

National Authority for Qualifications & Quality  
Assurance of Education & Training

**Annual Report 2014**



Partnership for Progress



الهيئة الوطنية  
للمؤهلات وضمان جودة التعليم والتدريب  
National Authority for Qualifications &  
Quality Assurance of Education & Training



**HIS ROYAL HIGHNESS PRINCE  
KHALIFA BIN SALMAN AL KHALIFA**  
*THE PRIME MINISTER*



**HIS MAJESTY KING  
HAMAD BIN ISA AL KHALIFA**  
*THE KING OF THE KINGDOM OF BAHRAIN*



**HIS ROYAL HIGHNESS PRINCE  
SALMAN BIN HAMAD AL KHALIFA**  
*THE CROWN PRINCE, DEPUTY SUPREME COMMANDER  
AND FIRST DEPUTY PRIME MINISTER*





# Table of Contents

5	QQA MANDATE
6	CHAIRMAN'S STATEMENT
10	CHIEF EXECUTIVE'S STATEMENT
14	BOARD OF DIRECTORS
16	EXECUTIVE TEAM
20	EXECUTIVE SUMMARY
26	THE DIRECTORATE OF HIGHER EDUCATION REVIEWS
34	THE DIRECTORATE OF VOCATIONAL REVIEWS
46	THE DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS
58	THE DIRECTORATE OF PRIVATE SCHOOLS & KINDERGARTENS
66	REVIEWS
90	THE DIRECTORATE OF NATIONAL EXAMINATIONS
96	THE GENERAL DIRECTORATE OF NATIONAL QUALIFICATIONS
100	FRAMEWORK
102	CONCLUSION AND OUTLOOK
106	QQA THIRD CONFERENCE
	QQA SEAL OF RECOGNITION
	APPENDICES





The National Authority for Qualifications and Quality Assurance of Education and Training (QQA) was founded in 2008 and was reorganised in accordance with the Royal Decree No. (83) of 2012. In terms of Article (4) of the Decree, its mandate is to review the quality of the performance of education and training institutions, manage the National Qualifications Framework, and conduct the national examinations in light of the guiding indicators developed by the Authority. The Authority is also required to publish review reports as well as to report annually on the status of education within the Kingdom; this includes findings as well as improvements that have occurred as a result of the work of the Authority.

### VISION

To be leaders in fostering sustainable quality enhancement for world-class education and training sectors in Bahrain

### MISSION

We foster sustainable quality enhancement in the education and training sectors in Bahrain through:

- Setting standards and guidelines to measure the quality of the performance of education and training institutions, and mapping the National qualifications.
- Conducting quality reviews of education and training institutions to ensure accountability and continuous improvement.
- Developing and implementing a National Examination System that provides a credible assessment of learners' achievement in the pre-university stages.
- Managing the National Qualifications Framework that recognizes all forms of learning and accommodates outcome-based, fit for purpose National qualifications.
- Publishing quality reviews, qualifications and national examination reports that are accurate and transparent for quality enhancement and decision making.
- Instigating national capacity building activities to support quality enhancement and sustainability in education and training institutions
- Enhancing partnership and communication with our stakeholders.

### VALUES

- **PROFESSIONALISM**  
We adhere to professional standards in all our activities consistent with international best practice
- **INTEGRITY**  
We are honest, objective and ethical in our work.
- **FAIRNESS**  
We are impartial and conduct our work in an equitable manner
- **TRANSPARENCY**  
We operate with openness and publish full details of our methodologies and reports of our services
- **CONSISTENCY**  
We maintain conformity and steadfast adherence to our guidelines in all our activities
- **CREDIBILITY**  
We provide reliable and trustworthy services that are trusted by all our stakeholders
- **SUSTAINABILITY**  
We aim to invest in Bahrain's future through the capacity building of the national human capital



It has been six years since the establishment of the National Authority for Qualifications and Quality Assurance of Education & Training (QQA), and year after year, the march of improvement in the education and training sectors in the Kingdom of Bahrain moves forwards in elevating the level of education and training on the local, regional as well as the international levels. It is the establishment of the Authority – as per the Royal Decree of 2008, as amended in 2012 – which has contributed significantly in developing the education and training sectors in the Kingdom of Bahrain; making it achieve a prominent position in this field in particular and in all the economic, cultural and social fields in general. This has positive outcomes for the Bahraini citizen. It also represents a huge step forward in the efforts taken to support the continuous improvement in all institutions of our Kingdom including education and training institutions, in order to achieve Bahrain Economic Vision 2030.

There is no doubt that the persistent support given by our wise leadership to the importance of education and training and the quality of their outcomes, as well as, to their role in elevating the status of education and training sectors in the Kingdom of Bahrain motivates all citizens of our country to dedicate their efforts to support the growth of quality assurance in all entities and institutions; thus ensuring that our country along with its institutions occupy the position they deserve on all levels.

The improvement of the education and training system, since the launch of the Authority, is not limited to the initiative of improving the quality of education and training outcomes, it has recently been supported with another initiative under the project of Developing Education and Training; namely the implementation of the National Qualifications Framework. By including the National Qualifications Framework within the tasks and goals of the Authority, the structure of the latter was enhanced and reorganised, renaming the Authority to 'the National Authority for Qualifications

and Quality Assurance of Education & Training'. The National Qualifications Framework has a tangible impact on this issue, considering that it was designed to aid the education and training institutions operating in Bahrain and the relevant parties in achieving a better understanding of the wide range of educational and training programmes in the Kingdom. Furthermore, it provides a strong basis for understanding, comparing and recognising national and foreign qualifications. It also contributes to the feeling of responsibility that education and training institutions have towards committing to high quality standards in their provision. All of this strengthens mutual trust between institutions of different sectors and enhances the integrity and value of educational institutions and the quality of their qualifications. In the end, this leads to increased opportunities for learners and trainees in the local and regional labour markets and gives them the ability to advance and to transfer between the academic and professional educational & training programmes. Additionally, the National Qualifications Framework, through its recognition of all learning styles, helps in creating balance and integration between the academic and professional outcomes provided by the education and training institutions.

In evidence of its reliability, transparency and keenness for the sustainability of improvement initiatives, the Authority itself will undergo an external review to ensure the quality of its work. To this end, it requested an international entity that is experienced in reviewing educational entities (International Network for Quality Assurance Agencies in Higher Education – INQAAHE) to perform an external review for the Authority along with its main and sub directorates. The reviews will be performed in accordance with the performance standards approved in the strategic plan of 2014–2018, and with regard to the procedures and processes of these directorates in reviewing and evaluating the performance and outcomes of educational and training institutions in Bahrain, as well as, to their readiness to perform optimally.



This action of undertaking external self-evaluation, like any other quality assurance agency, establishes an important principle among all education and training institutions to abide to and provides an accurate scientific indicator of the thoughtful approach the Authority follows. Furthermore, it heightens the reliability of the Authority's judgements and evaluations and elevates the efficiency of its employees and members, which make its judgements, evaluations and review results highly accepted and trusted by specialists, parents and other involved parties.

When the QQA was established, it was only natural for it to recruit international experts in the fields of quality assurance, national examinations and qualifications frameworks, especially from entities that have long experience in this area. Simultaneously, the Authority sought to develop and build promising national leaderships and to develop trained Bahraini cadres to ensure the consistency of its outstanding effort. Therefore, six years after its establishment, the Authority is proud to announce that all leadership centres and professional cadres are distinctively Bahraini. They work together on leading the Authority's endeavour after it was successful in localising them in a highly professional manner that was based on the efficiency and professionalism of its members. This has been translated in the placement of those Bahraini competencies on the new organisational structure of the QQA.

Despite the diversity of entities in this global age, the QQA has entered into strategic partnerships in quality assurance and national qualifications frameworks with a number of countries and institutions; at the local, regional and international levels. This is aimed at enhancing the opportunities of performance development and ensuring the quality of its outcomes. It also aims at building abilities, as well as, educational and training expertise in Bahrain; comparing them to peers locally, regionally and internationally. Furthermore, the Authority seeks, through

strategic partnerships, to strengthen the opportunities of cooperation between the QQA and its peers. As a consequence, the Authority concluded a number of Memorandums of Cooperation and Understanding with international and regional networks and institutions that work in the field of quality assurance and national and regional qualifications frameworks.

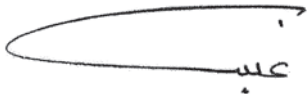
The Authority's continuous, sincere efforts were only made real by the guidance, concern and personal encouragement of His Majesty King Hamad Bin Isa Al Khalifa, may God protect him. The Authority's efforts also received full support, attention and follow-up from His Royal Highness Prince Khalifa Bin Salman Al Khalifa, the revered Prime Minister, which improved and enriched the Bahraini experience in quality assurance. Moreover, the Authority received special care and attention from His Royal Highness Prince Salman Bin Hamad Al Khalifa, Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister, who firmly believes in the role played by the Authority to achieve the goals of Bahrain Economic Vision 2030 and to reach its sought purposes.

I would also like to express my thanks and gratitude to His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Education and Training Reform Committee, for supporting reform and development efforts in the education and training sectors in the Kingdom; following up on the latest developments in the Authority's endeavour; and promoting integrated efforts in order to successfully achieve the education and training initiatives in the Kingdom.

I would also like to extend my sincerest gratitude to the members of the QQA Board of Directors, the Authority's Chief Executive, Dr Jawaher Al Mudhahki and all staff members, who displayed complete dedication in reviewing the performance of educational and training institutions and their outcomes, and for their remarkable efforts to optimise the Authority's performance.

I am glad to present to our prudent leadership the 2014 Annual Report; a national record rich with improvement and development aspirations at which our national educational and training institutions aim in order to achieve the comprehensive development of our precious Kingdom. We ask God the Almighty to guide us to the righteous path and help us build and serve this beloved country.

May God's peace, mercy, and blessings be upon you.



**Abdul Aziz Bin Mohammed Al Fadhel**

Chairman of the Board of Directors





Nowadays, education has become a pivotal cause. A cause that requires the concerted efforts of, and utmost cooperation between, citizens, institutions and entities of the countries that aim to be part of modern civilisation, to evolve their educational system and to enhance the performance of their educational and training institutions. This cause has become a major concern in those countries, hence, requires all of their efforts and abilities and calls for innovative initiatives and visions emerging from the minds of their citizens, in order to enhance performance and ensure the quality of outcomes and institutions. Furthermore, it is clear for countries, developed or developing, that the key to evolving is through the knowledge and education of their citizens. This conclusion is evident in the amount of countries that have progressed through education and learning and the amount of countries that have fallen prey to ignorance due to a lack of such virtues.

Likewise, the institutions and entities responsible for education in their countries are well aware of the importance and significance of this issue. Thus, they give all their efforts thereto. As for us, in the National Authority for Qualifications and Quality Assurance of Education and Training, we work in cooperation with all relevant parties to develop and enhance the system of education and training in the Kingdom of Bahrain. That is done as per accurate and transparent visions and strategies that help in expanding the horizon of education and enhancing its outcomes and qualifications to fit the needs and requirements of the market inside and outside the Kingdom of Bahrain. This is, of course, in line with the Economic Vision 2030 of our wise leadership and in compliance with the Royal Decree No. (83) of 2012 and its amendments, which called for the reorganisation and renaming of the Authority.

The goal of the Authority is not restricted to that, however, it transcends beyond it. Our goal is to implement and

activate a new mechanism to measure the outcomes and qualifications of our educational and training institutions. This can be possible through a practical framework that was tested with the participation of 17 educational institutions. It is the National Qualifications Framework that was put into effect in October 2014. By implementing this framework, we can assure an accurate scientific structure that can – throughout its 10 levels – characterise and recognise all national qualifications. The National Qualifications Framework is also a form of partnership with international institutions and entities and a form of collaboration and exchange of knowledge and experience. Simultaneously, the Authority made several agreements and Memorandums of Cooperation and Understanding with a number of similar international institutions and it has participated in several conferences locally, regionally and internationally.

In an attempt to strengthen the culture of quality assurance and to achieve the highest levels of performance internationally, through reviewing the performance of its educational and training institutions, the Authority itself will be subject to external review. This form of self-evaluation is unrivalled, as, the Authority – which is in charge of reviewing the performance of educational and training institutions – has made an agreement with an international entity that is known for its competence and scientific integrity. The agreement entitles that entity to evaluate the Authority regarding its mechanisms, assignments, goals, strategies, performance and plans. This is not only an innovative method of self-evaluating institutions and entities, it also emphasises our integrity in achieving our goals and assignments and the integrity of our message. Furthermore, it affirms the accuracy of our reviews in front of the educational and training institutions, the experts and the people involved in the process, decision makers and parents all over the Kingdom. Additionally, this procedure elevates our place

internally and externally and it intensifies the amount of trust and integrity of our judgments and reviews. Not only that, it also complements our name locally, regionally and internationally. This drove several neighbouring countries to ask for the Authority's guidance and advice in the inauguration of a number of quality assurance authorities inside their borders

To conclude, I would like to express my deep gratitude to His Majesty, King Hamad Bin Isa Al Khalifa, King of the Kingdom of Bahrain, may Allah protect him, for his exceptional vision to develop the educational and training system under his royal directions. I would also like to express my gratitude and thanks to His Royal Highness, Prince Khalifa Bin Salman Al Khalifa, the revered Prime Minister, may Allah protect him, for his persistent effort in supporting the institutions of the public sector in order to achieve the highest forms of collaborative integrative work to ensure the prosperity and growth of our beloved Kingdom. I also sincerely express my gratitude and thanks to His Royal Highness, Prince Salman Bin Hamad Al Khalifa, Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister, may Allah protect him, for adopting, supporting and encouraging comprehensive reform initiatives that enhance the lives of Bahraini citizens. In other respects, gratitude goes to the preeminent contributions of the past of the efforts for developing education and training in the Kingdom, His Highness, Sheikh Mohammed Bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Education and Training Development Committee, and to the role the Committee plays in developing education and encouraging the Authority towards improvement. Furthermore, the efforts made by His Excellency Mr. Abdulaziz Bin Mohammed Al-Fadhel, Minister of Shura Council and Parliament Affairs and Chairman of the Authority's Board of Directors, along with other respected board members, have had a noticeable impact on improving our work to achieve our

goals and reach the highest levels of performance.

Finally, I would like to take this opportunity to express my deepest thanks to the members of staff of the Authority for their hard work and dedication in each step of the way to develop education and training in the Kingdom. May Allah lead our steps towards the good of our nation.

May Allah's peace, mercy and blessings be upon you.



**Dr. Jawaher Shaheen Al Mudhahki**

Chief Executive







**His Excellency Mr. Abdul Aziz bin Mohammed Al Fadhel**  
*Minister of Shura and Representatives Councils Affairs  
 Chairman*



**HE Dr Mohammed Ali Hassan**  
*General director, Central Municipal Council*



**HE Dr Bahia Jawad Al Jishi**  
*Member, Shura Council*



**HE Dr Shakir Abdul Hussain Khamdan**  
*Head of Environmental Monitoring,  
 Public Commission for protection of Marine Re-  
 sources, Environment and wildlife*



**HE Mr Kamal Ahmed Mohammed**

*Minister of Transportation and Acting CEO  
of the Bahrain Economic Development Board  
Vice Chairman*



**HE Ms Aisha Mohammed Abdulghani**



**HE Dr Aysha Salem Mubarak**

*Member, Shura Council*



**HE Dr Rasheed Jassim Ashour**



Dr. Mohammed Baqer

Mr. Adel Hasan

Dr. Hasan Al Hammadi

Dr. Ahmed Khudair

Dr. Tariq Al Sindi  
*General Director, National  
Qualifications Framework*





Dr. Jawaher Al Mudhahki  
*Chief Executive*

Dr. Haya Al Mannai  
*General Director, Education  
and Training Institutes  
Reviews*

Mr. Khalid Al Mannai

Dr. Wafa Al Mansoori

Dr. Khaled Al Baker



EXECUTIVE SUMMARY







For the sixth year of operation, the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) presents its Annual Report for the 2013-2014 academic year on the Authority's achievements in line with the vision and strategies of our visionary leadership to develop the education and training sector in the Kingdom of Bahrain and ensure the quality learning outcomes described in the Economic Vision 2030 through the review of the performance of education and training institutions, the conduct of national examinations and the operation of the National Qualifications Framework (NQF) in October 2014. The QQA is organised into two general directorates; the General Directorate for Reviews and the General Directorate of Qualifications. The former is organised into four directorates: the Directorate of Higher Education Reviews, the Directorate of Vocational Reviews, the Directorate of Government Schools Reviews; and the Directorate of Private Schools & Kindergartens Reviews. The other professional directorate within the QQA is the Directorate of National Examinations. In this Annual Report, each directorate reports on the review and examination findings during this academic year 2013 – 2014.

**The Directorate of Higher Education Reviews (DHR)** conducts two types of reviews which are complementary. These are: Institutional Reviews and Academic Programmes Reviews. Cycle 1 of Institutional Reviews was completed in 2013. Programmes-within-College Reviews began during the 2011-2012 academic year. During this current reporting year, 2013-2014, the DHR conducted 'Academic Programmes Reviews' in Computer Science and Information Technology offered by higher education institutions in Bahrain. It also began reviews of the programmes in the broad field of business.

Since the inception of Programmes-within-College Reviews in the 2011-2012 academic year, 33 programmes offered by 12 colleges have been reviewed. These are in the fields of Medicine, Health Sciences, Computer

Science and Information Technology, and the broad field of business. When the results of the published reports are aggregated 19 received a 'confidence' judgement, three received 'limited' confidence, and 11 received a 'no confidence' judgement.

Four colleges in computer science and information technology offering 10 programmes between them had their reports published. Of the ten programmes, six received a 'confidence' judgement, and four received a 'no confidence' judgement. In total there have been reviews of seven colleges covering 14 programmes in this field; 12 bachelor and two master level programmes. Of the 14 reviews, seven received a 'confidence' judgement - six at bachelor level and one at master level. One programme at bachelor level received 'limited confidence' and six programmes, one at master and five at bachelor level received 'no confidence' judgements.

Programmes in six colleges of business sciences were also reviewed. The reports of four colleges with a total of ten programmes review reports were published. Five received a 'confidence' judgement, two, 'limited confidence' and three, 'no confidence'.

During 2013-2014 the DHR developed a framework for Cycle 2 of Institutional Reviews. This was done in conjunction with all key stakeholders in Bahrain as well as international and regional experts. The framework comprises eight standards and summative judgements will be made. The framework was approved by the Board of the QQA and endorsed by the Cabinet of Ministers in June 2014. Cycle 2 will commence in 2014-2015.

During the 2013-2014 academic year, **the Directorate of Vocational Reviews (DVR)** conducted a total of 36 reviews for vocational and training institutes, 15 of which are licensed by the Ministry of Labour (MoL), 20 licensed by the Ministry of Education (MoE), and one is a self-regulated institute. These reviews bring the number of vocational and training providers reviewed from the start



of Cycle 2 reviews to the end of June 2014 to a total of 93 providers.

Out of the total providers reviewed during the 2013-2014 academic year, 28 were judged 'satisfactory' or better for their overall effectiveness. Of the total number of MoL licensed providers, reviewed during the period from January 2012 to June 2014 inclusive (Cycle 2), 56 institutes were graded 'satisfactory' or better, with 23 being graded 'good' and four 'outstanding'. The remaining seven institutes were graded 'inadequate'. Additionally, 28 MoE licensed providers were reviewed during the same period and 11 of these received a 'satisfactory' grade; with five being graded 'good' and four 'outstanding'. The remaining eight institutes were graded 'inadequate'. Additionally, one self-regulated institute was reviewed and its overall effectiveness was judged to be 'satisfactory'.

