view of education, which is a reflection of the view of Qatari leadership, is that it wanted the education system in Qatar to be appropriate to the values and heritage of society despite its modernization. This indicates developing the system with the latest means without exceeding Qatari social customs. This illustrates the extent of the state's respect for society, its principles and values, and the state's keenness to create an education system that suits the state's environment and thus succeeds in achieving the desired goals.

Since the issuance of the vision, the Ministry of Education began working to align the education system with its national vision and hastened to design high-quality and inspiring educational institutions with increasing investments in the education sector and providing all students with the requirements of arrangements, facilities and privileges that support the enrichment of their educational journey (The official website of the Ministry of Education and Higher Education in Qatar, 2023).

The research addresses the stations of excellence in the educational institution in the State of Qatar, highlight the aspects of excellence therein, and monitor the modernization and development processes in these institutions as part of the country's comprehensive modernization processes:

A- Independent Schools

Independent schools (Al-Ghamdi and Al-Mufeez, 2021) are considered one of the outcomes of the new educational system that emerged from the reports of RAND Corporation on the educational system in Qatar. After the RAND Corporation was assigned to develop reports on the status of the Qatari educational system and propose models for a new educational system that suits the reform and modernization movement of the educational system, the Foundation proposed a set of Points about the school system in Qatar and highlighted the weaknesses in this system, most notably the lack of vision and clear educational goals, in addition to a group of other reasons, including the weakness of the organizational structure, the nature of the curricula, teaching methods, and other reasons that lead to the deterioration of the educational outcomes in Qatari schools (Al-Banai and Nasser, 2015). After identifying the weak points, the institution issued three models for the educational systems that suit Qatari schools and achieve the goal of the national leadership in modernizing the system. Among these models, the choice fell on the model of independent schools (Saleh and Al-Sha'ar, 2010). This model gives schools the freedom to set the educational vision and goals appropriate to them, which submit to the Supreme Educational Council in Qatar, which is responsible for converting public schools into independent schools starting in 2004 (Al-Hallaq, 2009). This is the date of the transformation of the first group of public schools into independent schools, which continued the transformation until 2007 AD. Each school had its own vision and goals with a great deal of freedom in making decisions to make changes. This led to raising levels of achievement from one school to another through its adoption of professional development programmes that is consistent with the vision of the school (Al-Rashidi. 2015). The system of these schools is subject to four main provisions: independence, meaning that the schools operate independently, taking into account the conditions of the Supreme Educational Council. secondly, accountability, as independent schools, despite the independence of their vision, policy, and educational mission, are accountable to the government and subject to periodic oversight and accountability. Thirdly, diversity, which is concerned with diversity in terms of

educational philosophy and methodology from one school to another. Finally, choice which concerns parents' freedom to choose any type of school (Al-Naimi, 2019).

Despite the positives of this type of school, it also contains negatives that hinder the achievement of its goals, which lie in the difference in policies from one school to another, which leads to differences in curricula and difficulty in developing accurate and appropriate curricula for each school (Saleh and Al-Sha'ar, 2010). This difficulty was actually faced by the teaching staff in Qatar due to their lack of sufficient skills and capabilities to develop their curricula. Therefore, the Supreme Educational Council ensured that this dilemma was solved by means of the Educational Committee and the Evaluation Committee assuming responsibility for assisting, training and qualifying the teaching staff to develop their professional skills and continuously evaluating the performance of teachers in these schools (Al-Banai and Nasser, 2015). The positives of these schools lie in their great focus on building the student's personality from the beginning through education and application, while promoting correct behavioural practices and instilling principles and values in the students' souls. They are also considered among the modern educational systems that keep pace with the spirit of the period (Saleh and Al-Sha'ar, 2010). One of the most important success factors for the independent school experience is the leadership responsible for setting the vision, policy, and curricula appropriate to the needs of society. In order for the leadership to succeed in achieving its goals, it must provide elements of creativity and innovation and the ability to fit the curriculum with the needs of society, while providing specialists to support the goals of the vision of school (Al-Naimi, 2019).

