

The challenges that meet the education system reform

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Educational systems all over the universe were called to turn to the planetary displacement in societal, political and economic conditions. This displacement required to reexamine whether it was traveling to maintain gait with planetary developments. Along with other enterprises, the instruction system was besides identified as one that required to be evaluated. It needed to be enhanced to run into the new challenges in these yearss. The pupils coming out of the educational system should hold the necessary cognition and accomplishments to take the state to new highs of technological, economic and societal development.

The background to the survey is that the Universal Declaration of Human Rights(1948) clarified that instruction should be free and compulsory for all people. Since the Declaration, the universe has tried to take stairss to accomplish this end. Education is the focal point of attending across many states because it has a bearing on all facets of development. For illustration, if people obtain the necessary literacy and accomplishments, they can be employed, taking to increased economic development. Another facet is that skilled people show more willingness to take part in administration. Active engagement will diminish societal fright. Education can give people assurance and create equality in the society. (2005. Dissertation Paper)

The importance of instruction was recognized in the World Education Forum in 1990, `` Education for All '' (EFA) . It emphasised that primary instruction should be made available to everyone and illiteracy should be appreciably reduced by the terminal of the 20th century (2001: UNESCO) . Since EFA, many states have reviewed the instruction system and related policies in

their states. EFA said that acquiring instruction for everyone constituted a cardinal right ; this was besides an equal right of all people.

Millennium DevelopmentGoals(MDGs) declared the completion of cosmopolitan primary instruction (UPE) . All states are required to supply primary instruction. The ground why instruction is so much emphasised once more is because instruction will increase productiveness and net incomes of workers, and liven up the economic system. (2005: Dissertation Paper.)

From the Czech Republic to Spain, from Austria to the UK, higher instruction reform is high on the political docket of legion states. The particular features of the educational reforms and their exact timing may differ, but non their overall ends and push. Recognition and an consciousness of international tendencies have been on the rise (Van der Wende 2000) as shown by comparings across states, based on OECD publications. It non merely shows the defects, but besides challenges traditional perceptual experiences that place educational establishments and universities entirely in the cultural domain (Pechar 1999: 73) and about higher instruction 's function. (Helga A. Welsh 2004)

The focal point of this country of proposed survey relates to the instruction systems reforms. Hence, I will clear up in this research some ways of reconstituting the instruction system and how it can be appropriately modified to accommodate the demands of Qatar. Reasons for altering any educational system will besides be discussed. There are a batch of challenges in planing or implementing the educational reforms, which will besides be the topic of my treatment.

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Background

In general, Globalization and new engineering allow people to portion information quickly and supply an extraordinary opportunity to states all over the universe to set the value and efficiency of their instruction systems. Hence, enhanced instruction secures a better hereafter for the people, encourages economic growing and a holistic development, doing the universe a truly planetary small town. Governments should take a particular attack to reform its educational policies. Whilst going a portion of the planetary small town may look attractive, authorities intercession is necessary to guarantee that such a alteration is managed. This is so that cultural, moral, societal values of the society are preserved, and non wholly mutilated.

Qatar is little Arabian province in the Arab Gulf with a little population that the leading had an aspiration to develop in all its facets. Development in the country of instruction is the key to economic and societal development. The RAND Corporation 's services were engaged ; (RAND is a nonprofit research organisation holding conducted nonsubjective surveies, provided helpful elucidation, and produced effectual consequences on the challenges faced by the public and private systems in the universe) . It was made to analyze the current system and give its recommendations. It was to place new policies options and implement the appropriate option that matched the demands of the State. This was to accomplish the holistic development, as Qatar invested to a great extent in gas and oil industries since it has one of the largest gas Fieldss in the universe, which is its chief wealth.

The ground for this measure was because the visionary, His Highness the Emir of Qatar besides sees instruction as the key to Qatar 's economic and societal advancement. His Highness ' concern that the state 's instruction system was non bring forth consequences of high-quality and was inflexible, outdated, and resistant to reform, made him inquire the RAND Corporation in 2001, to reexamine the kindergarten to rate 12 (K-12) instruction system in Qatar. Qatar wished to hold assorted options for developing a world-class instruction system in line with other Qatari stairss it was taking for societal and political alteration. In November 2002, the State of Qatar officially embarked on the Education for a New Era (ENE) reforms and put up a new K-12 instruction system.

The ENE had as its overall ends the betterment of pupil results (loosely defined) , sweetening in the problem-solving and critical-thinking accomplishments of pupils, to supply them with the chance to socialise and play a more active function in their communities and civic civilization, and topographic point the State of Qatar as a universe leader in instruction.

East northeast reforms were commenced by Qatar to take sensed shortcomings in the quality of the K-12 instruction offered to its pupils. Prior to ENE, many of Qatar 's pupils were retained each twelvemonth, tutoring after school was normal as parents felt that their kids were non given sufficient acquisition in Ministry schools, and most secondary school alumnuss were besides non appropriately prepared to come in selective postsecondary establishments or take upscience- andtechnology-related occupations. This deficiency of quality resulted from a figure of jobs present in the instruction

system as a whole (Brewer et al. , 2007) . The Ministry of Education did not hold the vision to implement its ends or to originate alteration. Alternatively of being proactive, it reacted to jobs as they arose, adding sections or procedures in a bit-by-bit manner instead than with a consistent vision in head.