Those providers who were judged to be 'inadequate' were subject to at least two monitoring visits by the DVR. The purpose is to measure the providers' progress in addressing the recommendations of the review report. During the 2013-2014 academic year 3 monitoring visits have been conducted, a total of nine institutes underwent a monitoring visit in cycle 2.44% of them have shown progress.

The total number of providers subjected to reviews in Cycle 1 and Cycle 2 were 69. When comparing the results of these reviews it indicates that 40% of the institutes have improved their grade by at least one point. The vast majority of institutes have managed at the very least to maintain their previous status. The grades of 11% of the institutes, however, dropped by one grade. Review outcomes of Cycle 2 indicate that institutes have improved their practices and procedures in relation to developing learners' knowledge of their specialisation and provide them with vocational skills related to their workplace. They are well guided and supported to achieve their courses objectives. The programmes offered are well suited to learners and stakeholders needs. However, some

institutes still lack a data management system to record, aggregate, and analyse learners' achievement data and use these analyses to inform decision making.

During the 2013-2014 academic year, **the Directorate of Government Schools Reviews (DGS)** conducted reviews and identified strengths and areas for improvement in 73 schools. This brings the number of schools reviewed so far in this second national cycle (Cycle 2) of reviews of government schools to 186 out of a total of 206 government schools. This cycle of reviews is expected to be completed by the end of December 2014.

Of the 186 schools reviewed in Cycle 2, 'outstanding' and 'good' schools represented 32% of the total number of schools reviewed. When compared to the schools reviewed in Cycle 1, the percentage of 'outstanding' schools has nearly doubled, while the percentage of 'inadequate' schools remains almost the same. The schools that were rated as 'outstanding' and 'good' reported a consistent capacity to improve, leadership that focuses on improving classroom practices and creating shared targets for their schools' standards, greater parental involvement and stronger links with the surrounding communities.

A movement between ratings, especially between 'satisfactory' and 'inadequate', indicates that schools face challenges in sustaining or improving their status. When the review reports' recommendations are considered and integrated into the schools' strategic and operational plans, improvements have been witnessed. Moreover, the achievement gap between girls and boys remains in favour of the girls' schools.

As for the accumulative percentages, 24% of schools received 'inadequate' judgement in this cycle. Reasons for this variation include instability in leadership and teachers' positions, the students' lack of motivation, ineffective teaching and learning strategies, and challenging inputs. Students in these schools are not meeting the academic achievement levels that are expected of them.



In 2013-2014, the DGS conducted 14 monitoring visits to schools that were judged as being 'inadequate' from their previous review. Of these schools, three are considered to have made sufficient improvement and 11 have demonstrated progress; eight of which are eligible for a second monitoring visit in the 2014-2015 academic year.

**The Directorate of Private Schools & Kindergartens Reviews (DPS)** has now completed the reviews of almost all private schools. This report presents the overall findings of 53 private schools reviewed to date out of a total of 62 schools. During 2013-2014, the DPS conducted reviews and identified strengths and areas for improvement in 18 schools. Private schools are in the first cycle of national reviews. This cycle of reviews is expected to be completed by the end of December 2014.

Of the 53 private schools reviewed, the proportion of 'inadequate' 38% schools is double the proportion judged 'good' and 'outstanding' 19%. The high proportion of 'inadequate' schools represents a serious challenge to the improvement of national education in Bahrain. Overall effectiveness which is judged as 'good' or better is often closely linked to those schools with better levels of resourcing. This differential is most evidently characterised in the best schools by the range of well-qualified teachers they employ. Furthermore, the quality extends to the leadership teams where efforts are focused on the core purposes of securing effective teaching and learning strategies to raise outcomes, particularly in terms of students' academic achievement and personal development.

The DPS has conducted monitoring visits in nine private schools during 2013-2014 that were judged 'inadequate'. Of these, five are considered to have made sufficient improvement and four have shown progress toward improvement.

**The Directorate of National Examinations (DNE)** carried out its annual national examinations for Grades 3, 6, 9 and 12. The answer papers were marked and graded in the Kingdom of Bahrain by teachers from schools in the Kingdom.

In March 2014, the Directorate conducted its second cycle of annual national examinations for Grade 12 students in Arabic, English and Problem-Solving. These examinations test the general competencies that students should have acquired after completing their 12 years of schooling in the Kingdom of Bahrain. The expected performance and grading standards are benchmarked against international qualifications as these are the standards also expected in the Bahraini curriculum. National examinations were conducted for all government secondary schools plus nine private schools joined the national examinations on a voluntary basis. A total of 10,008 students took part in the national examinations, it should be mentioned that Problem-Solving examinations were carried out in Arabic and English for private schools students.

Overall, Grade 12 students' performance in 2013 was better than students' performance in 2014; examinations were best in Arabic followed by English, and worst in Problem-Solving.

In May 2014, Grades 3 and 6 students in all government schools took the national examinations for the sixth time, whereas Grade 9 students in all government schools took them for the fifth time across the Kingdom of Bahrain. Fourteen private schools also took the national examinations on a voluntary basis. Overall, a total of 34,706 students sat for the examinations: Grade 3 in Arabic and Mathematics and in English for the first time. Grades 6 and 9 students sat the national examinations in Arabic, English, Mathematics and Science. The national examinations were constructed based on the national curriculum across subjects.

Students' performance decreased in all subjects and in all Grades. The biggest decreases from 2013 to 2014 are in Grade 9 Mathematics, in Grade 6 English, and in Grade 3 Arabic.

As was the case in previous years, girls outperform boys in all the national examinations in Grades 3, 6, 9 and 12.

During the 2013-2014 academic year, **the General Directorate of National Qualifications Framework (GDQ)** concluded the National Qualifications Framework (NQF) Setup Phase in cooperation with its international partner SQA, and embarked on reviewing and formalising all NQF related policies, procedures and guidelines.

In reviewing its policies, procedures and guidelines relating to the NQF, the GDQ sought to apply the international good practice and customise these to fit the local context of qualifications and education and training systems in the kingdom as well as the experiences learned from the pilot and feedback collected from participating institutions. The GDQ realizes the importance of the continuous application of the principal of partnership on which it relied on the NQF Design and Setup Phases.

Moreover, the GDQ has setup an operational plan 2014-2015 to train the education and training institutions on institutional listing and qualification placement, and consequently reviewing their applications to list and place their qualifications on the NQF. In addition, a training strategy has been developed and executed to build the capacity by training the GDQ staff members by the SQA, as well as training some staff members of the education and training institutions on institutional listing and qualification placement processes.

Finally, the QQA seeks to enhance the international recognition of the NQF through establishing international links with other qualifications framework from other countries and regions. The GDQ has just completed

the initial steps to reference with two qualifications frameworks from Europe, namely: the Scottish Credit and Qualifications Framework (SCQF) and the National Framework of Qualifications of Ireland (NFQ). Additionally, the GDQ has been an active member in a workgroup establishing the Gulf Qualifications Framework (GQF). These international activities are essential for the international recognition of the NQF of the Kingdom of Bahrain and consequently support the international recognition of national qualifications.

THE DIRECTORATE OF HIGHER EDUCATION REVIEWS









## INTRODUCTION

The Directorate of Higher Education Reviews (DHR) conducts two types of reviews which are complementary. These are: Institutional Reviews where the whole institution is assessed in terms of the effectiveness of its quality assurance arrangements; and Programme Reviews where the quality of teaching and learning and academic standards are judged in specific programmes.

Cycle 1 of Institutional reviews was completed in 2013. Programme reviews using the Cycle 2 Academic Programmes Review framework began during the 2011-2012 academic year. During this current reporting year, 2013-2014, the DHR conducted reviews of Computer Science and Information Technology programmes offered by higher education institutions in Bahrain at bachelor and master level. It also began reviews of the programmes in the broad field of business.

## ACADEMIC PROGRAMMES' REVIEWS

Reviews of academic programmes (Programmes-within-College Reviews) focus on the academic standards of each programme and its delivery and the quality assurance arrangements within all learning programmes at bachelor and master levels within a college in a particular major disciplinary area. While the term 'college' is used, it includes the terms 'faculty', 'school', or any other equivalent term for an entity within an institution which offers a higher education programme. All programmes leading to a qualification at bachelor or master level are subject to review with the exception of masters that are done only by research. All programmes within a college are reviewed simultaneously.

Programmes Reviews are carried out using four Indicators each of which has a number of sub-indicators. They are in line with international good practice. These are as follows:

### Indicator 1: The learning programme

*The programme demonstrates fitness for purpose in terms of mission, relevance, curriculum, pedagogy, intended learning outcomes and assessment.*

### Indicator 2: Efficiency of the programme

*The programme is efficient in terms of the admitted students, the use of available resources - staffing, infrastructure and student support.*

### Indicator 3: Academic standards of the graduates

*The graduates of the programme meet academic standards compatible with equivalent programmes in Bahrain, regionally and internationally.*

### Indicator 4: Effectiveness of quality management and assurance

*The arrangements in place for managing the programme, including quality assurance, give confidence in the programme.*

**Indicator 1:** 'The learning programme' is a limiting judgement; i.e. if this Indicator is not satisfied, irrespective of whether the other Indicators are satisfied, there will be a 'no confidence' judgement in the programme as shown in Table(1) below.

**Table (1):** Criteria for summative judgement for Programme Reviews

Criteria	Judgement
All four Indicators satisfied	Confidence
Two or three Indicators satisfied, including Indicator 1	Limited Confidence
One or no Indicator satisfied	No Confidence
All cases where Indicator 1 is not satisfied	

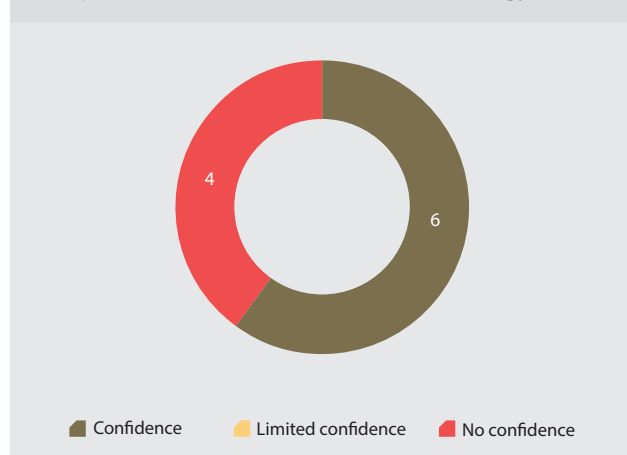
## FINDINGS OF ACADEMIC PROGRAMMES' REVIEWS IN THE FIELD OF COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

The DHR began reviewing programme offerings at bachelor and master level in colleges of computer science and information technology in January 2013. Two colleges each offering two bachelor programmes whose reviews were undertaken at the end of the last academic year had their reports published. All four programme reviews received 'no confidence' judgements.

During the 2013-2014 academic year, the remaining six computer science and information technology programmes offered by two colleges, offering three programmes each, were reviewed and have had their reports published. The two colleges received 'confidence' judgements in all their programmes.

In sum: in the 2013-2014 academic year four colleges offering 10 programmes between them had their reports published. Of the ten programmes, six programmes received a 'confidence' judgement, and four received a 'no confidence' judgement as shown in Figure(1) below.

**Figure (1):** Findings of 10 reviews in four colleges of computer science and information technology

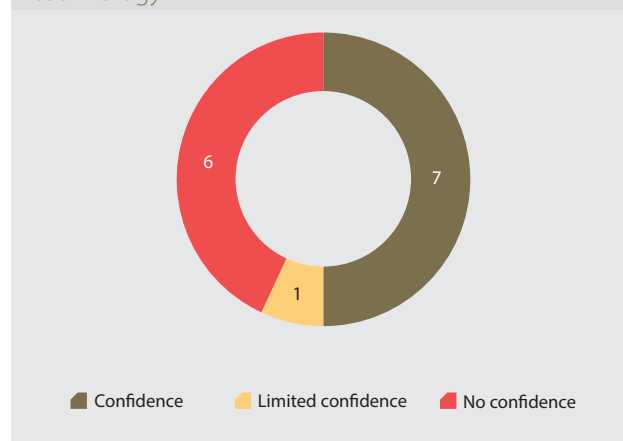


#### CUMULATIVE FINDINGS OF 14 PROGRAMMES-WITHIN-COLLEGE REVIEWS IN COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

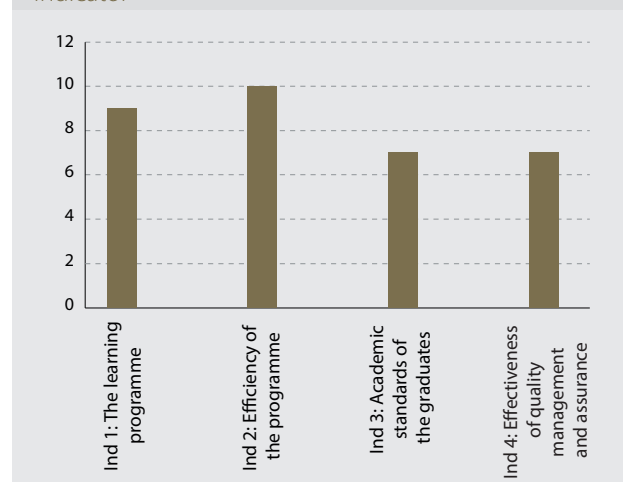
In the last two academic years 2012-2013 and 2013-2014, there have been reviews of 14 programmes offered within seven colleges; 12 bachelor and two master level programmes in computer science and information technology. The accumulated results of the 14 reviews are as follows: seven received a 'confidence' judgement - six at bachelor level and one at master level. One master level programme received 'no confidence' with no indicators being satisfied. One bachelor programme received a 'limited confidence' judgement in which

two of the four indicators were satisfied – Indicators 1 and 2, and five bachelor programmes received 'no confidence' judgements. In two of these programmes all four indicators were not satisfied. In the other three programmes only one of the four indicators was satisfied. In two programmes this was Indicator 2 'Efficiency of the programme'; in the third programme; it was Indicator 1 'The learning programme'. ( See Figures (2-a) & (2-b) )

**Figure (2-a):** Accumulative Findings of 14 reviews in seven colleges of computer science and information technology



**Figure (2-b):** Number of Computer Science and Information Technology reviews that satisfied each Indicator

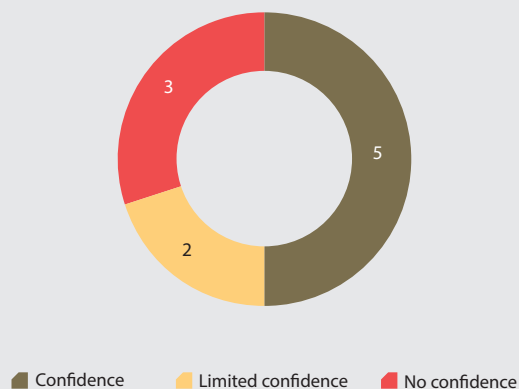


## FINDINGS OF ACADEMIC PROGRAMMES' REVIEWS IN THE FIELD OF BUSINESS SCIENCES

The DHR began reviewing programme offerings at bachelor and master level within colleges in the broad field of business in January 2014. The DHR continued training colleges on how to prepare for their upcoming reviews within the field of business. Two workshops were held which in particular concentrated on preparing the self-evaluation portfolio against the four Indicators in the review framework. Workshops also took place to train local reviewers who may be asked to serve as panel members in the reviews in business.

During the 2013-2014 academic year, the programmes of five colleges in business sciences in five institutions were reviewed. The reports of 10 programmes offered in four colleges were published. Five received a 'confidence' judgement, two, 'limited confidence' and three, 'no confidence'. The results of these reviews are shown in Figure (3).

**Figure (3):** Findings of 10 reviews in three colleges in the field of business sciences



## CUMULATIVE FINDINGS OF ACADEMIC PROGRAMMES' REVIEWS

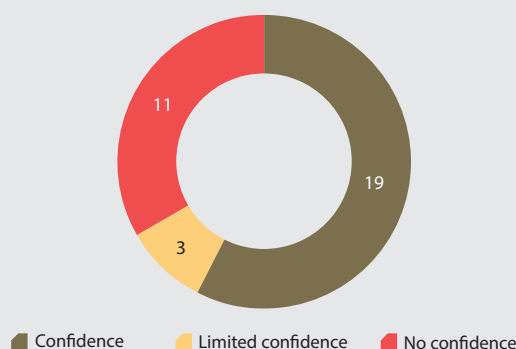
Since the inception of Cycle 2 of academic programmes reviews in the 2011-2012 academic year, 33 programmes offered by 12 colleges have been reviewed and had

their review reports published. These are in the fields of Medicine, Health Sciences, Computer Science and Information Technology, and the broad field of business. When the results are aggregated, as shown in Table(2) and Figure(4) below, of the 33 programmes, 19 received a 'confidence' judgement, three received 'limited' confidence, and 11 a 'no confidence' judgement.

**Table (2):** Findings of programme reviews by level and disciplinary field in Medicine, Health Sciences, Computer Science and Information Technology, and the broad field of business

Review by number of programmes, level and disciplinary field	Confidence	Limited Confidence	No Confidence
2 Bachelor of Medicine	1	0	1
5 Bachelor of Health Sciences	5	0	0
2 Master of Health Sciences	1	0	1
12 Bachelor of Computer Science and IT	6	1	5
2 Master of Computer Science	1	0	1
7 Bachelor of Business Sciences	4	2	1
3 Master of Business Administration	1	0	2
Total: 33 Reviews	19	3	11

**Figure (4):** Cumulative Findings of 33 programme reviews



The 19 'confidence' judgements mean that all indicators are satisfied. With the exception of one programme in medicine, which has been terminated, Bahrain can have confidence in the graduates the universities are producing in Medicine and Nursing. With respect to Computer Science and IT the results are much more mixed. Seven programmes received confidence judgements, however six received 'no confidence' and one received 'limited confidence'. The picture for the field of business is yet to be completed.

### INSTITUTIONAL REVIEWS

In Cycle 1 of Institutional Reviews, the quality assurance arrangements of a higher education institution were assessed against nine themes and 25 Indicators, which resulted in a report making formative judgements. With the last institutional follow-up review taking place in March 2013 and the report being published in May 2013, the DHR formally finished Cycle 1 of Institutional Reviews. While Cycle 1 was formative in nature, Cycle 2 will comprise summative judgements on eight standards and 25 indicators. The eight standards are as follows:

**Standard 1** - Mission, Governance and Management - 6 Indicators

**Standard 2** – Quality Assurance and Enhancement - 3 Indicators

**Standard 3** - Learning Resources, ICT and Infrastructure - 3 Indicators

**Standard 4** - Quality of Teaching and Learning - 7 Indicators

**Standard 5** – Student Support Services - 1 Indicator

**Standard 6** - Human Resources Management - 2 Indicators

**Standard 7** - Research - 2 Indicators

**Standard 8** - Community Engagement - 1 Indicator.

The summative judgements that will be made are: 'meets quality assurance requirements', 'emerging quality assurance requirements', or 'does not meet quality assurance requirements'.

Standards 1 (Mission, Governance and Management), 4 (Quality of Teaching and Learning) and 6 (Human Resources Management) are limiting standards. This means that if these standards are not adequately addressed the institution will receive a judgement of 'does not meet quality assurance requirements' irrespective of how it fares in the other standards.

In developing the new framework the DHR took account of feedback from various stakeholders. On 9 March 2014 a focus group consisting of the presidents of the higher education institutions was held under the auspices of the QQA, Chief Executive, Dr Jawaher Al Mudhaki. The aim was to receive feedback on the first cycle of institutional reviews both in terms of the themes and indicators as well as the review process itself. There was a constructive discourse and useful suggestions were incorporated into the draft Cycle 2 framework.