The Education Council was keen to unify the desired results, regardless of its different policies, by setting a framework for the knowledge and skills required to be achieved in independent schools, which are represented by what is known as curriculum standards, meaning that the curricula in these schools have specific standards while giving the school freedom to choose the curricula (Al-Maliki, 2008). As for the results expected to be achieved from this system, they began to appear in 2007 AD after observing the superiority of independent school students in Arabic language, mathematics, and science. However, it still needs some time to achieve better results in the future, with an emphasis on changing and developing teaching methods to suit the context of new curriculum (Alrasheedi and Almutawa, 2021).

The number of independent schools in Qatar has increased according to statistics issued by the Ministry of Education for the years 2010 and 2011 AD, as the number of schools reached 239 independent schools, noting that the establishment of the first school was in 2004 AD. As for the number of students enrolled in this school, it reached 90546 students in these schools. It is worth mentioning that there are three types of schools in Qatar: independent schools, private schools, and mixed schools (Supreme Education Council, 2011). Also, the statistics of 2012 and 2013 indicated a continuous increase in schools and students. In these years, there were 261 schools and 96720 male and female students compared to the statistics of previous years, and this indicates the extent of acceptance and success of the independent school experience, and this is based on the numbers presented in the annual statistics issued by the Supreme Educational Council (Supreme Education Council, 2013).

B- Education City

As explained about the significant role of the Qatar Foundation in supporting the education sector in Qatar through its distinctive initiatives in establishing educational institutions that receive wide attention not only on the local scale but also on the global one, so one of the most

important of these initiatives is the establishment of the Education City in the city of Doha. This city is a leadership initiative for the Qatar Foundation. It aims to create a distinguished academic model in Qatar that can offer a lot to the State of Qatar. It consists of many facilities, units, universities, centers and other educational institutions that have contributed to placing Qatar in the position of the most advanced countries scientifically and educationally. This city has adopted the foundations of supporting various sectors in the country, including economy, education, health, environment, and humanitarian work (The official website of the Qatar Foundation, 2023)

The Education City enjoys the support of the Qatari government, from disbursing budgets to providing lands with vast areas to serve its scientific initiatives. Despite the support of the state, it is not subject to the laws applicable to Qatar University nor to its policies. It does not deal in Arabic language, but rather in English language. It is linked to a board of directors affiliated with the Foundation Qatar (Al-Kuwari, 2013).

The area of the Learning City is 14 square kilometers and includes a number of research centers and institutes in biological research and institutes in the fields of energy, environment and computing. However, the most important research center located in this city is Sidra Medicine Center (Gulf Center for Development Policy, 2011), which is considered one of the most ambitious projects of the Learning City and is considered one of the finest facilities in terms of advanced technology. It is a research center that provides health care to the community and does not stop at the needs of the Qatari community only, but rather included its ambitious goals in serving the peoples of the Gulf region in health because it contains international standards (The official website of Sidra Medical Center, 2023)

As for the reason that adds an international character to the Education City, it contains branches of the most prestigious international universities with high rankings, those universities that belong to American, French, and British universities, which are among the most important destinations for students around the world. It is noteworthy that these universities that opened its branches in Qatar are subject to the same standards and laws followed by the parent university, which leads to students obtaining the same academic degrees and the same value of the certificate issued by it (Al-Kuwari, 2013).