The Ministry 's hierarchal organisational construction did not promote betterment or alteration. Although the Ministry was really structured, parents, instructors, and other stakeholders did not cognize to whom to travel to for their suggestions or ailments because the lines of authorization were obscure. Similarly, there appeared to be small attempt from the Ministry to near its stakeholder population and understand its demands.

Students were taught an out-of-date and stiff course of study, and instructors had to follow

Ministry-directed lesson programs each twenty-four hours. Added to this, there were excessively many topics to cover in the clip allotted, ensuing in superficial content coverage.

Initial reappraisal of the information reveals that overpowering Numberss of instructors are not satisfied with the professional development of instructors at present. A figure with the relevant responses is presented below:

o^?? Figure 1 -Zellman, Ryan, Karam, Constant, Salem, Gonzalez, Orr, Goldman, Al-Thani, Al-Obaidli (2009)

Capacity edifice steps are surely called for. With the complete focal point on bringing and lecture, few chances existed for student-teacher interaction in the schoolroom. The talk manner besides did not let instructors to accommodate their attacks for pupils with changing abilities ; learning in the Ministry schools was based on rote memorisation.

There was really small authorization or flexibility for school decision makers. The Ministry assigned principals to edifices, assigned instructors and other staff to schools, and provided furniture, equipment, text editions, and all other instructional stuffs.

Finally, the system did not ease public presentation rating for either the module or the pupils. Although instructors were held accountable for put to deathing the centralised course of study, no 1 was held accountable for pupils ' public presentation. There were no system-level ends for pupil results ; instructors and decision makers could not estimate whether their attempts were increasing pupils ' cognition or bettering their accomplishments.

To turn to the jobs of the Ministry system and better the asperity and quality of Qatar 's instruction system with the end of fixing Qatari alumnuss to lend to and take part in a globalized economic system and an progressively democratic province, Qatar 's leading pursue a comprehensive instruction reform instead than aim one constituent of the instruction system (Gonzalez, Vi-Nhuan Le, Broer, MarianoJ. Froemel, Goldman, DaVanzo 2009)

The design and the execution of the reforms present an attack for developing a criteria and choice-based system along with the traditional system.

The undermentioned subdivision further elaborates upon the grounds for, and aims of the proposed research.

Aims and Research Question

The purpose in this thesis is to review and analyze the challenges that occur when being asked to modify an educational administration, or planning to reconstitute a state's educational strategy, or in implementing a reform plan. I will besides see the grounds that make the reform indispensable, for case, to run into the demand of labor markets, to make holistic development in all facets and discourse many grounds that lead to a important alteration in the educational system. In decision, the case of how the reform can be achieved, in the instance of Qatar, will besides be examined. This is based on the undermentioned cardinal research inquiries:

- 1-What are the challenges that can be faced when we set out to reform an educational system?
- 2- Why is at that place a demand to reform any educational system?
- 3- How can we reform the educational system in Qatar?

The above inquiries are answered through an in-depth analysis of the available literature.

Methodology and Methods of Data aggregation

The methodological analysis adopted will center upon the usage of secondary informations to reply the aforesaid inquiries and formulate decisions.

Secondary informations reappraisal:

Secondary informations aggregation beginning will chiefly be through the cyberspace. Leads will be obtained from net resources, they will be explored and articles, diary documents, research documents and books will be reviewed, for seeking replies to the three aforementioned inquiries.

Secondary informations aggregation and reappraisal will embrace studies and publications by international organisations, such as the United Nations, (UNESCO, UNICEF, UNDP) , and other documented documents on international state reform programmes associating to instruction.

Significant work has been done by the high research organisation, The RAND Corporation, associating to the educational system in Qatar. Published stuff on this topic and their, findings, suggested solutions and impact of implementing their solutions will be analysed.

A critical qualitative reappraisal of bing and relevant literature available will be used for this research. It has besides been suggested that more qualitative work demands to be done to look into the resources employed in the medium of learning direction in the more evidently successful schools. In add-on, consequences other than merely trial tonss, such as graduation rates, college attending, or parental satisfaction, should besides be considered in

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broadening the definition of successful schools. These can be compared with the test-based standards to measure whether the assorted steps conflict with other stairss taken (Gonzalez, Tanner and Goldman. 2009) .

Restrictions

Restrictions that could impede the accomplishment of the proposed consequences of the research will besides be elaborated upon. Thus, dependance on secondary resource means that information will be taken from other beginnings and as such might non be wholly applicable in replying the inquiries posed. Contradiction in authorised mechanism and literature could oppugn the dependability of the information on instruction reform. The clip besides could be another restriction for this research. In fact, three months is non plenty to transport out a comprehensive and thoroughly research work and to cover the available literature. For that ground, the chief indispensable literature may non be covered owing to restricted timeframe. However, I will work hard to cover the most known resources to transport out the research. The findings will clear up any restrictions in the information in giving the derived result.