The Framework for Cycle 2 was developed taking into account feedback received from various stakeholders on several versions of the drafts as well as examining regional and international trends in external quality assurance reviews in higher education. A consultation forum entitled 'Higher Education: Stronger Together' was held on 9 April 2014 in which the draft framework was presented to key stakeholders, such as the higher education institutions, and the Higher Education Council.

The purpose of this forum was to work with the QQA's key stakeholders in higher education and in particular with the institutions themselves to discuss the draft Cycle 2 Framework and to gain feedback on how it may be strengthened so that it reflects the needs of the institutions



that will be reviewed whilst at the same time keeping in line with international good practice. Constructive feedback also assisted the QQA in developing further the draft framework, after which the higher education institutions had another opportunity to comment.

Like the Cycle 1 Framework for Institutional Reviews, this Cycle 2 Framework is in accordance with the good practice of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The Cycle 2 Framework for Institutional Reviews was approved by the Board of the QQA and endorsed by the Cabinet of Ministers in July 2014. The new cycle will start in the year 2015 and it is expected to complete the review of all higher education institutions operating in Bahrain within five years.

## CONCLUDING REMARKS

When the findings of the programme reviews are considered together, some broad issues emerge that are common to most of the institutions. These are to do with: (i) academic leadership of the programmes and/or colleges, (ii) workload of academic staff, (iii) benchmarking, and (iv) academic standards, in particular with the level of examinations.

(1) Academic leadership of the programmes and/or colleges is an essential component of ensuring quality programme offerings and a vibrant learning experience for the students. In many reviews, concern was expressed by panels about weak leadership. This is not necessarily due to the quality of the programme leader or dean of college but is often due to the many administrative responsibilities assigned to academic leaders who may even have a reduced teaching load but still do not have the time to mentor, support and guide the academics in the programmes for which they are responsible.

(2) Academic staff workload remains at consistently too high levels. This acts as a barrier to successful teaching in a number of ways. Academics do not have the time to develop different teaching methods that would enhance the student learning experience through requiring deeper thought and analysis on the part of the students. Professional development programmes have a large role to play in this regard. A high teaching workload also means that there is little time for reflective teaching and even less time is available for research. Both of these types of scholarship need to be undertaken for programme offerings to be at the cutting edge of their disciplines so that students on graduating have not only a well-rounded education but have well-developed employability skills.

(3) Benchmarking remains a strong area of concern for all panels. In the past this activity was carried out informally through, for example, collaboration between academics in different institutions comparing their courses or their students' work and implementing improvements based on such comparisons, or through their work within professional bodies. In recent years there have been growing requirements that benchmarking should be formalised and that the outcomes should be used to inform management decisions in continuous improvement. However, in general in Bahrain, there is little understanding of how to carry out formal benchmarking exercises and the usefulness that such activities, if undertaken well, can play in informing decisions about the management of the quality of education provision in all areas of a higher education institution. If institutions establish relationships with institutions that have similar profiles but are better performing and agree to benchmark their activities in key areas of teaching and learning, then this would provide a basis upon which to make improvements within their own institutions.

(4) In considering academic standards of the graduates, the level of examinations are typically of a consistent concern of the panels carrying out the reviews. In far too many cases, the examinations are not at an appropriate level for the degree that is being awarded. Memorisation and recall are more commonly required than analytical skills, problem solving and synthesis. This not only devalues the degree award but also means that students do not have the skills and competencies required to be successfully employed at the level of their award. Employers then have to commit financial and other resources into developing their new employees to carry out tasks for which their degree should have prepared them. In many cases, this can result in employers employing expatriate staff or Bahrainis who have obtained their degrees outside of Bahrain; all of which goes against the goals of Economic Vision 2030.

These issues need to be addressed if Bahrainis are to have confidence in the quality of their academic programmes and the awards they receive as they set out to compete in the global marketplace.



THE DIRECTORATE OF VOCATIONAL REVIEWS









## INTRODUCTION

The Directorate of Vocational Reviews (DVR) commenced its second cycle of reviews (Cycle 2) in January 2012 and this cycle is expected to be completed by the end of October 2014. During the first cycle from September 2008 to December 2011, a total of 83 vocational education and training (VET) providers were reviewed while the total number of providers eligible for review in the current Cycle 2 is 99.

The DVR conducted a total of 36 reviews for vocational and training institutes during the 2013-2014 academic year, 15 of which are licensed by the Ministry of Labour (MoL), 20 licensed by the Ministry of Education (MoE), and one is a self-regulated institute. These reviews bring the number of VET providers reviewed from the start of Cycle 2 reviews to the end of June 2014 to a total of 93 providers. The Directorate also conducted three monitoring visits for institutes that were judged 'below satisfactory' in their previous reviews during the academic year covered by this report. The results of the reviews and the monitoring visits conducted in the 2013-2014 academic year, together with summaries of accumulated outcomes of the reviews conducted in Cycle 2, covering the period from January 2012 to the end of June 2014, are detailed in the following sections. A brief analysis of the outcomes of Cycle 2 reviews in comparison with the outcomes of Cycle 1 is also provided.

At the time of writing this report, the VET market in Bahrain has a total of 99 providers, of which 67 are licensed by the MoL, 30 by the MoE, and two are self-regulated institutes. The size of the providers varies from those with just a small number of learners enrolled each year to those with several thousand enrolled annually; with the majority of the providers deemed to be 'small', i.e. with an average of 500 - 1000 learners enrolled in any given year. The vast majority of learners attending courses and training programmes offered by MoL licensed providers come from the private sector and have been sponsored by their employers, the MoL, or the Labour Fund (Tamkeen). Providers licensed by the MoE offer mainly tutorial and revision classes delivered to school students, on the basis of the MoE's curriculum,

or to students in full- or part-time higher education. The majority of the MoE licensed providers offer language classes, predominantly for English language. The two self-regulated institutes are the largest in the Kingdom. One of them serves the banking and finance sector and the other is mainly targeted towards high school graduates seeking to further their education and receive tertiary certificates in different fields of VET.

Providers licensed by the MoL offer programmes and courses across a wide range of vocational areas. Most popular are management, commercially-based programmes, as well as those in IT and health and safety sectors. Other industry-specific courses offered are in banking and finance, insurance, retail, engineering, hospitality and catering, and hair and beauty. A few MoE licensed providers offer courses towards obtaining UK qualifications (GCSE, IGCSE and 'A' levels) but the majority offer English language courses, as preparation for IELTS or TOEFL assessment, specific business-related English, or as general English. Some offer courses in other languages including Arabic, Spanish, German and French. Some of the larger MoE licensed providers focus on tutorial courses, often as preparation for school examinations. Other offerings include courses in management, business and mathematics, and early years' teacher training as well as performing arts courses in dance, music and art.

Generally, courses offered by VET institutes tend to be internally designed, non-accredited, attendance-based with minimal formal assessment procedures in place to measure learners' achievement or progress. However, an increasing number of providers are targeting externally-accredited courses and programmes that lead to international certification.

## CYCLE 2 REVIEW FRAMEWORK

Reviews are based on the published DVR's Review Framework and are carried out on providers' premises by teams of carefully selected and trained reviewers guided by a lead reviewer. In judging the quality of an institute's provision, reviewers examine a wide range of evidence about provision and performance. This includes an analysis

of the institute's self-evaluation forms and other relevant management information, data on learners' achievement, observations of lessons or training sessions and interviews with stakeholders, including staff, learners, employers and parents. Based on pre-defined main questions, the review team judges particular aspects of the provision in each of the following five areas:

- Learners' achievement
- The effectiveness of teaching and/or training
- The quality of programmes offered
- The quality of support and guidance
- The effectiveness of the leadership and management.

The review team also makes a summary judgement on the institute's overall effectiveness, which includes its capacity to improve. The outcomes of the five main questions and the summary judgement on the institute's overall effectiveness are given a grade according to the following four point scale:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate.

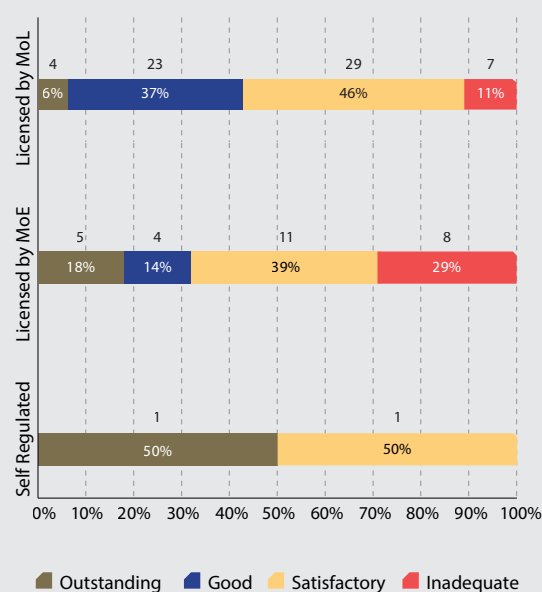
### PROVIDERS' OVERALL EFFECTIVENESS

The most important review judgement is that of the providers' overall effectiveness, which evaluates the overall quality of each institute's provision. Reviewers arrive at their judgement, on the overall effectiveness, on the basis of the outcomes of the five main questions. In particular, reviewers focus on the learners' achievement and their progress from their starting points. They analyse how the findings under each main question impact upon the overall performance of the institute and how the institute's management plans and procedures organise and evaluate the quality of its teaching and training programmes as well as the support the institute offers

to learners. The institute's capacity to improve is also considered when judging the overall effectiveness of the provider.

During the 2013-2014 academic year, out of the 36 total providers reviewed, 28 were judged 'satisfactory' or better for their overall effectiveness. Whereas, during the period from January 2012 to June 2014 inclusive (Cycle 2), 56 institutes, of the total number of MoL licensed providers, reviewed, were graded 'satisfactory' or better, with 23 being graded 'good' and four 'outstanding' and 29 institutes graded 'satisfactory'. The remaining seven institutes were graded 'inadequate' as shown in Figure (5). Additionally, 28 MoE licensed providers were reviewed during the same period and 20 of these received a 'satisfactory' or better grade; with four being graded 'good', five 'outstanding' and 11 institutes graded 'satisfactory'. The remaining eight institutes were graded 'inadequate'. Additionally, the two self-regulated institutes were reviewed and the overall effectiveness was judged to be 'outstanding' for one of them and 'satisfactory' for the other.

**FIGURE (5): GRADES AWARDED FOR OVERALL EFFECTIVENESS FOR CYCLE-2 REVIEWS (ACCUMULATED FOR 93 PROVIDERS)**





The total number of providers subjected to reviews in Cycle 1 and Cycle 2 were 73. A comparison of the results of these reviews shows that 36% of the institutes have improved their grade by at least one point, as indicated in Figure (6). The vast majority of institutes have managed at the very least to maintain their previous status. The grades of 12% of the institutes, however, dropped by one grade. Review outcomes of Cycle 2 indicate that institutes have improved their practices and procedures in relation to developing learners' knowledge of their specialisation and provide them with vocational skills related to their workplace. They are well guided and supported to achieve their courses objectives. The programmes offered are well suited to the learners and stakeholders needs. However, some institutes still lack a data management system to record, aggregate, and analyse learners' achievement data and use these analyses to inform decision making. Moreover, teaching and training in the less effective institutes, is mostly too trainer-centred and does not accommodate the varying needs of learners.

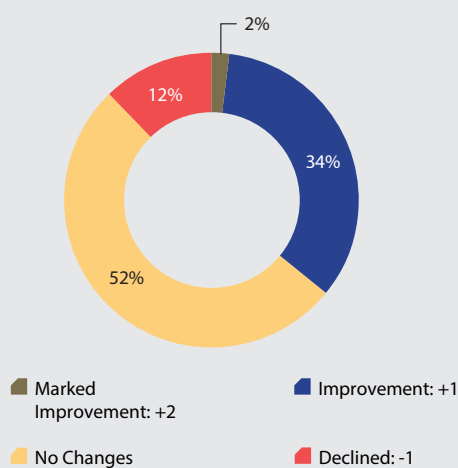
## LEARNERS' ACHIEVEMENT

This main question focuses on the extent to which learners develop appropriate vocationally relevant knowledge and skills and achieve the qualifications for which they aim. Reviewers also evaluate the progress made by individuals and/or particular groups in comparison to their prior attainment and potential, and the extent to which they have become competent, self-directed learners and show commitment to their learning.

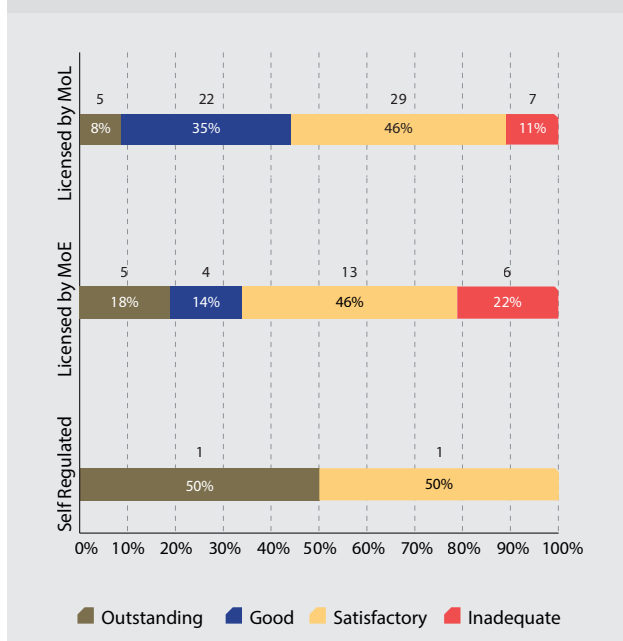
During the 2013-2014 academic year, 93% of the providers licensed by the MoL reviewed, were awarded 'satisfactory' or better grades, of which 20% were graded 'good' or better. Out of the 20 MoE licensed providers reviewed during the same period, 75% were awarded 'satisfactory' or better grades, of which 40% were graded 'good' or better. One self-regulated institute was reviewed during the same period and received a 'satisfactory' judgement for this main question.

Figure (7) summarises the grades for learners' achievement of all Cycle 2 reviews, conducted until the end of June 2014. The figure indicates that 89% of the providers licensed by the MoL were awarded grades 'satisfactory' or better, of which 43% received a 'good' judgement or better. As for those providers licensed by the MoE, 78% were awarded a 'satisfactory' judgement or better with just below 22% of them judged as 'inadequate'. The two self-regulated providers were awarded an 'outstanding' and 'satisfactory' judgement for this main question.

**FIGURE (6): CHANGES IN RESULTS FROM CYCLE-1 TO CYCLE-2 FOR OVERALL EFFECTIVENESS**

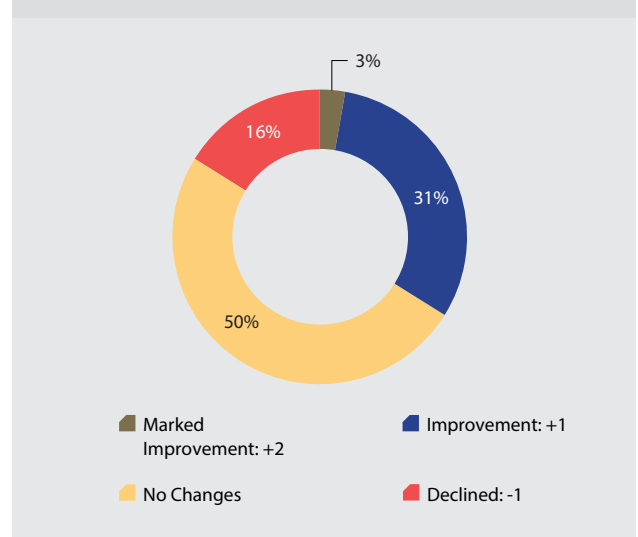


**FIGURE (7): GRADES AWARDED FOR LEARNERS' ACHIEVEMENT FOR CYCLE-2 REVIEWS (ACCUMULATED FOR 93 PROVIDERS)**



In comparing the outcomes of Cycle 1 and Cycle 2 for the learners' achievement, as indicated in Figure (8), 34% of the providers were awarded at least one grade higher than the grade they received in their first review. In 'good' and better institutes, steady improvement relating to the learners' achievement was reported. This is mainly because they have effectively established formal mechanisms to measure learners' progress from their starting point. Also, learners in those institutes, are self-motivated and enjoying their learning experience. They develop useful knowledge of their specialisation and gain a good level of vocational skills related to their workplace. However, institutes judged as 'inadequate' still lack clear criteria to evaluate and monitor learners' achievement. Additionally, they were unable to ensure that learners' achievements data are aggregated and analysed, and that trends are monitored and used to inform future improvement.

**FIGURE (8): CHANGES IN RESULTS FROM CYCLE-1 TO CYCLE-2 FOR MQ1: LEARNERS' ACHIEVEMENT**



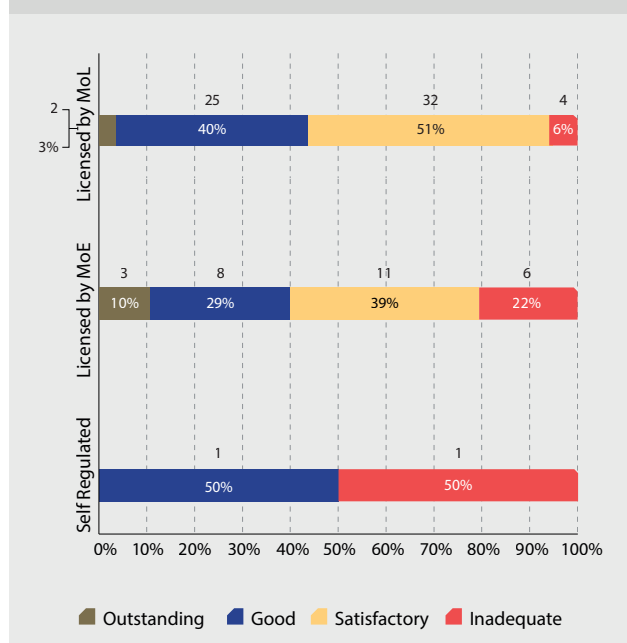
## EFFECTIVENESS OF TEACHING AND TRAINING

This main question focuses on how well lessons and/or training sessions are prepared and delivered, and how well the needs of individuals and course requirements are met and whether learners are enabled to develop their skills to solve problems, enhance their experience and further their understanding. In coming to a judgement on this question, reviewers evaluate the extent to which available resources and materials are utilised to promote learning. They also observe lessons or training sessions, hold discussions with current and past learners, trainers and other stakeholders, and examine samples of learners' work, assessment materials and other relevant teaching and training materials.

For the reviews conducted in the 2013-2014 academic year, only one of the 15 providers licensed by the MoL received an 'inadequate' judgement. Whereas out of the 20 MoE licensed providers reviewed during the same period, five providers received 'inadequate'. The self-regulated institute reviewed during the same period also received an 'inadequate' judgement for this main question.

Figure (9) summarises the results of all Cycle 2 reviews for this main question. 94% of the institutes licensed by the MoL were graded 'satisfactory' or above for teaching and training, with only two institutes graded as 'outstanding'. With regard to institutes licensed by the MoE, 78% were graded 'satisfactory' or above for the effectiveness of its teaching and training.