Among those universities hosted by the Education City is the American University of Texas AM in 2003. This university specializes in engineering specializations and grants bachelor's degrees in chemical, electrical, mechanical and petroleum engineering in addition to other subjects including science, mathematics, and arts The curricula in this branch are the same as those in the United Nations University (Bingham, 2009), as well as Northwestern University, which specializes in journalism and media, and Carnegie Mellon University, which grants a bachelor's degree in computer science, Automation, business administration, economics and information systems (Al-Hariri, 2015). Virginia Commonwealth University, which opened its branch in Education City in 1998, is considered one of the most prestigious universities specializing in design arts such as interior design, fashion, and graphics. It annually holds international conferences, lectures, and fashion shows as part of its academic work to strengthen ties between students and the global community concerned with their studies (Bingham, 2009), Although the Education City is considered one of the tributaries of education in Qatar with international standards, it is described as having little interaction with Qatari society due to the small percentage of Qatari students in it. This is because it follows the same standards for admission to the mother university. However, the state continues to support it (Al-Kuwari, 2013).

This may be due to the reason that this educational city was dedicated to the aspirations of global leadership, that is, the focus of the city to follow global standards that suit the desires of students around the world to enroll in this type of prestigious universities, and thus Qatar becomes an important center for higher education around the world.

C- Science and Technology Park

The Qatar Foundation, which supports knowledge research, has not stopped providing initiatives and establishing research centers and facilities, with the goal of being global, as its support for research projects revolves around their inclusion of all international standards. The Science and Technology Parks (Abd Rabba, 2022) is among the projects that aim to develop the knowledge economy. This project, which has a capital of \$3,000 million, is a research project aimed at transforming ideas into projects in 2008 (Gulf Center for Development Policy, 2011).

At the inauguration ceremony of the Park, Prince Hamad bin Khalifa gave his speech on this occasion, in which he stated, "The establishment of this Park is an extension of the plans drawn up to achieve human development, and it aims to build a knowledge-based economy that also contributes to reforming and developing the educational system. The Prince also linked economic development to scientific research, and this is the basis on which the Science and Technology Park was built, the Emir expressed that the Park is the appropriate place for creativity and innovation, describing it as "an incubator for free scientific research, both basic and applied." The Emir considered that this Park is a component of the Qatar Foundation, which is one of the largest institutions in the country that supports human development (The Amiri Diwan, 2009).

As for the nature of the Park, it is a center for applied research and technological innovation. It also embraces projects and supports entrepreneurship. It develops products and services with a high-quality and technical system. The matter does not stop at developing ideas and products. It also seeks to support the marketing processes for these developed products, which means it contains all the processes that any project in the fields of energy, environment, health care, communications and information technology undergo, in order to serve the sustainable development economy, which is the approach adopted by Qatar (Qatar Foundation, 2022). Also, the Science and Technology Park in Qatar is one of the investment tools in Qatar because it enhances foreign investment. It has attracted more than (\$1.2 billion) in the field of international research (Maharem, Ihab et. al. 2022). The Park also provides space for major companies in the world and has become the headquarters for many major companies, including Microsoft, Total, and GE (Gulf Center for Development Policy, 2011). It adopts a policy of attracting companies by providing a suitable work climate for these companies while concluding a series of cooperative agreements with major industrial companies that enhance the methods of developing, implementing and marketing these technologies and products (Qatar Foundation, 2022).

This policy causes the Science and Technology Park to gain a global reputation as a center for technological development, home to many technology companies, and a center for leading international research (The official website of the Science and Technology Park, 2023) Since the opening of the Park in 2008 AD, 5,000 people have joined to work in the companies that use the Park as its headquarters, and more than 1,000 people have benefited from the innovation programmes provided by the Park. These programmes are diverse, including the (Arab Academy for Innovation) programme, which targets Arab countries in the field of innovation, as well as the (Arab Innovation Academy) programme. Stars of Science) is an entertainment television programme specializing in technology and innovation in which Arab

innovators are encouraged to find technological solutions to improve their societies. Qatar Foundation also supports these innovators and supports them in their journey, as well as Al-Mishkat programme, which targets high school students in Qatar to encourage them to innovate and be creative through organizing virtual workshops that support their innovations, and the “Business Incubator” programme which focuses on incubating projects that rely on technology. It helps entrepreneurs establish their companies, starting from presenting the idea to establishing the company with all the support and cooperation it needs from competent authorities to develop and market the product. This programme supervises all the operations needed by the project, in addition to providing spaces in the free zone in the park for these projects. This and other programmes adopted by the Park have gained its international reputation as one of the most important scientific research centers in the world (Qatar Foundation, 2022).