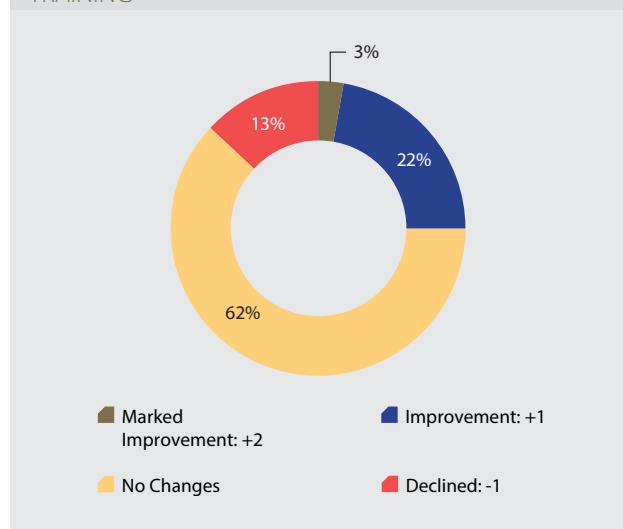
**FIGURE (9): GRADES AWARDED FOR EFFECTIVENESS OF TEACHING TRAINING FOR CYCLE-2 REVIEWS (ACCUMULATED FOR 93 PROVIDERS)**



Compared to the other main questions, the progress made by institutes in the effectiveness of teaching and training is lower. Figure (10) indicates that 25% of the institutes received at least one grade higher in Cycle 2 than their grade in previous reviews. This is mainly because teaching and training is pitched towards the middle ability level and does not accommodate the varying needs of learners and in most cases is too trainer-centred. Institutes need to have accurate initial assessment records to improve the delivery of training sessions that meet the different needs of learners. Although most institutes employ highly qualified trainers with relevant experience and command

of their vocational and subject specialisms, trainers need to utilise a range of effective teaching and training techniques to better engage and motivate learners. Additionally, institutes need to identify trainers' needs and link performance management with professional development programmes offered.

**FIGURE (10): CHANGES IN RESULTS FROM CYCLE-1 TO CYCLE-2 FOR MQ2: QUALITY OF TEACHING AND TRAINING**



## THE EXTENT TO WHICH PROGRAMMES MEET THE NEEDS OF LEARNERS AND STAKEHOLDERS

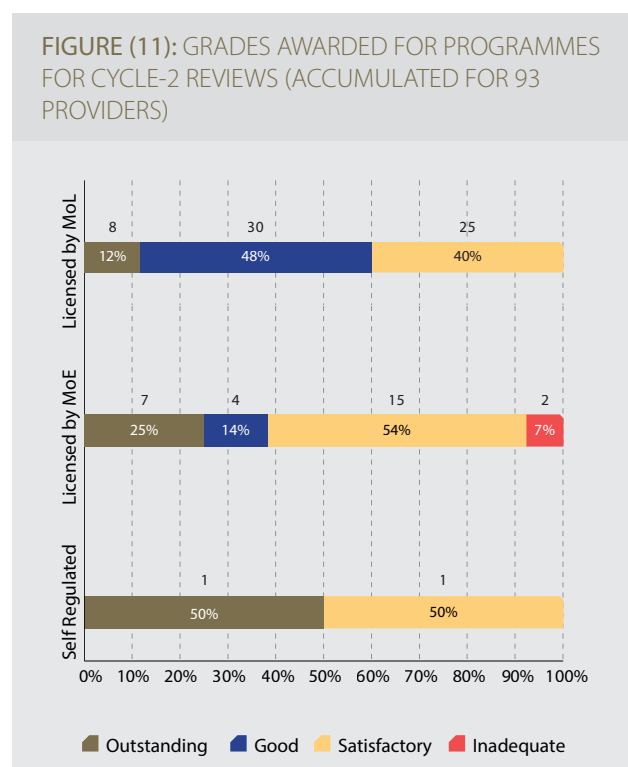
The judgement of this main question includes how well programmes offered by providers match both stakeholders' and learners' needs, the appropriateness and effectiveness of programmes by evaluating the structure, content and relevance of the programmes, and whether they are offered in response to an identified external need or a specific labour market gap. To reach a judgement, the reviewers also evaluate the extent to which the programmes are appropriately resourced and supported with relevant activities.

In the 2013-2014 academic year, all 15 institutes licensed by the MoL reviewed received a 'satisfactory' judgement or better. While out of the 20 providers licensed by the MoE, only two received an 'inadequate' judgement in this main question.



In all Cycle 2 reviews, this main question, as indicated by Figure (11), received better grades compared with the other main questions with regards to providers licensed by the MoL. However, only two institutes licensed by the MoE were graded as 'inadequate'. Around 60% of the MoL licensed institutes were graded as 'good' or better, whereas 39% were graded 'good' or better and two institutes were graded 'inadequate' in the institutes licensed by the MoE, for the effectiveness of its programmes.

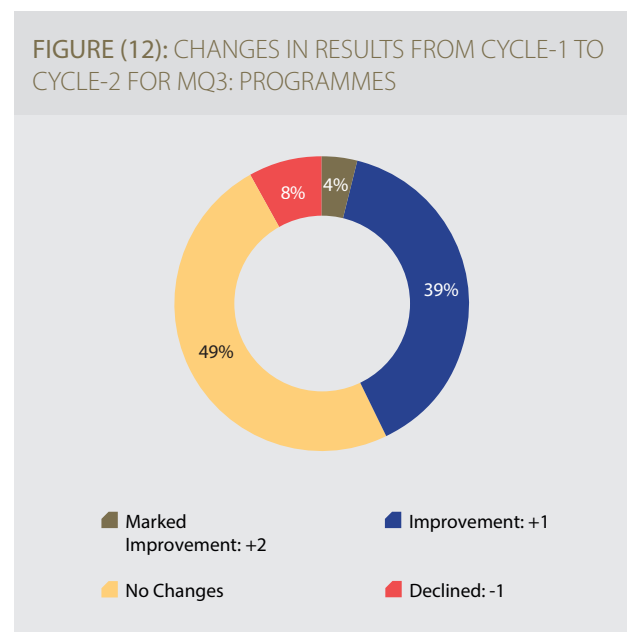
**FIGURE (11): GRADES AWARDED FOR PROGRAMMES FOR CYCLE-2 REVIEWS (ACCUMULATED FOR 93 PROVIDERS)**



Institutes tend to improve best in terms of programmes offered as shown in Figure (12). Over 43% of the providers, subjected to review in Cycle 1 and Cycle 2, have improved in relation to this main question. This improvement is mainly due to the broad range and the good balance between internally-designed and externally-accredited programmes that meet stakeholders' needs in addition to the effective assessment of local market needs. Most institutes adopt customised courses that meet clients' specific needs and provide a range and variety of additional

activities and materials to enrich the programmes. However, for further improvement, institutes need to establish systems to ensure that courses are regularly reviewed and updated.

**FIGURE (12): CHANGES IN RESULTS FROM CYCLE-1 TO CYCLE-2 FOR MQ3: PROGRAMMES**



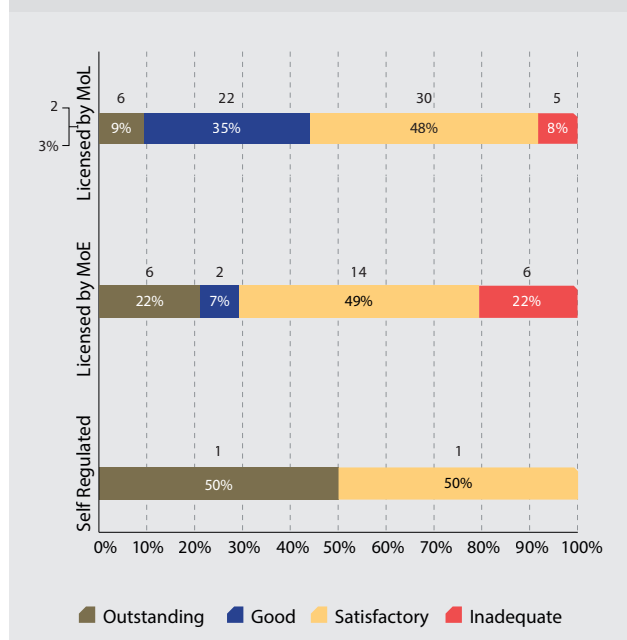
## LEARNERS' SUPPORT AND GUIDANCE

Judgements on this main question focus on the availability and effective support for course-related and personal matters, including initial advice and guidance, information about opportunities for future studies and employment, the quality and impact of the learning environment and the additional learning support available so that all learners achieve their potential.

For the 2013-2014 academic year reviews, in this main question, 14 out of the 15 MoL licensed providers were judged 'satisfactory' or better, while only one institute was judged 'inadequate'. Also 14 out of 20 MoE licensed providers received a 'satisfactory' judgement or better under this main question, where five institutes were judged 'outstanding'. On the other hand, six providers were judged 'inadequate'.

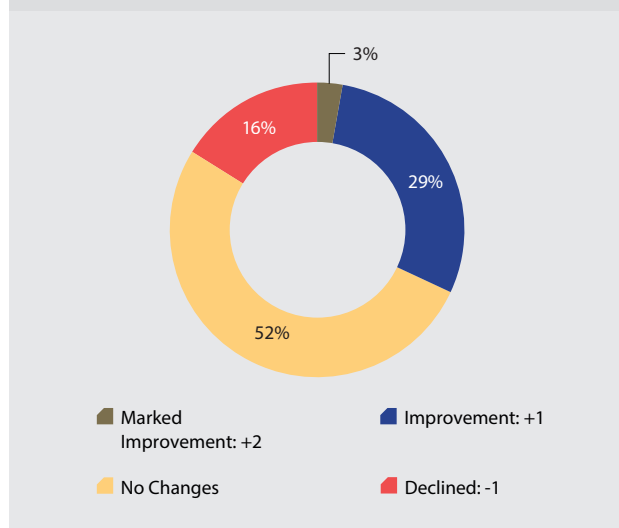
Figure (13) outlines all the grades awarded to institutes in the Cycle 2 reviews. It shows that 92% of the providers licensed by the MoL were awarded grades of 'satisfactory' or better, in which 44% were graded as 'good' or better. 78% of the providers licensed by the MoE were graded as 'satisfactory' or better.

**FIGURE (13): GRADES AWARDED FOR SUPPORT AND GUIDANCE FOR CYCLE -2 REVIEWS (ACCUMULATED FOR 93 PROVIDERS)**



When comparing the institutes' judgements for those reviewed in both Cycles 1 and 2, as shown in Figure (14), most of the institutes at least maintained their previous record, with 52% maintained their performance, in addition to 29% achieving one grade higher and 3% achieving two grades higher. Review outcomes indicate that institutes, in most cases, provide effective support and guidance to learners to help them achieve better, which has had a positive impact on their learning experience.

**FIGURE (14): CHANGES IN RESULTS FROM CYCLE-1 TO CYCLE-2 FOR MQ4: SUPPORT AND GUIDANCE**



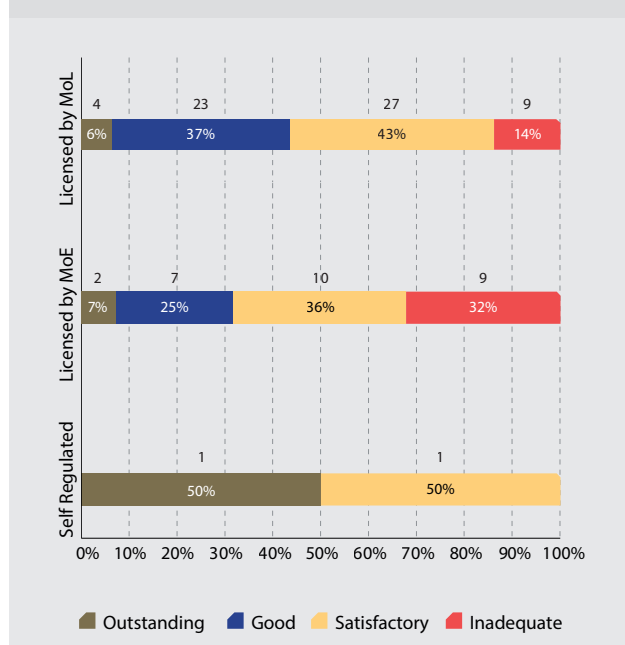
## EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

The quality of leadership supported by efficient management is central to the success of the provider. In coming to the judgement of this main question, reviewers evaluate the appropriateness and impact of the adopted structures and processes. They evaluate the ability of the provider's management team to ensure the quality of the provision and the impact on the achievement and success of learners. The reviewers also evaluate the health and safety measures taken to ensure that learners and staff study and work in a healthy, safe and secure environment.

During the 2013-2014 academic year, 87% of the providers licensed by the MoL reviewed, were awarded 'satisfactory' or better grades, of which 20% were graded 'good' or better. Out of the 20 MoE licensed providers reviewed during the same period, 60% were awarded 'satisfactory' or better grades, of which 40% were graded 'good' or better. One self-regulated institute was reviewed during the same period and received a 'satisfactory' judgement for this main question.

Figure (15) shows a summary of the outcomes of all Cycle 2 reviews conducted until the end of June 2014. Over 80% of providers received 'satisfactory' or better grades for the effectiveness of leadership and management. 86% of the providers licensed by the MoL were graded as 'satisfactory' or better, 43% of them received 'good' judgement or better. On the other hand, 68% of the providers licensed by the MoE were graded as 'satisfactory' or better.

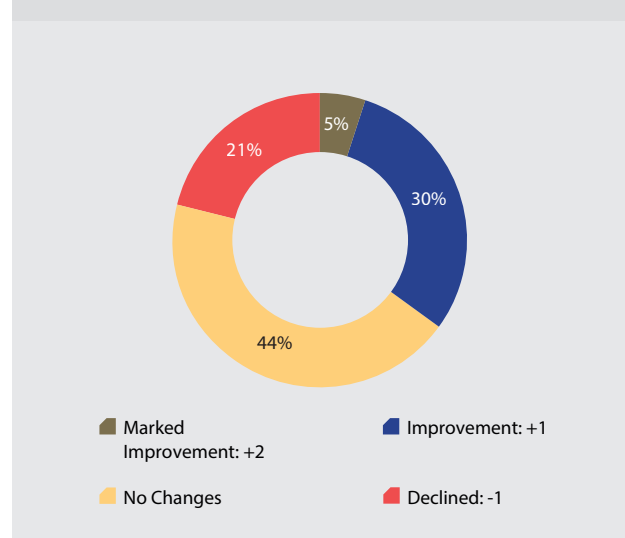
**FIGURE (15): GRADES AWARDED FOR LEADERSHIP AND MANAGEMENT FOR CYCLE -2 REVIEWS (ACCUMULATED FOR 93 PROVIDERS)**



The changes in grades for this main question for institutes reviewed in both Cycle 1 and Cycle 2 are shown in Figure (16). The leadership and management judgement has the largest drop in the grades awarded for the providers; 21%. Reasons for this decline include the lack of development of formal strategic plans which are focused on improving learners' achievement and the quality of the provision. Those plans should be implemented with proper action planning and a monitoring system. In addition, systems to analyse learners' prior attainment and achievement are either not established or not effectively utilised in

lesson planning to better accommodate learners' needs. Whilst high quality staff are recruited and effectively deployed in most of the reviewed institutes, not sufficient focus is devoted to training and learning and ensure that lesson observations are critical and informative to foster continuous improvement of training. Moreover, there is a lack of a quality assurance system to ensure continuous improvement of the quality of provision.

**FIGURE (16): CHANGES IN RESULTS FROM CYCLE-1 TO CYCLE-2 FOR MQ5: LEADERSHIP AND MANAGEMENT**



## AFTER THE REVIEW

Regardless of the outcome of the review, providers should prepare an action plan to address the recommendations published in the review report. The DVR provides appropriate feedback on its content, structure and coverage, particularly on whether it has comprehensively covered the report recommendations. This continues to be an effective means of following up on the review findings and assisting providers in their continuing efforts to improve their provision. In addition, those providers which were judged to be 'inadequate' for their overall effectiveness undergo up to two monitoring visits by the DVR to assess their progress and how effectively they are implementing their action plan and addressing the

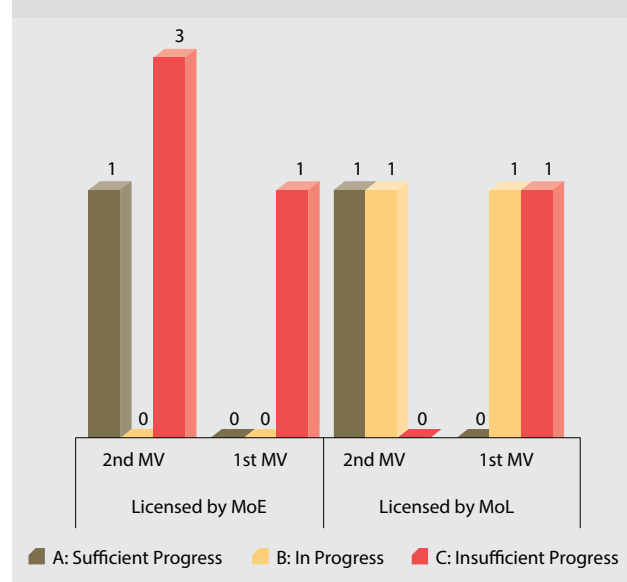


review recommendations and as preparation for their next review. An institute's progress is judged using a three point scale:

- A: Sufficient progress
- B: In progress
- C: Insufficient progress.

During the 2013-2014 academic year, three monitoring visits were conducted which make a total of nine monitoring visits in the whole Cycle and the outcomes are summarised in Figure (17). 44% of the providers have shown an improvement in addressing the recommendations of the review reports. These improvements are mainly due to the development of action plans with clear targets, time lines, allocated responsibility and which are implemented with continuous monitoring and follow-up by the leadership and management.

**FIGURE (17): GRADES AWARDED FOR MONITORING VISITS FOR ACADEMIC YEAR 2013-2014**



## CONCLUDING REMARKS

The outcomes of the reviews conducted in both Cycle 1 and Cycle 2 indicate a steady improvement in the quality of VET provision. A significant minority of providers have shown improvement in the quality of their provision and received improved grades in their Cycle 2 review. The improvement can be attributed to the enhanced quality assurance arrangements that impacted positively upon institutions' operations. However, there are a number of areas for development that are common to the different providers, as evident from the reviews conducted in Cycle 2. The following is a summary of the main areas.

Teaching and training is still an area for development. Most teaching and training are pitched towards the middle ability level of learners and do not accommodate their varying needs and in most cases is too trainer-centred. Although most institutes employ highly qualified trainers with relevant experience, they need to improve trainers' abilities to utilise a range of effective teaching and training techniques

Although most institutes have some form of operational plans, these are mostly general plans and not based on rigorous self-evaluation with strategic goals. Institutes need to develop a strategic planning process which is focused on improving learners' achievement and the quality of the provision. It should have clear key performance indicators and be linked to a good action planning and monitoring system.

Measuring learners' progress and achievement is an issue for most providers. Most institutes have introduced some measures to assess learners' prior attainment and conduct post-course assessment, however, those measure are not always rigorous. Institutes need to establish a system with clear criteria to evaluate and monitor learners' progress and achievement and effectively utilise its results to inform planning.

A quality assurance system has been introduced in some institutions; however, there is still room for improvement. A culture of internal quality assurance needs to be embedded to continuously improve processes and procedures in the institution. Cycle 2 reviews show a clear improvement in the quality of the self-evaluation as the gap between providers' grading and those of the review appears to be closing. Nevertheless, the self-evaluation of some providers should be more critical and have evidence-based evaluation, which highlights priorities of improvements.

As part of its responsibilities in spreading the culture of quality assurance and continuous improvement, the DVR held its 3<sup>rd</sup> biennial forum entitled: 'Towards Better Vocational Education and Training'. The forum included speeches, case studies and group activities. In addition to the QQA speakers, the Directorate invited local and international speakers who delivered the following presentations: 'Directorate of Vocational Review – Way forward', 'Shifting to a Learning Outcomes Approach -Implementation within VET', 'Towards Greater Credibility & Recognition: The National Qualifications Framework (NQF)', 'National Occupational Standards for the Kingdom of Bahrain – Concept, Approach, Benefits - Occupational Standards Project', 'From Trainer-Centered To Trainee-Centered Approach'; 'Towards Competency Based Training'. The forum was held on 7 November 2013 with more than 100 participants representing 49 providers. An analysis of the participants' feedback indicated that the forum was highly successful in achieving its objectives.

# THE DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS





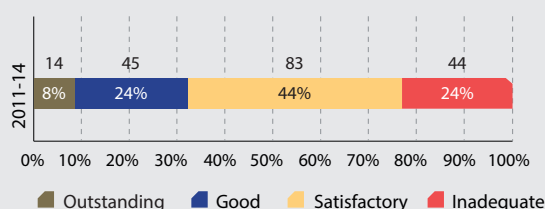


## INTRODUCTION

The Directorate of Government Schools (DGS) is responsible for reviewing, monitoring and reporting on the quality of education in Bahrain's Government schools in accordance with the Review Framework and Guidance, identifying schools' strengths and areas for improvement based on the International best practices.

During the academic year 2013-2014, the Directorate of Government Schools Reviews (DGS) conducted reviews and identified strengths and areas for improvement in 73 schools. This brings the number of government schools reviewed so far in this second national cycle (Cycle 2) to 186 out of a total of 206 government schools, as illustrated in Figure (18). This cycle of reviews is expected to be completed by the end of December 2014. Four of the 206 schools opened in Cycle 2, therefore they were not subject to a previous review.

**FIGURE (18): OVERALL EFFECTIVENESS – OVERVIEW OF 186 GOVERNMENT SCHOOLS REVIEWED IN CYCLE 2**



This report compares the performance of the schools reviewed in Cycle 2 with their performance when they were reviewed during the first cycle (Cycle 1) between 2008 and 2011. It also explains the progress being made by 14 government schools that were considered to be 'inadequate' when reviewed in Cycle 2 and which received monitoring visits during 2013-2014.

The reviews are conducted in line with the Review Framework and Guidance. The reviews focus on evaluating the standards and the quality of the students' learning outcomes, which includes: first: the students' academic achievement, their personal development and second: the

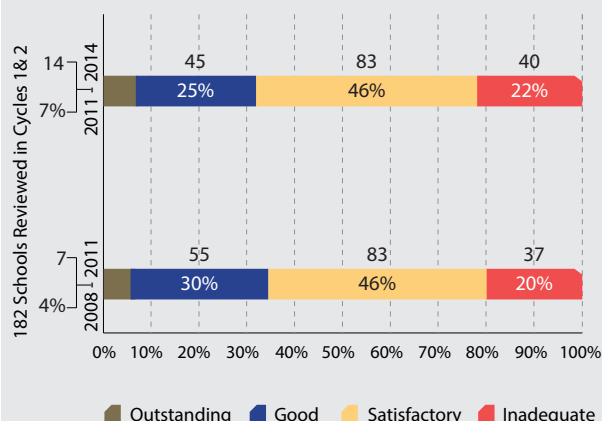
schools' educational provision, which includes the quality of teaching and learning, curriculum implementation and enrichment, and the quality of support and guidance. Third: the quality of a school's leadership, management and governance is reviewed. Overall effectiveness and capacity to improve are rated according to a four point scale: 'outstanding', 'good', 'satisfactory' and 'inadequate'.

After the review, recommendations are provided to 'outstanding' schools to encourage them to maintain and enhance their high level of effectiveness and share their best practices within the school and amongst other schools. Schools that are judged as 'good' or 'satisfactory' are given clear prioritised recommendations for further improvement. Schools that are judged as 'inadequate' are subject to additional monitoring visit/s, where the progress they have made towards meeting the recommendations given in their review report is assessed by a monitoring team within six months to a year after the review.

## OVERALL EFFECTIVENESS

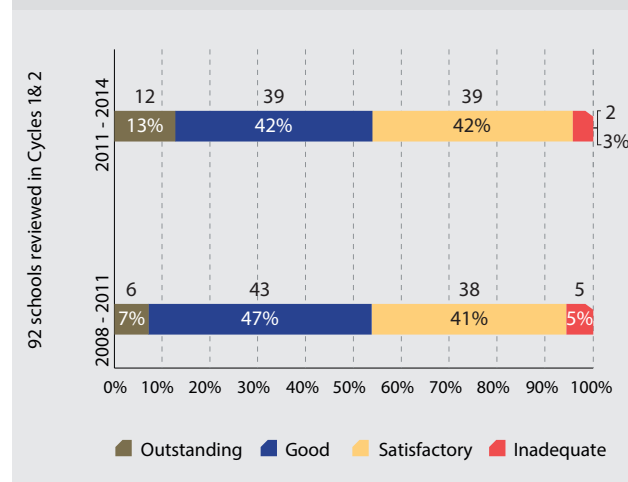
The overall effectiveness of government schools that have been reviewed in both Cycle 1 and Cycle 2 is illustrated in Figure (19).

**FIGURE (19): OVERALL EFFECTIVENESS - COMPARING 182 SCHOOLS REVIEWED IN CYCLE 1 AND CYCLE 2**

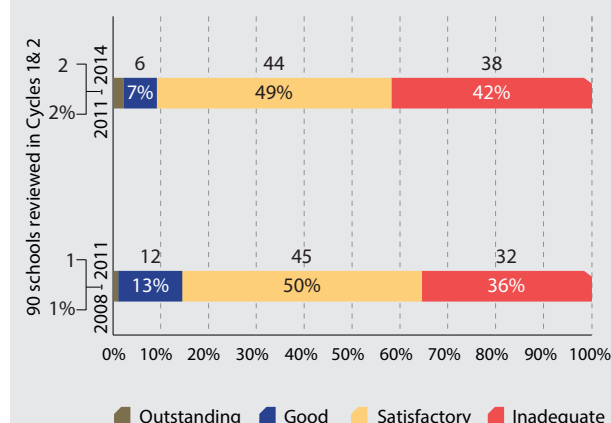


The trend of improvement has been retained in the 'outstanding' schools amongst the 182 schools reviewed in Cycle 2. However, the decline in the number of 'inadequate' schools was not witnessed in this academic year. Around 20% of the schools are rated as 'inadequate' in both cycles, which impacted the rate of the schools' reported progress. Additionally, the girls' schools maintained their positive progress over the boys' schools. They achieved a 6% increase in the 'outstanding' schools rating and experienced a 2% drop in the 'inadequate' schools rating, whereas the boys' schools slightly regressed with a 6% increase in the number of 'inadequate' schools. Figures (20) and (21) demonstrate the positive progress of 92 girls' schools, while the improvement efforts of the 90 boys' schools have not met the desired expectations.

**FIGURE (20): OVERALL EFFECTIVENESS - COMPARING 92 GIRLS' SCHOOLS IN CYCLE 1 AND CYCLE 2**



**FIGURE (21): OVERALL EFFECTIVENESS - COMPARING 90 BOYS' SCHOOLS IN CYCLE 1 AND CYCLE 2**

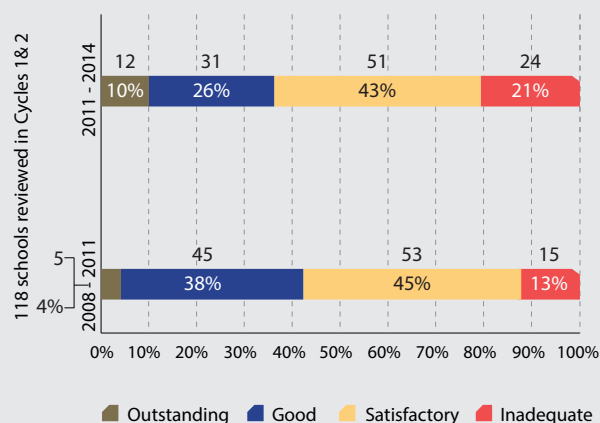


Progress in the different school stages\* varied during the academic year 2012-2013 reviews. As illustrated in Figure (22), the primary sector maintained the best ratio of 'outstanding' schools among the other sectors. When compared to Cycle 1 the increased number of 'inadequate' schools in Cycle 2 raises some concerns regarding the sustainability of the improvement efforts in those schools. The intermediate sector is still causing concerns as well. With a slight increase in the number of 'inadequate' schools, one-third of the intermediate schools were judged as 'inadequate', 43% were judged as 'satisfactory' and only 3% were judged as 'outstanding', as Figure (23) indicates. An intervention plan is required if the situation is to improve. Improvement efforts in the secondary sector are reflected in the significant drop of 'inadequate' ratings in secondary schools, as shown in Figure (24).

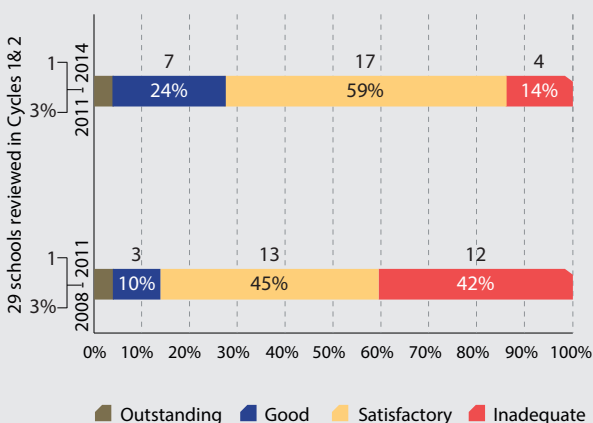
\* Note: Al-Gudhaybiya Primary Intermediate Boys School and Hamad Town Intermediate Secondary Girls School are not included as their stage was changed to intermediate school in Cycle 2.



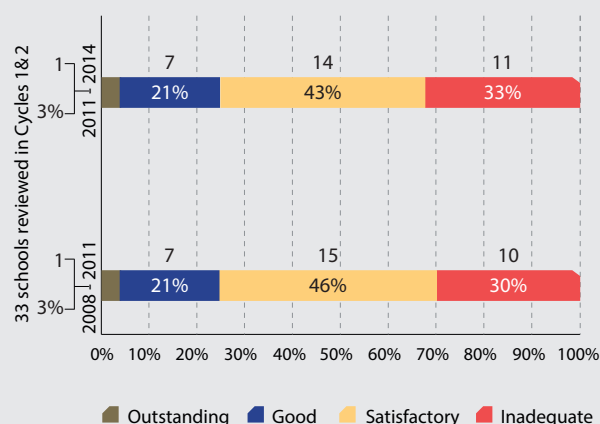
**FIGURE (22): OVERALL EFFECTIVENESS - COMPARING 118 PRIMARY SCHOOLS (INCLUDING PRIMARY-INTERMEDIATE) IN CYCLE 1 AND CYCLE 2**



**FIGURE (24): OVERALL EFFECTIVENESS - COMPARING 29 SECONDARY SCHOOLS (INCLUDING INTERMEDIATE-SECONDARY) IN CYCLE 1 AND CYCLE 2**



**FIGURE (23): OVERALL EFFECTIVENESS - COMPARING 33 INTERMEDIATE SCHOOLS IN CYCLE 1 AND CYCLE 2**



The overall effectiveness reported in this report conforms to last year's reported results, where the girls' schools out-performed the boys' schools. This is an issue that needs to be addressed, as it is becoming a source of national concern. The improvement efforts invested in the secondary schools seem to be working positively, but not in the intermediate schools. Generally, 22% of all the schools are still rated as 'inadequate'. Several schools reported a drop in their ratings, while some reported an improvement. However, the results indicate that schools face difficulty in sustaining the impact of their improvement efforts for different reasons that are discussed in relation to each aspect.

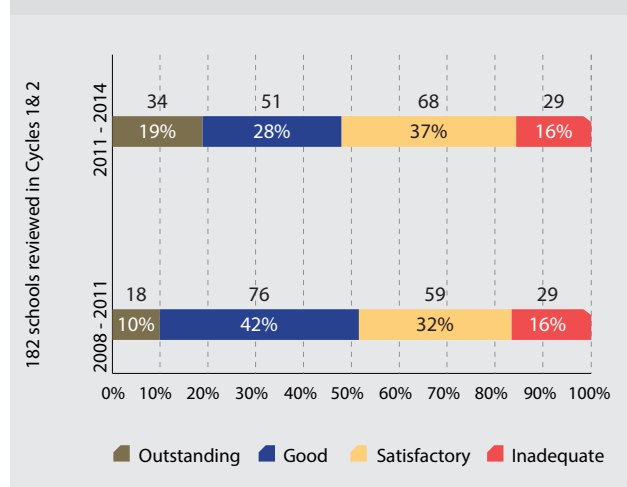
## CAPACITY TO IMPROVE

The school's ability to read its history, analyse its current challenges and circumstances and conclude with effective solutions and practices, is what forms the judgement of its capacity to improve. The management's ability to establish an effective evaluation process linked to a strategic direction that focuses on improvements and

performance monitoring are indicators that are considered when assessing the school's capacity to improve.

As shown in Figure (25), schools with an 'outstanding' and 'good' capacity to improve, which are nearly half of the schools reviewed in Cycle 2, demonstrated that a culture of self-evaluation is rooted in the school's daily practices, is formed during the year, and is authentic and rigorous. Still, after this academic year's reviews, the percentage of schools in Cycle 2 with an 'outstanding' capacity is better than the percentage of schools that received that rating in Cycle1. However, 16% of the schools that were judged as 'inadequate' capacity to improve which was mainly attributed to inaccurate self-evaluation and strategic planning.

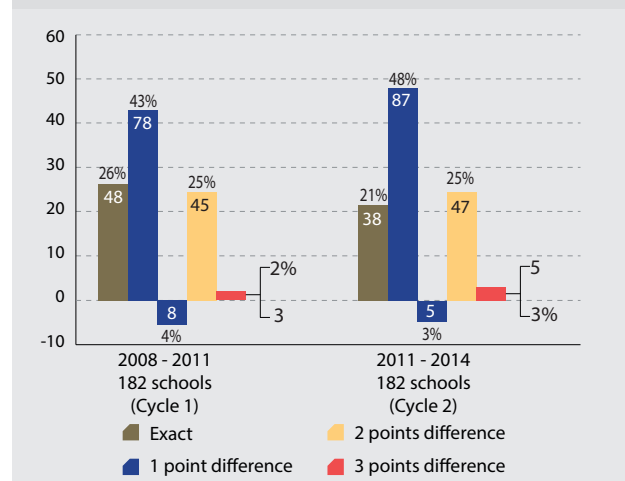
**FIGURE (25): THE SCHOOLS' CAPACITY TO IMPROVE - COMPARING 182 SCHOOLS REVIEWED IN CYCLE 1 AND CYCLE 2**



As accurate self-evaluation is a pre-requisite prior to review and is required by the DGS according to the Review Framework and Guidance, Figure (26) indicates the pattern disparity between the schools' self-evaluation form (SEF) and the review teams' judgements, with only a 21% exact match. While about half of the schools are

being judged based on a single grade of variance, more than one-quarter of them are being judged based on two or more grades.

**FIGURE (26): COMPARISON BETWEEN JUDGEMENTS IN SEFs AND GRADES IN CYCLE 1 AND CYCLE2**

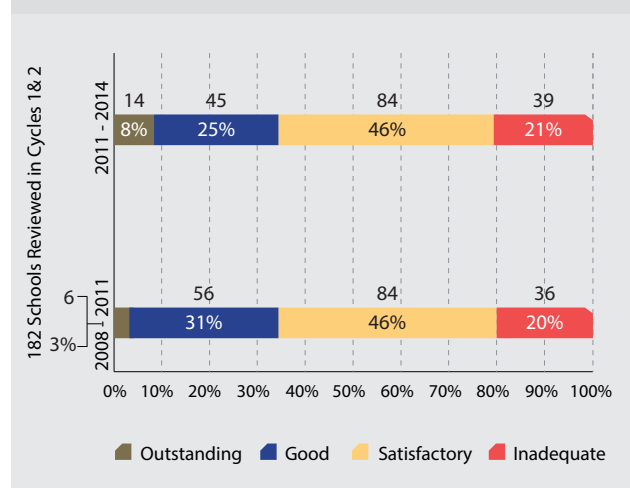


The review reports indicate that the concept of self-evaluation is well-received in government schools. However, its implementation still needs to be improved if improvement efforts are to be utilised and significantly reflect the schools' performance. A better understanding of the Review Framework and Guidance criteria is still needed in order to decrease the disparity in judgements between the schools and the review teams. Moreover, even though external support contributed strongly to furthering the schools' progress, in some cases, a focus on the effectiveness and impact was lacking.

## STUDENTS' ACADEMIC ACHIEVEMENT

When evaluating achievement, the students' standards of academic excellence and progress are evaluated. This includes the students' attainment in external examinations, such as the Ministry of Education (MoE) and the Directorate of National Examinations (DNE) at the National Authority of Qualifications and Quality Assurance for Education and Training (QQA), and their performance on the internal tests set by the school. Observations of lessons also provide an account of the students' performance and the progress they have made. When these are combined with scrutinising the students' work, a fair achievement judgement is reached. The students' achievement improved in Cycle 2 in terms of the 'outstanding' schools, while it remained nearly the same as Cycle 1 in the 'satisfactory' and 'inadequate' schools, as illustrated in Figure (27).

**FIGURE (27): ACADEMIC ACHIEVEMENT - COMPARING 182 SCHOOLS REVIEWED IN CYCLE 1 AND CYCLE 2**



Inconsistency still exists between the results achieved in both the schools' internal tests and the external examinations by the MoE or the QQA. In many cases, in schools judged 'satisfactory' or 'inadequate', the standards

of internal tests do not match the students' achievement levels or the expected standards. When the review teams examine the students' work or observe their learning, the quality does not match the students' standards reported from the test results or the standards observed in the classroom, leading to a mismatch between the schools' judgements of an important element of achievement, which will accordingly impact their strategic planning focusing on one of the two main outcomes, namely: academic achievement. Even though pre-assessment is taking place in almost all the schools, the results of those assessments must still be effectively utilised and used as a reference point from which to judge the students' progress.

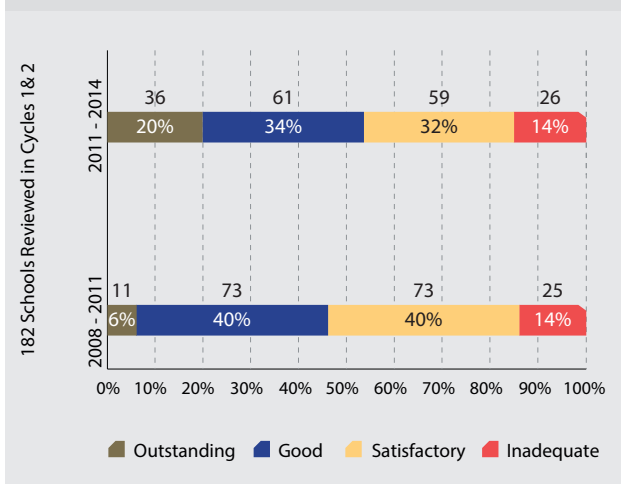
When achievement was observed by review teams in the classroom, the students performed better in mathematics, Arabic and science lessons than in English lessons. The lowest percentage of 'inadequate' lessons was reported for the Arabic lessons, while the English lessons were judged to be the most 'inadequate'. Students' skills continue to be weaker when problem solving and critical thinking are required, and they are stronger when knowledge recall and memorisation are required.