Summary

The State of Qatar succeeded in adopting new policies that were able to significantly change the reality of education. The Qatari state was on the verge of a comprehensive development process for the country, and the development and modernization of education was among the priorities of the state for the success of the development process. Therefore, it took a set of reform measures. It replaced the old educational system prevailing in schools by a new system. A modern system that relies on innovation, qualification and talent development. This system ensures the provision of human resources that suit the needs of the labour market following the development taking place in the Qatari economy.

The new educational system, which also includes university education, is surrounded by technology that is the best of its kind, in order to ensure scientific outcomes that guarantee the preservation of the quality of modernization and development prevailing in the country, especially with the focus of the new system on capacity building, talent development, and the development of new study materials that support the development and modernization processes prevailing in the country.

The Education City is considered one of the edifices of academic education in Qatar. It received great care from the Qatar Foundation, headed by the wife of Prince, Moza bin Nasser Al-Misnad, as the city attracted branches of international universities in order to achieve one of Qatar’s educational goals, which is to attract students around the world with the high educational capabilities it provides in terms of facilities and institutions and educational universities, as the ambitions of the Qatari leadership regarding the education sector go beyond the borders of Qatar and reach far beyond that.

References

- 2022, Abd Rabba, Amal Adel. *Research Methods in the Social and Human Sciences (Part Two: Social Approaches)*, 1st edition, Arab Center for Research and Policy Studies, Al-Daghayen - Qatar, p. 244.
- 2017 ,Abdul-Adheem, Abdul-Adheem Sabry and Abdul-Fattah, Reda Tawfiq. *Teacher Preparation in Light of the Experiences of Some Countries*, 1st edition, Arab Group for Training and Publishing, Cairo - Egypt.
- 2018 ,Abdulmalik, Ahmed, Al-Ganim, Issa, Al-Sayyid, Hasan, Al-Dulaymy, Muhammad, Al-Hajiry, Khalid, Al-Khulayfi, Muhammad, Al-Hindi, Saad, Marzuq, Marzuq, Al-Kubaysy, Abdullah and Al-Zaman, Yusuf. *The People Want Reform in Qatar Too*, 2nd edition. Beirut: Al Maaref Forum, p. 262.