## STUDENTS' PERSONAL DEVELOPMENT

Improvement efforts are having a faster and more visible impact on the students' personal development. Improved attendance rates, increased motivation and confidence, adoption of the characteristics of citizenship and participation in school life resulted in 54% of the schools in Cycle 2 being judged as 'good' or better. It also resulted in a distinct increase in the proportion of schools being judged as 'outstanding'; 20% in the 182 reviewed schools in Cycle 2 compared to only 6% in Cycle 1, as illustrated in Figure (28). Despite this improvement, in 14% of the reviewed schools, students' personal development remains 'inadequate'.



**FIGURE (28): STUDENTS' PERSONAL DEVELOPMENT - COMPARING 182 SCHOOLS REVIEWED IN CYCLE 1 AND CYCLE 2**



Where personal development is reported as 'inadequate', insufficient parental support, the students' commitment to higher stages of education, students' motivation to learn and lack of punctuality were all evident. In limited cases, rules and regulations were not enforced sufficiently, which contributed to a reduced feeling of safety and security at schools. While in schools that were rated 'outstanding' or 'good', a positive attitude, a high level of engagement and commitment, and greater links to external communities were reported and supported by more appealing teaching and learning strategies and an enriched curriculum.

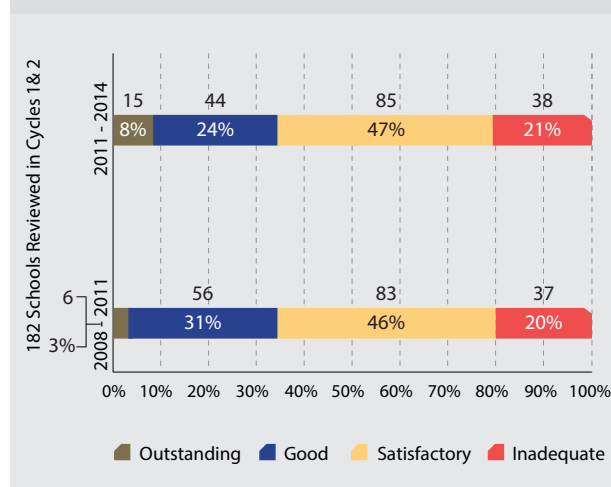
### EFFECTIVENESS OF TEACHING AND LEARNING

Classroom observation is the key source when judging teaching and learning. The reviewers focus on the teachers' effectiveness in enabling learning in general, including their assessment for learning, classroom and time management skills.

Even though a slight improvement in the 'outstanding' lessons is maintained, two-thirds of the lessons continue

to be 'satisfactory' or 'inadequate', as shown in Figure (29). The most common shortcomings reported by reviewers when observing lessons are low teachers' expectations, which leads to a lower level of lesson planning (differentiation is rarely implemented in those lessons even if planned), an insufficient number of challenging activities, and more lower order thinking. In those lessons, discipline is still measured by passive compliance and there is less promotion of a positive learning environment. Even when a group learning style is adopted, it is not being implemented effectively, leading to the lesson plans not being achieved. Independent learning skills are not being appropriately developed as a result of lower level activities and the lack of problems solving.

**FIGURE (29): EFFECTIVENESS OF TEACHING AND LEARNING - COMPARING 182 SCHOOLS REVIEWED IN CYCLE 1 AND CYCLE 2**



Better examples of excellence do exist in 'good' and 'outstanding' lessons, whereas students are constantly being challenged to meet or exceed expectations by using problem solving strategies and promoting critical thinking. Students are actively engaged and motivated to learn due to a variety of learning exercises and effective management techniques. The different abilities of the students are being considered. Further assessment of, and for, learning is utilised to help identify the steps that should be taken while offering constructive feedback.

The relationship between the quality of teaching and learning and the teachers' mastery and skills is strong and will impact the students' achievement. The trend reported in previous reports of teaching remains the same: it is at its best in the first three years of primary school education. Furthermore, in 'satisfactory' schools, pockets of 'outstanding' and 'good' teaching practices have been identified; however, these are not shared within a department or across the school.

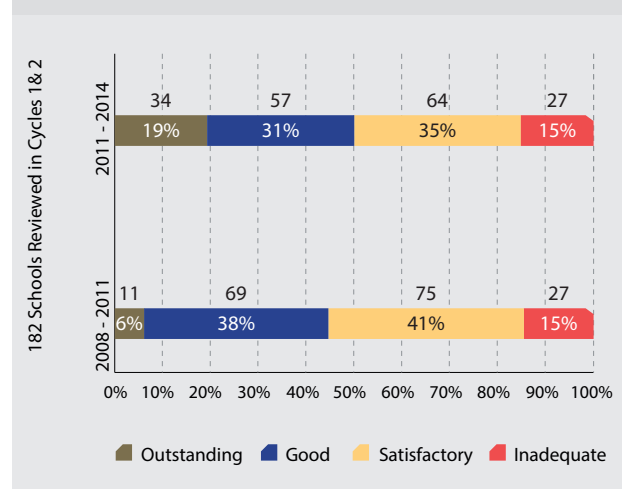
### CURRICULUM IMPLEMENTATION AND ENRICHMENT

Curriculum implementation remains a strong feature in government schools. The focus of that judgement is not on the textbooks provided by schools; rather, it is on how effectively the schools' efforts are able to enrich the students' learning and personal development and promote their skills by providing a wide range of learning and development experiences.

Curriculum implementation was found to be 'good' or 'outstanding' in 50% of the schools in Cycle 2 compared to 44% of the schools in Cycle 1, as shown in Figure (30). Efforts related to enriching curriculum implementation and enhancement are considered to be a contributing factor to the 5% increase in the percentage of 'outstanding' quality of teaching and learning as illustrated in Figure (29). However, 15% of schools has been judged as 'inadequate', as the focus of enrichment efforts was overly invested

in improving the physical environment, rather than developing extra-curricular activities outside lessons and activities during lessons that schools provide to extend the core curriculum.

**FIGURE (30): CURRICULUM IMPLEMENTATION AND ENRICHMENT - COMPARING 182 SCHOOLS REVIEWED IN CYCLE 1 AND CYCLE 2**

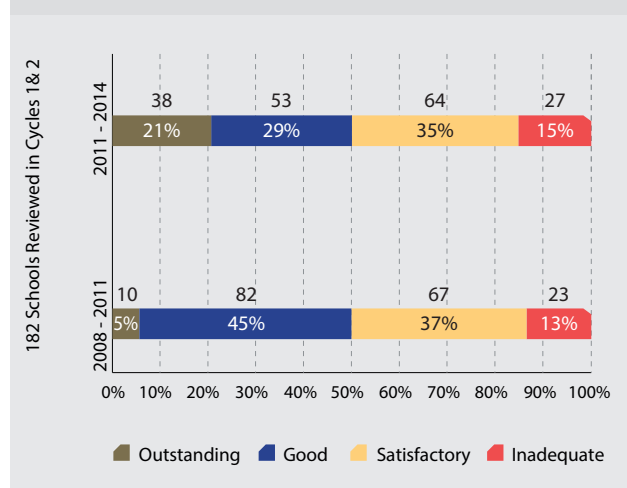


The schools seem to do better at keeping the curriculum under consistent review, utilising resources and developing the students' understanding of their rights and responsibilities. On the other hand, the links between learning experiences across subjects remain a challenge for many schools, especially in intermediate and secondary schools. The physical environment of government schools is appropriate and conducive for learning in general; however, a few of the schools are still short of laboratories or sport halls. Programmes that prepare students for their next stage of education or for the workplace are effective in the 'outstanding' or 'good' schools.

## STUDENTS' SUPPORT AND GUIDANCE

Another positive feature of government schools is their efforts to support and guide students. Half of the schools reviewed provide 'outstanding' or 'good' support and guidance to their students. Support and guidance for the students' academic achievement continue to be less effective than support and guidance for their personal development, which directly contributed to the increase in the number of the 'inadequate' ratings for this aspect in Cycle 2. Efforts to support the students' learning needs inside the classroom proved to be less effective, which is linked to the challenges associated with differentiation in teaching and learning in the lessons rated as 'satisfactory' or 'inadequate'. In some cases, the students' feelings of intimidation or of being unsafe affected the aspect's rating. Generally, the trend of improvement in the level of support and guidance remains about the same when comparing Cycle 1 and Cycle 2, as shown in Figure (31).

**FIGURE (31): STUDENTS' SUPPORT AND GUIDANCE - COMPARING 182 SCHOOLS REVIEWED IN CYCLE 1 AND CYCLE 2**



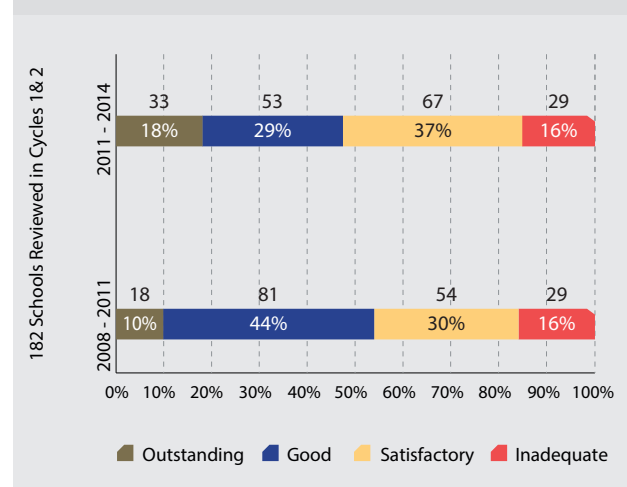
The support and guidance offered to students to induce them to participate in school life is an area of strength. The help offered to support students when they are facing personal difficulties is better than the help offered when they face academic difficulties, especially during lessons. In order for schools to improve this aspect, teachers should

make better use of the records of their students' academic needs and progress when they plan their lessons. This will positively influence the progress of students' with different abilities and enhance their engagement during lessons; in turn, this will impact the quality of teaching and learning. The support and guidance practices reported in 'outstanding' government schools need to be shared in order to maximise their positive impact.

## EFFECTIVENESS OF LEADERSHIP, MANAGEMENT AND GOVERNANCE

The schools' leadership is a key player in the improvement of the school. This aspect is judged based on the leadership's capacity to build a culture of shared vision, according to an accurate evaluation of its reality and a clear strategic direction that focuses on improving the students' achievement academically and personally. Even though schools' 'outstanding' leadership in Cycle 2 is better than it was in Cycle 1, as illustrated in Figure (32), more than half of the schools were judged as having 'satisfactory' or 'inadequate' leadership. The reasons for this are linked to the schools' ineffective processes for self-evaluation, strategic planning and following up the impact of professional development on learning process.

**FIGURE (32): EFFECTIVENESS OF LEADERSHIP - MANAGEMENT AND GOVERNANCE - COMPARING 182 SCHOOLS REVIEWED IN CYCLE 1 AND CYCLE 2**





Although almost all of the schools have written vision and mission statements that focus on achievement, there was no compelling evidence on whether those statements had an actual impact in the declining schools. Additionally, the review teams report some instability in the senior and middle management positions in schools where the principals and vice principals had only been in their positions for less than a year. A similar situation is applicable to the movement of teachers as, in some cases, the percentage of new teachers during the academic year 2013-2014 exceeded 45%. It is understandable that staffing changes are inevitable; however, effective senior leaders need time to implement sustainable improvement, especially in schools that are struggling. Shortages in senior teachers were reported in many of the schools that were rated as 'satisfactory' or 'inadequate'. The leadership in 'outstanding' schools was characterised by a sharp focus on classroom instruction with a high awareness of the students' and teacher's needs. Moreover, those schools provided strong professional development for teachers, which had a remarkable impact on classroom practices. Different effective styles of leadership in government schools were reported, including instructional and distributed leadership. In addition, in schools that were rated 'outstanding' or 'good', strong and engaged middle management contributed immensely to the schools' improvement.

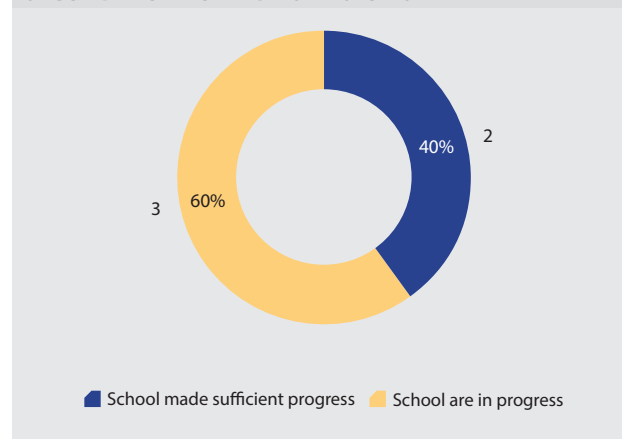
## MONITORING VISITS OF SCHOOLS PREVIOUSLY JUDGED 'INADEQUATE'

In the case of schools where the overall effectiveness is 'inadequate', the DGS undertakes monitoring visits within six months to a year after the review to assess the schools' progress towards addressing the areas identified as being in need of improvement. In 2013-2014, 14 schools that were rated as 'inadequate' received monitoring visits.

As shown in Figure (33), five schools that were rated as 'inadequate' in the academic year 2013-2014 received a second monitoring visit. Two (40%) of those schools

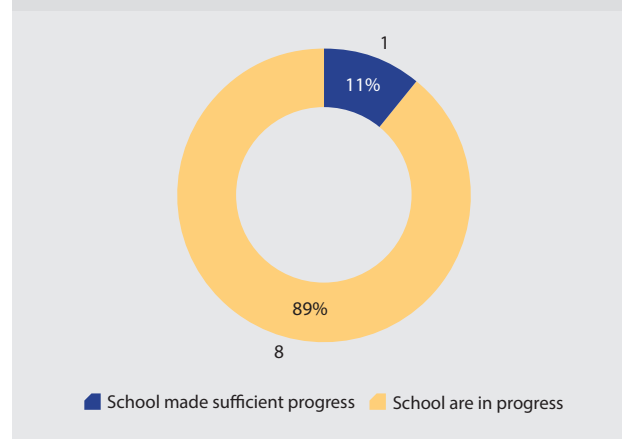
had made sufficient improvement and three (60%) were making progress. After receiving two monitoring visits, these schools are once more included in the next cycle of school reviews.

**FIGURE (33): GOVERNMENT SCHOOLS JUDGED 'INADEQUATE' DURING CYCLE 2 - PROGRESS AT THEIR SECOND MONITORING VISIT 2013-2014**



The other nine schools that were judged 'inadequate' in the academic year 2013-2014 in Cycle 2 received their first monitoring visit. One of those schools (11%) had made sufficient progress. The other eight schools (89%) were making progress and will receive a second monitoring visit in the academic year 2014-2015, as shown in Figure (34).

**FIGURE (34): GOVERNMENT SCHOOLS JUDGED 'INADEQUATE' DURING CYCLE 2 - PROGRESS AT THEIR FIRST MONITORING VISIT 2013-2014**



## CONCLUDING REMARKS

Even though the percentage of 'outstanding' schools is better in Cycle 2 than it was in Cycle 1, the increase in the percentage of 'inadequate' schools is higher than expected. This will slow the rate of progress that is required if the Bahrain's Economic Vision 2030 targets are to be met. To keep up with international aspirations, the nature of the change that is needed in education quality and improvement is systemic and consistent. Therefore, continuous improvement in self-evaluation is considered to be one of the best exercises for change management. Accordingly, the schools' improvement efforts should focus on setting targets, determining priorities and deciding on the type of support that is needed. These will reflect on the schools' overall effectiveness and capacity to improve.

While the number of 'inadequate' girls' schools increased with the academic year 2013-2014, the gap in performance between boys and girls remains wide. A new set of appropriate measures and actions is required in order to breach this gap. Moreover, the situation in the intermediate schools needs to be evaluated and addressed. An effective policy for transforming and sharing the practices used in government schools that are identified as being 'outstanding' or 'good' would be helpful; however, that policy must also consider different social and environment contexts.

For these improvement efforts to be sustained, greater stability in leadership positions is needed; and, immediate focus should be placed on instructional leadership to ensure improvement. In addition, professional development efforts in schools could contribute to reaching the minimum threshold of 'satisfactory'. If planned according to the teachers' needs, and monitored with constructive feedback, those efforts will impact classroom practices and, accordingly, they will have a positive effect on the students' achievement.

Finally, as a main outcome, progress in the students' academic achievement is positive in schools that are rated 'good' or 'outstanding'. However, when compared to the overall progress of the students' personal development, the improvements do not meet expectations. Greater attention to internal tests would help improve achievement standards. Robust and transparent quality assurance arrangements, with a balanced focus placed on operations and paperwork will directly help the schools' efforts towards implementing and maintaining sustainable improvements.

THE DIRECTORATE OF PRIVATE SCHOOLS  
& KINDERGARTENS REVIEWS







## INTRODUCTION

The Directorate of Private Schools & Kindergartens Reviews (DPS) is responsible for reviewing, monitoring and reporting on the quality of education in Bahrain's private schools and kindergartens in accordance with the Review Framework and Guidance which is applicable to both private and government schools. Both directorates, the DPS and the DGS, apply the same criteria in making judgements based on best international practices, identifying schools' strengths and areas for improvement. (See the introduction to the DGS for details about the Review Framework and Guidance and the procedures used.)

During 2013-2014, the DPS conducted reviews and identified strengths and areas for improvement in 18 schools. Private schools are in their first national cycle of reviews which is expected to be completed in the end of December 2014, with the total number of private schools that have been reviewed since the commencement of Cycle 1 in September 2011 being 53. The vast majority of private schools reviewed are of mixed gender.

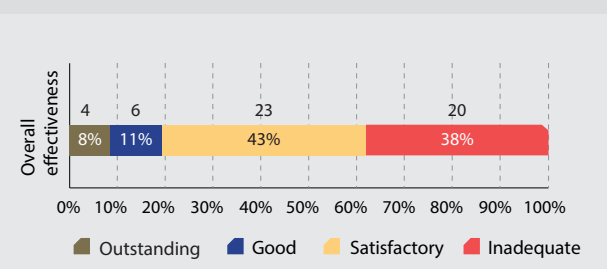
This report analyses the performance of the private schools reviewed till May 2014 in Cycle 1 and explains the progress being made by nine schools that were 'inadequate' when reviewed, and have subsequently received the required additional monitoring visit during 2013-2014.

## OVERALL EFFECTIVENESS

The current position with regard to the overall effectiveness of the 53 private schools reviewed, illustrated in Figure (35), shows that the proportion of 'good' and 'outstanding' schools is only 19%, whereas 43% are judged as 'satisfactory' and 38% as 'inadequate'. This high proportion of 'inadequate' schools represents a serious challenge to the improvement of national education in Bahrain within the scope of private education. 'Good' overall effectiveness or better often appears to be closely linked to those schools

with higher levels of resourcing. This quality extends to the leadership teams where efforts are focused on the core purposes of teaching and learning so that effective strategies are secured in raising outcomes, particularly in terms of students' academic achievement and their personal development.

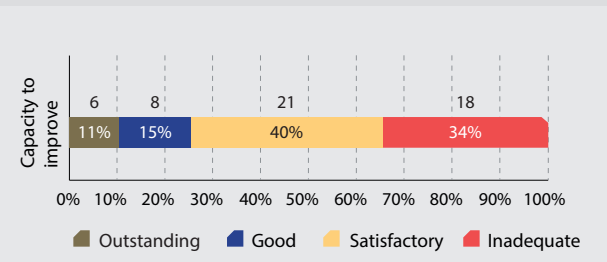
**FIGURE (35): OVERALL EFFECTIVENESS - 53 PRIVATE SCHOOLS**



## CAPACITY TO IMPROVE

As shown in Figure (36), the majority of private schools reviewed have the capacity to improve their performance from within their own resources, whereas more than a third of schools do not have that capacity. It is this latter group with inadequate capacity to improve that causes most concern, mainly because it is uncertain as to where these schools will draw the support to make the necessary improvements. Each school's review report highlights clear recommendations, with specified priorities for improvement. These recommendations are highly significant in providing strategic direction for improving and developing capacity.

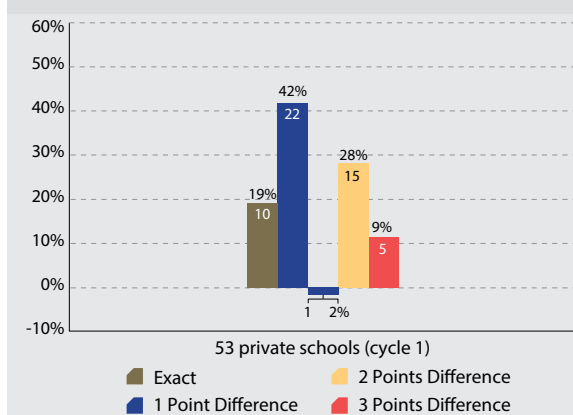
**FIGURE (36): CAPACITY TO IMPROVE - 53 PRIVATE SCHOOLS**



An important dimension of schools showing at least 'satisfactory' capacity to improve is their ability to self-evaluate themselves clearly in their self-evaluation forms (SEFs).

As with government schools, private schools' beliefs about their performance remain highly at variance with the DPS judgements. Figure (37) indicates the mismatch between the schools' own judgements and those of the DPS. Almost two thirds of schools self-evaluate accurately and within acceptable limits of one grade difference from the judgements made by reviewers. However, over one-third of schools reflect too little understanding of the standards expected, and variances between their self-evaluation and DPS judgements are at two and even three grades differences in 37% of reviewed schools.

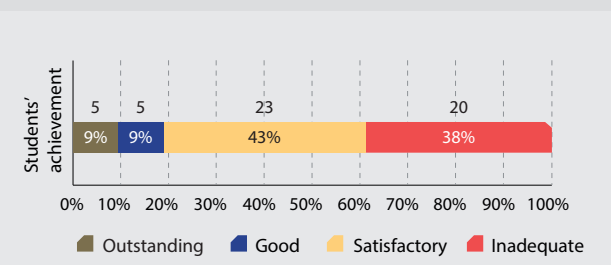
**FIGURE (37): Schools' Self-Evaluation and Review Report Comparison**



### STUDENTS' ACHIEVEMENT IN THEIR ACADEMIC WORK

Figure (38) illustrates that in the first cycle of private school reviews 10 of the 53 schools have students' academic achievement judged as 'good' or better. The twenty schools where academic achievement is 'inadequate' need serious attention to bring about improvement. The quality of students' attainment and the standards of their work in classrooms are often not as high as indicated by internal test and examination results.

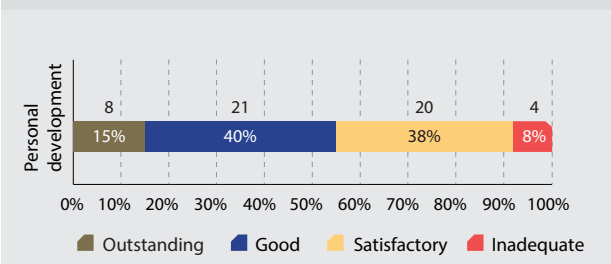
**FIGURE (38): STUDENTS' ACADEMIC ACHIEVEMENT - 53 PRIVATE SCHOOLS**



### STUDENTS' PERSONAL DEVELOPMENT

In terms of students' personal development, Figure (39) shows that over half of the private schools secure at least 'good' levels of students' personal development. Students demonstrate their ability to work well together when offered appropriate opportunities by teachers, but too often the teaching situations provided are too limited. In such circumstances, many students tend to perform at a personal level lower than that of which they are capable. Those students fail to make sufficient use of their potential and initiative due to lack of motivation provided by the teachers.

**FIGURE (39): STUDENTS' PERSONAL DEVELOPMENT - 53 PRIVATE SCHOOLS**



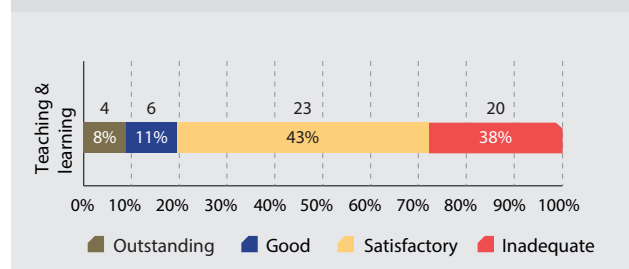


## EFFECTIVENESS OF TEACHING AND LEARNING

The quality of teaching and learning is directly linked to its impact on students' academic achievement. Figure (40) shows that there is considerable room for improvement in teaching and learning in well over 80% of the 53 private schools reviewed, seriously so in almost one-third of the reviewed schools. In the schools judged 'good' and better, the interplay of effective teaching and learning with a relevant curriculum contributed to the high achievement reported. Teaching is underpinned by accurate assessment and leadership and management ensure close support for individual students. In 'inadequate' lessons, the needs of the majority of learners are not adequately met. There is insufficient challenge for the higher attaining students and not enough support for those who require more assistance. Where teaching is 'satisfactory', progress is made, but students' independent learning skills are not promoted enough.

## CURRICULUM IMPLEMENTATION AND ENRICHMENT

**FIGURE (40): TEACHING AND LEARNING - 53 PRIVATE SCHOOLS**

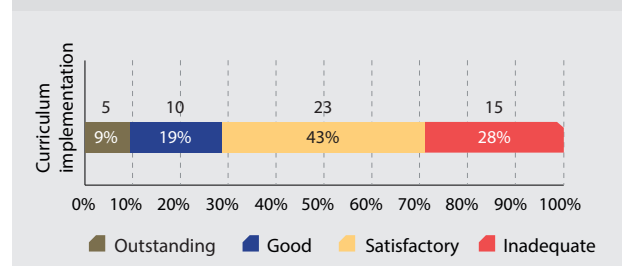


## CURRICULUM IMPLEMENTATION AND ENRICHMENT

Private schools have greater freedom in their choice of curriculum, with a wide variety of different international curriculum models being offered and adapted to meet the needs of students studying in Bahrain. The quality of curriculum implementation and enrichment broadly reflects the judgements in the other aspects of teaching and learning and the schools' overall effectiveness –

where these are 'good' or better. Extra-curricular activities generally enhance the curriculum, and are implemented effectively in all schools except the lower performing ones. Figure (41) shows that 28% of schools are 'inadequate' in this aspect of curriculum implementation. This situation still causes serious concern, especially in the weakest schools.

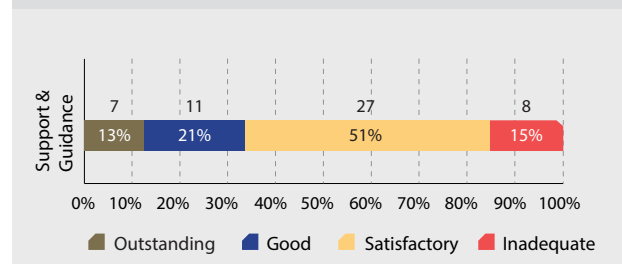
**FIGURE (41): CURRICULUM IMPLEMENTATION AND ENRICHMENT - 53 PRIVATE SCHOOLS**



## STUDENT SUPPORT AND GUIDANCE

Support and guidance for students is not matching the outcomes students achieve in their personal development. General support and guidance around the school are often given with more depth of thought and perception that is not solely confined to the classroom teaching situations. Nevertheless, students are cared for and guided to at least a 'satisfactory' level in 85% of schools, as shown in Figure (42). Nevertheless, support and guidance is unacceptable and urgent action to bring about improvement is necessary in the 15% of schools where this aspect is judged 'inadequate'.

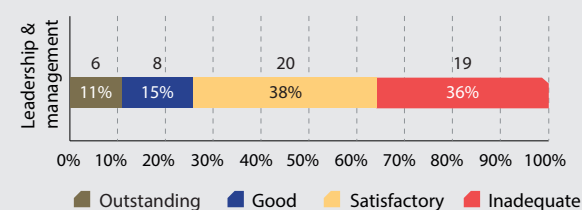
**FIGURE (42): SUPPORT AND GUIDANCE FOR STUDENTS - 53 PRIVATE SCHOOLS**



## EFFECTIVENESS OF LEADERSHIP, MANAGEMENT AND GOVERNANCE

The effectiveness of a school's leadership, management and governance is significant to its overall performance. Figure (43) shows that just above a quarter of private schools are well led, managed and governed. This low number is a concern because this aspect is crucial in driving the improvement process. Where leadership, management and governance are 'satisfactory', in 38% of the reviewed schools, there are usually efficient routines that are effective in ensuring that students receive at least an acceptable standard of education, but the systems and procedures are generally insufficient to drive higher expectations and better achievement. Where leadership, management and governance are 'inadequate', in over one-third of schools, those in charge are not attending to the core functions that are required for satisfactory learning outcomes to be secured, either in terms of students' academic achievement or in their personal development.

**FIGURE (43): LEADERSHIP, MANAGEMENT AND GOVERNANCE - 53 PRIVATE SCHOOLS**

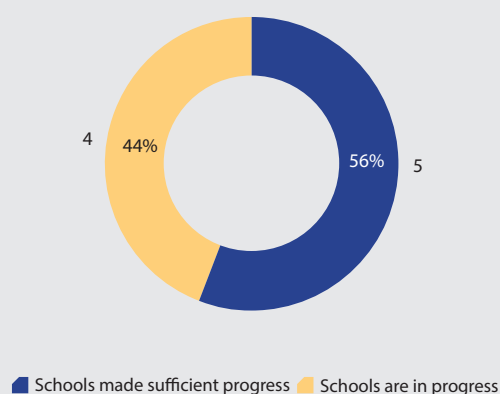


## MONITORING VISITS OF PRIVATE SCHOOLS PREVIOUSLY JUDGED 'INADEQUATE'

In the case of schools where overall effectiveness is 'inadequate', the DPS undertakes monitoring visits within six months to a year to assess the schools' progress towards addressing the recommendations in the review report and the areas which were identified as being in need of improvement.

Figure (44) shows that nine of the schools judged 'inadequate' received their first monitoring visit in 2013-2014. Five (56%) of them had made sufficient progress and the other four (44%) were making steady progress and will receive a second monitoring visit in the academic year 2014-2015.

**FIGURE (44): PRIVATE SCHOOLS JUDGED 'INADEQUATE' DURING CYCLE 1 - PROGRESS AT THEIR FIRST MONITORING VISIT 2013-2014**



## CONCLUDING REMARKS

Although different schools are operating from vastly different baselines and levels of resourcing, serious improvements are needed if those judged 'inadequate' are to reach at least 'satisfactory' standards. The improvements required in the 'inadequate' schools centre around the need for more informed professional leadership, better qualified staff who are skilled in using a range of teaching strategies which have a direct impact on securing students' progress, and modern educational resources and facilities that meet students' needs. A realistic approach to self-evaluation is required since good self-evaluation is essential for improvement. However, this needs to be based upon reliable information, tangible evidence and careful reflection which inform the school's development, and action planning. 'Satisfactory' schools need to adopt more of the practices of the 'good' and 'outstanding'

schools. An adjustment in the distribution of resources to bring about changes in teaching and learning, which in turn improves students' achievement outcomes, is likely to be necessary.

#### 'SCHOOLS' QUALITY CHALLENGES AND TURNAROUND LEADERSHIP' FORUM

The Government and Private Schools and Kindergartens Directorates' Third Forum under the theme 'Schools' Quality Challenges and Turnaround Leadership' was held at the Gulf Hotel on 12-13 March 2014. The purpose was to encourage the applications of promoting efforts for improvement and development of the performance of public and private schools. Examples of the school's quality challenges and turnaround leadership within the Bahrain context were provided.

An analysis of strengths and areas for improvement in the current school leadership practices was communicated during the forum. Two international speakers and a local speaker delivered the keynotes. Opportunities to communicate with leaders and professionals in the field of quality assurance were provided to enhance the development initiatives. This Forum witnessed greater involvement of the improvement teams of the Ministry of Education as they took part in the second discussion group session of the first day. The agenda of Day 1 of the forum covered two main papers, two group-discussion sessions, one professional speed networking session, as well as presentations of the schools' success stories, displays and posters. Four workshops were held on Day 2.

#### The forum concluded with the following recommendations:

- Emphasise the role of the school principal in regular classrooms observations to create the desired changes in the schools' overall performance
- Utilise the outstanding success stories and school leadership practices - based on the QQA criteria - and disseminate them across the Kingdom
- Continue professional communication between the QQA and school principals and educators to strengthen schools initiatives and improvement efforts.
- Utilise the QQA review reports in developing schools' overall performance
- Activate the role of turnaround leadership to meet the quality challenges, through setting practical strategies to ensure the building of effective management teams





# THE DIRECTORATE OF NATIONAL EXAMINATIONS









## INTRODUCTION

In May 2014 Grades 3 and 6 students in all government schools took the national examinations for the sixth time, whereas Grade 9 students in all government schools took them for the fifth time. Fourteen private schools also took the national examinations on a voluntary basis. Overall, a total of 34,706 students sat the examinations: Grade 3 in Arabic and Mathematics and in English for the first time. Grades 6 and 9 sat the national examinations in Arabic, Mathematics, English and Science. Ministry of Education teachers from government and private schools' co-operated with the Directorate of National Examinations (DNE) in marking the examinations in line with the QQA's policies and procedures.

The examination papers were marked in the Kingdom of Bahrain during the period May to June 2014, and the majority of students' marks were captured at the level of question paper totals. However, for each Grade and subject, marks were also captured at the item level for a common sample of 10% of the students. This was done to gather the data for the detailed analysis of student performance by topics and skills. The following outlines the results of the analyses of the May 2014 examinations, and any relevant comparisons with the 2010 to 2013 results.

As will be clear from the results, some of the following conclusions are based on the analyses of the performance of the total cohort of students, while some conclusions are based on the analyses of the performance of the 10% sample of students described above.

In March 2014, the DNE executed the national examinations for Grade 12 in all government schools for the second time in cooperation with Cambridge International Examinations, University of Cambridge, UK. Nine private schools joined the national examinations on

a voluntary basis along with 36 secondary government schools. A total of 10,008 students sat the examinations, 9,668 of those were from government schools, whereas the remaining 340 were from private schools.

The following outlines the students' performance in the national examinations for Grades 3, 6, 9 and 12.

## GRADES 3, 6 AND 9 EXAMINATIONS

### PERFORMANCE SCORES AND BASELINES

Performance of students is measured and reported by a performance score on a scale from 0.0 to 8.0. The performance score is an absolute measure that is based on an absolute ability scale derived from a Rasch model within item response theory. It is a measure of student's ability against the skills and topics in the test specifications. The national average performance score was defined as 4.0 in the first year of assessment 2009 for Grade 3 (in Arabic and Mathematics), Grade 6 (in Arabic, Mathematics, English and Science), 2010 for Grade 9 (in Arabic, Mathematics, English and Science), and 2014 for Grade 3 (in English) as the baseline against which to measure future years' performance. Test equating enables the comparison of the performance of the subsequent years against the baseline years' performance.

For security purposes, the QQA constructs a different test every year while ensuring that content and statistical specifications are similar to tests used in previous years. Despite such efforts to ensure similarity, assessments from year to year may differ somewhat in their difficulty. To account for this, the QQA uses a process called equating, which adjusts for differences in difficulty among the tests from year to year. Equating ensures that students in one year are not given an unfair advantage over students in another year and that reported changes in achievement levels are due to differences in student performance, and not to differences in test difficulty.



The DNE uses common-item non-equivalent group design to equate national examinations tests over different years, so the performance scores reported here for 2014 are statistically comparable to all previous years' results.

National examinations in English were introduced for Grade 3 students for the first time in 2014. Therefore in this subject, the purpose and method of analysis was different; there was no standard to carry forward from previous years and, instead, a new standard had to be introduced. The same approach was used as had been used in other subjects when they were first introduced.

### STUDENT PERFORMANCE

Students' performance scores are reported for the last five years (2010-2014) in Table (3) below.

**Table (3): GRADES 3, 6 AND 9 MEAN PERFORMANCE SCORES 2010 – 2014 & THE DIFFERENCES IN STUDENTS' PERFORMANCE SCORES BETWEEN 2013-2014**

Grade	Subject	2010	2011	2012	2013	2014	Difference between 2013 and 2014
3	Arabic	4.05	3.70	2.69	1.99	1.65	-0.34
	Mathematics	4.35	3.40	2.05	1.52	1.41	-0.11
	English	-	-	-	-	4.00	-
6	Arabic	3.90	2.50	1.74	0.96	0.00	-0.96
	Mathematics	4.05	2.50	1.83	0.70	0.00	-0.70
	English	4.05	3.30	2.47	1.29	0.00	-1.29
	Science	4.05	2.85	1.94	1.47	0.38	-1.09
9	Arabic	4.00	2.75	1.51	1.07	0.17	-0.90
	Mathematics	4.00	3.85	1.77	1.69	0.00	-1.69
	English	4.00	4.05	3.31	3.59	2.39	-1.20
	Science	4.00	2.80	1.27	0.67	0.00	-0.67

The mean performance scores table shows that students' performance decreased in all Grades and in all subjects. The biggest decreases from 2013 to 2014 are in Grade 9 Mathematics, in Grade 6 English, and in Grade 3 Arabic.

The cumulative percentages of students achieving different Performance Scores over the period 2010 and 2014 are shown in Tables 4-6 and Figures 45-55 illustrate these.

The colour yellow in the Tables highlights the performance at 4.0, which is the baseline from which measurement of performance started. The falling cumulative percentages at a Performance Score of 4.0 indicate that few students are producing work of this standard.

The purpose of anchoring is to ensure that work of the same standard is given the same Performance Score in different years.

At Grades 3, 6 and 9, the cumulative percentages in 2014 are lower than the figures for 2013, continuing the pattern of substantial decline which began with the 2011 examinations; however the decline is modest at Grade 3.

The continuing decline in Performance Scores since 2011 could be attributed to the fact that national examination do not contribute to student's progression from one Grade to another.