- 2019 , Al-Abbasi, Azza Al-Sayyid Al-Sayyid. A Comparative Study of Education Reform Strategies in Some Mercosur Countries and the Possibility of Benefiting from them in Egypt. *Journal of Educational Sciences*, No. 5, Faculty of Education in Hurghada - South Valley University, Egypt, p. 226.
- 2016 ,Al-Abdullah, Youssef Ibrahim. Contemporary Developments in Qatar during the Era of Hamad Bin Khalifa (1995 - 2013 AD). *Journal of Egyptian Historical Studies and Civilization*, Volume 5, Issue 9, p. 228.
- 2013 AD ,Al-Adili, Adel Majeed. The Contribution of Education to the Process of Economic Development in Arab Countries. *Journal of Baghdad College*, No. 35, Center for Educational Studies and Psychological Research, University of Baghdad, pp. 54-55.
- Al-Azar, Mahdi. *Education in Qatar: Reality and Prospects*, Al Jazeera Studies Center, 2013. <https://studies.aljazeera.net/>, date of site visit: 5\6\2023 AD.
- 2015 ,Al-Banai, Nassra and Nasser, Ramzi. The Educational Reform In Qatar: Challenges And Successes, *Proceedings of INTCESS15- 2nd International Conference on Education and Social Sciences*, Istanbul, Turkey, 2-4 February p.679.
- 2021 AD Al-Ghamdi, Iman Omar and Al-Mufeez, Khawla Abdullah. Requirements for the Privatization of Public Education Schools in Light of the Experiences of Independent Schools: A Proposed Scenario. *Journal of the College of Education*, Part 2, Issue 192, College of Education - Al-Azhar University, Cairo - Egypt, p. 245 – 247.
- 2009,Al-Hallaq, Hassan. *Historical, Archaeological and Tourist Landmarks in Lebanon and the Arab World*, 1st edition, Dar Al-Nahda Al-Arabi for Printing, Publishing and Distribution, Beirut, Lebanon, p. 275.
- 2015 AD, Al-Hariri, Rafida. *Education Systems and Policies and their Development in the Gulf Cooperation Council Countries*, 1st edition, Al-Yawzi, Amman - Jordan, p. 346.
- 2011 ,Al-Ithawi, Ahlam Ibrahim and Al-Kuwari, Asmaa Ali Jaham. The Role of Administrative Creativity in the Strategy for Developing Public Education (New Stage Education Initiative) in the State of Qatar (from the Point of View of Employees of the Supreme Education Council). *Al-Quds Open University Journal for Research and Studies*, Issue 23, College Administrative and Financial Sciences - Gulf University, Bahrain, pp. 254-255.
- 2013 ,Al-Kuwari, Ali Khalifa. *Al-Ain Insight, The Triangle of Ignorance (Oil - Development - Democracy)*, 1st edition, Al-Maaref Forum, Beirut - Lebanon, p. 351.
- 2023 ,Al-Maliki, Moza. *Independent Schools in Qatar: A Distinctive Educational Experience and a Historical Leap*, Araa Awl Al-Khaleej Magazine, 2008, <https://araa.sa/>, date of site visit: 6/12/2023 AD.
- 2017 ,Al-Muftah, Hind Abdel Rahman. *Higher Education and the Labour Market in Qatar: Reality and Prospects*. Arab Center for Research and Policy Studies, Doha Qatar, 2017, p. 2.
- 2016 ,Al-Mugazi, Ahmed, Uthman, Ashraf, Qasim, Anees, Stevens, Paul, Al-Khatir, Khalid, Awadh, Rasha, Ayshuba, Rafeeqa, Ibraha, Raya, Kanan, Tahir, Al-tayib, Aysha, Al-Bareedi, Abdullah, Al-Khatir, Lulua, Al-Ansari, Majid, Hafdet, Martin, Sahal, Mastura, Ayshuba, Maymuna and Garbi, Nasir. *Countries of the Cooperation Council for the State of the Arabian Gulf: Social and Economic Challenges*, 1st edition. Al-Arabi Center for Research and Political Studies, p. 168.
- June 2019 , Alnaimi, Taraf Nasser. *It Reflections On Education Reform In Qatar: A Look At Independent School Experience*. *Multi-Knowledge Electronic Comprehensive Journal For Education And Science Publications (Mecs)*, Issue 20, ISSN :2616-9185 , p.4.
- 2015 AD ,Al-Rashidi, Ghazi Anizan. *Elements of Success in Distinguished Independent Schools in the State of Qatar: Evaluative Study*. *Journal of the College of Education*, Volume 25, Issue 5, Alexandria University, Egypt, 2015 AD, pp. 119-120.

- 2114 *Modernizing the Educational System During the Era of Prince Hamad bin Khalifa Al Thani (1995-2013 Ad)*
- 2021, Alrashidi Ghazi and Almutawa, Farah. The Nature of School-Based Management in Independent Schools in the State of Qatar: An Analytical Study. *Journal of School Choice International Research and Reform, Journal of School*, <https://doi.org/10.1080/15582159.2021.1994278>, p.4.
- 2009 AD ,Ammar, Hamid. *From Our Concerns in Education and Culture (Studies in Education and Culture)*, 5th edition, Dar Al-Arabi Book Library, Cairo – Egypt , pp. 85-86.
- 2009 ,Bingham, Derek. *CIS Higher Education Directory 2010 , The Council of International Schools , Britain*, p.77.
- 2002 ,Decree Law No. (37) of 2002, Establishing the Supreme Education Council and Determining its Powers. *Official Gazette*, No. 11, pp. 302-304.
- July 2008, General Secretariat for Development Planning, *Qatar National Vision (2030)*, Doha - Qatar, p. 10.
- 2014, Gulf Center for Development Policy - *The Gulf between the Fixed and the Changing 2014*, 1st edition, Al Maaref Forum, Bahrain, pp. 264-265.
- 6/6/2023 AD Hamad, Ahmed. How did Education in Qatar become the Best in the Arab World in a Few Years? <https://www.ts3a.com/>, date of site visit:
- 2021 ,Introductory booklets series, Issue 13, Abu Dhabi - UAE, pp. 6-7.
- Khasawneh, Sami Abdullah, Jaradat, Izzat Muhammad and Huabasha, Muna Mutaman. *The Reality of Public Education in the Arab World and Ways to Develop it*. Tunisia: Arab Organization for Education, Culture and Science.
- 2022 ,Maharem, Ihab et. al. *Crisis Management between Theory and Practice, The State of Qatar’s Strategic Response to the Siege Crisis*, 1st edition, Arab Center for Research and Policy Studies, Al-Daghayen - Qatar, p. 255.
- 2014 AD, Mujahid, Fayza Ahmed Al-Husseini. A Future Vision for Developing Education in Egypt. *International Journal of Research in Educational Sciences*, Volume 2, Issue 4, College of Education for Women, Ain Shams University, Egypt, p. 122.
- 2021 AD, Qatar Development Bank, *Education Sector in the State of Qatar*, Doha - Qatar, p. 12.
- July 2022 ,Qatar Foundation, *Innovation and Entrepreneurship at Qatar Foundation*, July 2022, p. 3.
- April 2009 ,Qatari Ministry of Foreign Affairs, *Qatar’s Action Plan for the Alliance of Civilizations*, Ministry of Foreign Affairs - International Cooperation Sector, Qatar, p. 8.
- 2006 AD, Re-establishment document, Qatar Foundation for Education, Science and Community Development. *Al-Jarida Al-Rasamiya*, second issue, pp. 367-369.
- 2022 AD, Saeed, Sondos Walid. Education in the Arab World and its Course in Achieving Sustainable Development Goals. *Iraqi University Journal*, Issue 17, College of Political Science - Al-Mustansiriya University, p. 169.
- 2010, Saleh, Ali and Al-Sha’ar, Al-Sayyid Murshid. The Role of Independent Schools in the State of Qatar in Developing Education from the Point of View of Administrators and Teachers. *Hebron University Research Journal*, Volume 5, Issue 2, College of Education - Yarmouk University, Jordan, p. 20-18.
- 2011 ,Supreme Education Council, *Annual Statistics for Education in the State of Qatar 2010-2011 AD*, Qatar p. 2.
- Supreme Education Council, *Annual Statistics for Education in the State of Qatar 2012 - 2013 AD*, Qatar, 2013 AD, p. 2.
- The Amiri Diwan, His Highness’s speech at the opening of the 24th session of the Shura Council, November 14, 1995 AD, <https://diwan.gov.qa/>, date of site visit 5/29/2023 AD.

The Amiri Diwan, His Highness's speech at the opening ceremony of the Science and Technology Park, 2009, <https://diwan.gov.qa/>, date of site visit 6/15/2023.

The official website of the Ministry of Education and Higher Education in Qatar, <https://www.edu.gov.qa/>, date of site visit: 6/9/2023 AD.

The official website of the Qatar Foundation, <https://www.qf.org.qa/>, date of visit to the website: 6/14/2023.

The official website of Sidra Medical Center, <https://www.sidra.org/>, date of site visit: 6/14/2023.

The official website of the Science and Technology Park, <https://qstp.org.qa/ar/>, date of site visit: 6/15/2023.