Table (4): GRADE 3 CUMULATIVE PERCENTAGE OF PERFORMANCE SCORES 2010 – 2014

Performance Score	Arabic					Mathematics					English				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
0.0	100	100	100	100	100	100	100	100	100	100	-	-	-	-	100
1.0	95.4	88.4	79.3	66.9	64.1	94.5	89.0	74.8	64.8	62.4	-	-	-	-	93.8
2.0	85.3	79.7	64.9	53.3	48.8	90.2	78.2	50.9	38.6	37.6	-	-	-	-	88.1
3.0	69.4	64.9	46.1	38.8	34.9	79.2	58.6	25.6	15.9	14.7	-	-	-	-	74.0
4.0	50.1	46.8	21.2	23.4	22.5	60.4	35.0	8.4	4.4	2.8	-	-	-	-	55.2
5.0	30.7	28.5	6.9	14.7	14.0	39.4	15.6	1.8	1.4	0.5	-	-	-	-	32.5
6.0	13.4	13.9	1.6	7.0	6.0	21.0	5.3	0.3	0.3	0.1	-	-	-	-	14.7
7.0	4.0	3.7	0.5	2.0	2.3	7.5	1.5	0.0	0.0	0.0	-	-	-	-	4.7
8.0	1.1	1.5	0.1	1.0	1.0	2.5	0.3	0.0	0.0	0.0	-	-	-	-	0.8

Table (5): GRADE 6 CUMULATIVE PERCENTAGES OF PERFORMANCE SCORES 2010 – 2014

Performance Score	Arabic					Mathematics					English					Science				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
0.0	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
1.0	94.3	75.8	63.5	51.3	36.5	94.3	75.8	63.4	38.8	17.8	97.8	94.6	77.1	43.9	28.3	97.6	88.8	82.5	69.5	10.5
2.0	85.2	61.4	48.7	32.9	19.6	85.2	61.4	42.6	19.0	7.1	95.8	81.6	53.8	30.2	19.8	94.9	75.4	44.6	29.9	1.1
3.0	72.0	40.0	28.6	14.8	8.4	72.0	40.0	21.9	7.2	2.1	82.3	49.6	31.5	18.5	14.3	83.9	50.0	15.0	6.9	0.0
4.0	50.5	20.5	10.2	3.8	2.4	50.5	20.5	8.9	2.0	0.4	49.6	21.6	16.9	11.1	9.8	57.3	20.6	2.6	0.7	0.0
5.0	26.2	6.6	2.0	0.5	0.5	26.2	6.6	2.7	0.5	0.1	20.4	10.0	6.7	4.6	4.6	22.0	4.3	0.2	0.0	0.0
6.0	8.0	1.3	0.1	0.0	0.1	8.0	1.3	0.8	0.1	0.0	7.7	4.1	2.8	2.1	2.5	3.6	0.4	0.0	0.0	0.0
7.0	1.1	0.0	0.0	0.0	0.0	1.1	0.0	0.1	0.0	0.0	2.7	1.7	0.9	0.5	1.2	0.3	0.0	0.0	0.0	0.0
8.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.8	0.5	0.3	0.1	0.2	0.0	0.0	0.0	0.0	0.0



Table (6): GRADE 9 CUMULATIVE PERCENTAGES OF PERFORMANCE SCORES 2010 – 2014

Performance Score	Arabic					Mathematics					English					Science				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
0.0	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
1.0	93.0	74.8	56.5	55.2	37.8	85.7	77.3	53.8	54.8	11.3	93.1	91.4	79.1	84.2	68.6	94.2	90.9	59.0	37.4	5.4
2.0	87.0	62.3	42.7	39.3	24.3	79.3	71.8	37.5	33.1	4.1	84.5	85.4	61.1	69.2	48.1	92.1	71.4	25.3	10.4	0.7
3.0	72.6	47.9	31.5	25.0	13.5	69.3	57.1	22.8	15.7	1.0	66.5	71.1	41.4	55.0	31.0	80.5	42.6	6.0	1.4	0.1
4.0	49.9	28.7	15.2	13.5	5.4	44.7	38.8	10.3	5.9	0.3	40.2	41.0	24.7	30.2	19.7	51.5	17.1	0.7	0.1	0.0
5.0	27.2	13.8	4.0	5.6	1.4	22.6	20.4	4.0	1.8	0.0	22.7	19.8	9.5	13.3	6.7	20.1	3.2	0.0	0.0	0.0
6.0	9.8	4.5	0.6	1.8	0.3	7.7	6.9	0.8	0.6	0.0	9.7	9.3	5.1	7.1	3.3	4.6	0.2	0.0	0.0	0.0
7.0	2.1	1.1	0.1	0.5	0.1	2.3	1.3	0.0	0.2	0.0	3.4	3.4	2.1	2.7	1.3	0.3	0.0	0.0	0.0	0.0
8.0	0.4	0.2	0.0	0.1	0.0	0.5	0.2	0.0	0.0	0.0	0.9	0.7	0.7	0.6	0.3	0.0	0.0	0.0	0.0	0.0

Figure (45): PERFORMANCE SCORES IN GRADE 3 ARABIC

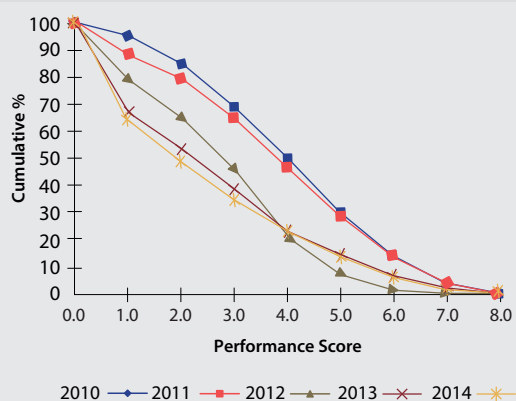


Figure (46): PERFORMANCE SCORES IN GRADE 3 MATHEMATICS

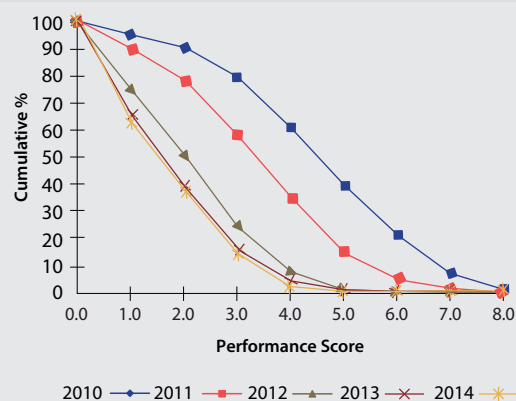


Figure (47): PERFORMANCE SCORES IN GRADE 3 ENGLISH

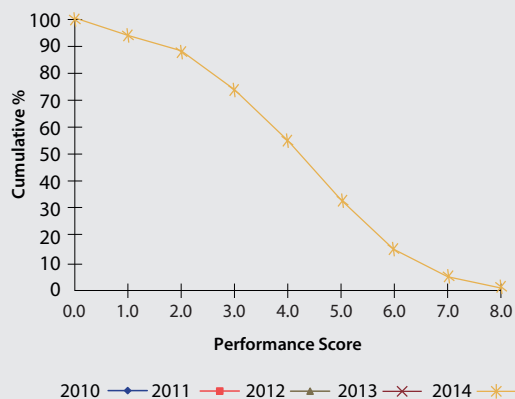


Figure (50): PERFORMANCE SCORES IN GRADE 6 ENGLISH

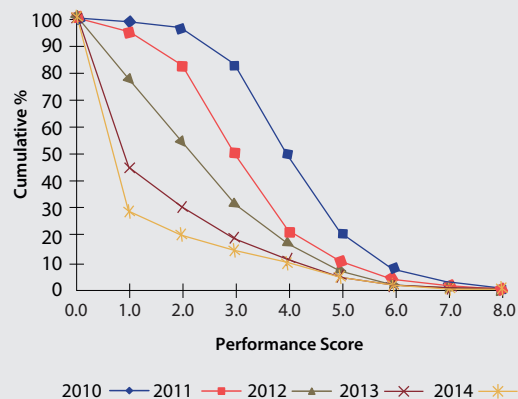


Figure (48): PERFORMANCE SCORES IN GRADE 6 ARABIC

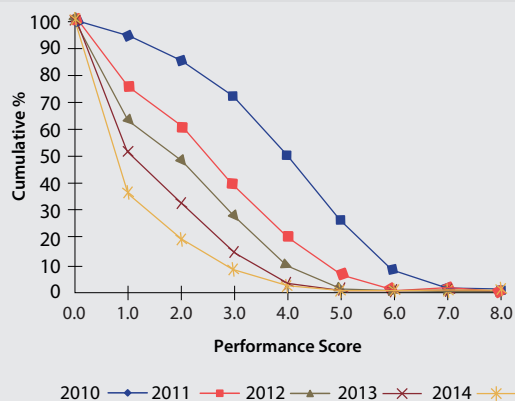


Figure (51): PERFORMANCE SCORES IN GRADE 6 SCIENCE

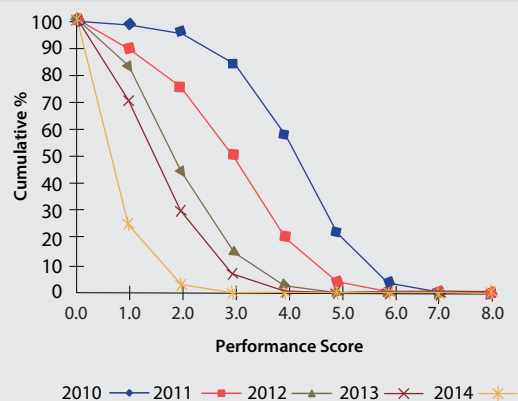


Figure (49): PERFORMANCE SCORES IN GRADE 6 MATHEMATICS

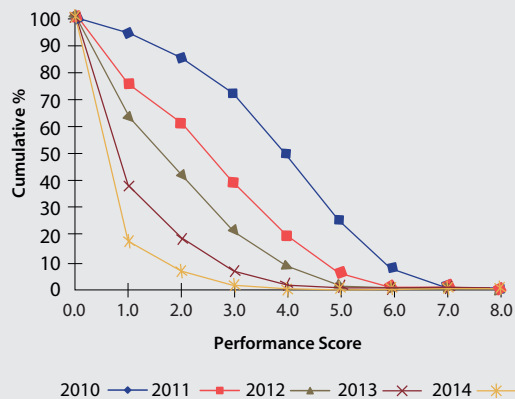
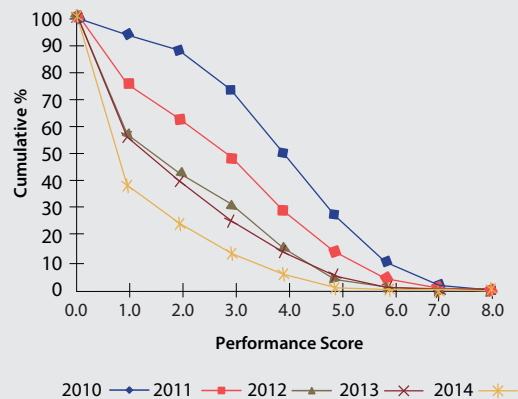
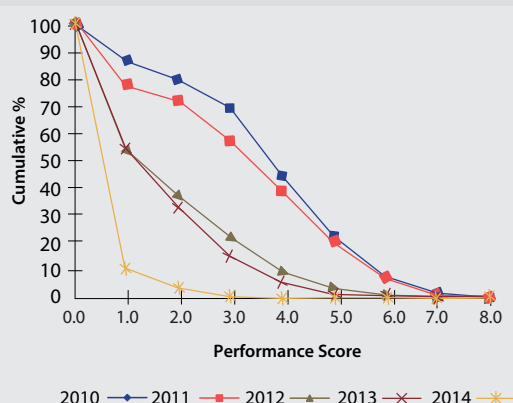
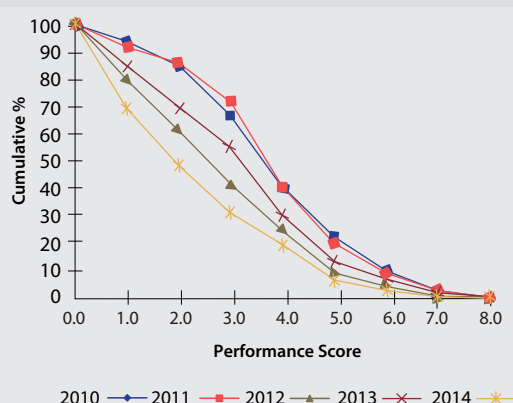
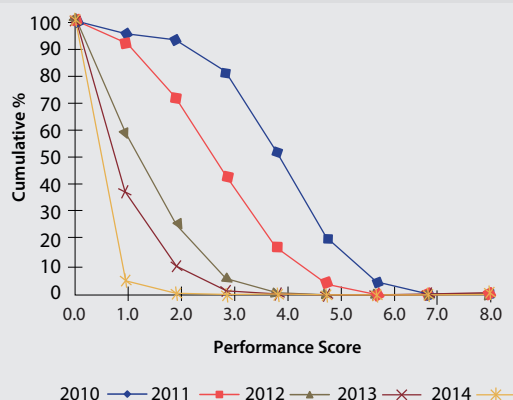


Figure (52): PERFORMANCE SCORES IN GRADE 9 ARABIC



**Figure (53): PERFORMANCE SCORES IN GRADE 9  
MATHEMATICS****Figure (54): PERFORMANCE SCORES IN GRADE 9  
ENGLISH****Figure (55): PERFORMANCE SCORES IN GRADE 9  
SCIENCE**

The data in Tables 7-17 below are for subjects examined at Grades 3, 6 and 9, and refer specifically to the 'Topics' within subjects (for example, Listening, Reading, and Writing in the case of languages), and to the 'Skills' within 'Topics' (for example, 'Understanding explicit meaning', 'Structure and grammar', 'Main points of argument').

The performance score, reported on a scale of 0.0 to 8.0, is given for each 'Topic' and 'Skill' in each of the subject tables below. It should be noted that the whole subject performance score is not an average of the Topics or Skills performance scores. The whole subject performance score is the national average performance score of the subject and is calculated from whole cohort data, while the Topic and Skills performance scores are calculated from the 10% sample of students in the cohort. The general comments below are also based solely on data taken from the 10% random sample of all students in the cohort. Some skills in the languages, which include many individual skill areas, are based on one or two marks only. This means that student performance can fluctuate widely year on year.

#### ARABIC PERFORMANCE SCORES FOR GRADES 3, 6 & 9 (TABLES 7, 8 & 9)

The most important remarks on the Arabic results are as follows:

- In 2014, performance scores of all students in Arabic was lower than the previous years in Grades: 3, 6 and 9
- In 2014, students' performance in 'Writing' was considerably better than in 'Reading and Listening' in Grades 3, 6 and 9.
- Students' performance in 'Writing' significantly improved in G3 Arabic.



## Skills, in which students show consistently well performance include:

- Grade 3: Follow detail or instructions, Detail of the conversation, Main ideas of the conversation and Write a short story.
- Grade 6: Presentation and handwriting and Identify the general idea.
- Grade 9: Understand content exactly, Identify the main points, Write accurately and Express relevant ideas.

## Skills, in which students show consistently low performance include :

- Grade 3: Appreciate writer's language, Give meaning of words and Punctuation and vocalisation.
- Grade 6: Comment on writer's words and Main points of argument.
- Grade 9: Comment on grammar, Summaries main points, Identify detail, and Identify writer's attitude.

Table (7): GRADE 3 ARABIC RESULTS BY TOPICS AND SKILLS 2010 – 2014

		2010	2011	2012	2013	2014
Topic	Writing	3.9	4.0	3.3	1.8	3.8
	Reading	4.0	3.7	2.1	1.6	1.5
	listening	4.2	4.0	2.4	1.8	2.0
Skill	Appreciate writer's language	3.8	3.0	2.6	2.2	1.9
	Detail of the conversation	3.2	4.5	6.0	5.3	4.8
	Detect tone of voice	3.7	4.1	2.5	2.1	3.0
	Follow detail or instructions	3.3	5.3	3.9	5.3	4.9
	Give meaning of words	3.1	2.9	2.3	1.7	2.1
	Main ideas of conversation	4.9	4.7	4.2	5.6	4.7
	Order sentences coherently *	3.8	N/A	N/A	N/A	N/A
	Punctuation and vocalisation	2.8	4.4	2.9	2.4	2.3
	Select/retrieve information	4.7	5.1	2.8	3.0	4.3
	Spell a range of word	3.9	4.0	2.5	3.6	3.2
	Suggest what happens next	1.6	2.2	2.6	2.5	2.6
	Understand explicit meaning	3.6	4.8	2.1	3.0	2.8
	Understand implicit meaning	2.6	3.3	1.9	2.0	2.6
	Use a range of vocabulary	3.9	4.0	N/A	4.7	4.5
	Write a short story	N/A	4.1	3.7	5.0	4.7
	Write a simple letter	N/A	3.8	2.9	4.2	4.5
	National Performance for the subject	4.1	3.7	2.7	2.0	1.7

\* This skill was replaced by: 'Write a short story' and 'Write a simple letter'.

Table (8): GRADE 6 ARABIC RESULTS BY TOPICS AND SKILLS 2010 – 2014

		2010	2011	2012	2013	2014
Topic	Writing	3.8	3.6	3.2	3.5	2.5
	Reading	3.9	1.6	1.2	0.5	0.4
	listening	4.3	2.9	1.8	0.8	0.7
Skill	Basic elements of narrative	3.9	4.2	3.8	4.4	3.2
	Comment on grammar	3.4	1.7	1.3	1.0	0.8
	Comment on writer's words	2.9	1.0	1.8	0.1	0.5
	Give meaning of words	3.4	0.9	2.4	1.2	1.2
	Identify characteristics	3.3	0.8	0.5	0.4	0.8
	Identify fact and opinion	4.5	3.0	2.3	1.4	1.6
	Identify sequence	5.9	3.7	4.5	2.6	3.5
	Identify the general idea	3.8	6.9	6.5	6.2	4.7
	Identify the main points	5.0	4.0	4.4	1.4	1.3
	Logical sequence of argument	3.6	3.7	3.8	4.1	3.1
	Main point of argument	4.0	1.3	1.0	0.1	0.5
	Pass judgement on the argument	3.4	2.0	1.4	0.8	0.7
	Presentation and handwriting	4.8	4.6	N/A	5.8	5.0
	Punctuation and vocalisation	3.1	3.0	N/A	1.8	2.9
	Spelling	4.8	4.0	1.8	3.3	2.2
	Structure and grammar	3.7	3.9	N/A	4.2	3.1
	Summarise	3.4	3.6	2.1	3.0	3.6
	Understand implicit meaning	3.6	2.3	2.3	1.5	2.8
	Use expressive language	3.8	4.0	N/A	4.3	3.2
	Write for a specifies audience	3.6	3.7	N/A	4.1	3.1
	Writer's purpose and viewpoint	2.5	2.0	1.6	0.7	0.8
	National Performance for the subject	3.9	2.5	1.7	1.0	0.0

Table (9): GRADE 9 ARABIC RESULTS BY TOPICS AND SKILLS 2010-2014

		2010	2011	2012	2013	2014
Topic	Writing	3.8	4.3	3.6	4.3	3.6
	Reading	3.8	1.9	1.1	0.7	0.3
	listening	4.8	2.8	1.7	2.0	0.8
Skill	Comment on grammar	3.2	2.4	1.3	0.9	0.5
	Comment on writer's words	3.7	2.0	1.2	1.0	0.6
	Create a simple plan	3.5	4.0	3.6	4.1	3.3
	Express relevant ideas	3.9	4.4	N/A	4.3	3.6
	Give opinion objectively	4.0	3.8	2.1	2.8	0.9
	Identify detail	2.7	1.8	1.3	1.1	0.5
	Identify the main points	6.3	3.7	2.9	5.4	3.8
	Identify writer's attitude	3.6	2.0	2.2	1.9	0.5
	Meaning of words in context	3.7	2.3	1.3	1.1	0.6
	Summarise main points	3.6	2.0	1.4	1.0	0.5
	Understand content exactly	4.3	2.6	3.3	4.5	4.0
	Use a creative style	3.7	4.3	N/A	4.3	3.5
	Write accurately	3.7	4.3	N/A	4.4	3.6
	National Performance for the subject	4.0	2.8	1.5	1.1	0.2

### MATHEMATICS PERFORMANCE SCORES FOR GRADES 3, 6 & 9 (TABLES 10, 11 & 12)

The most important remarks on the Mathematics results are as follows:

- In 2014, performance scores of all students in Mathematics were lower than the previous years in Grades: 3, 6 and 9.
- In 2014 and like previous years, students' performance was almost identical in topics and skills in all Grades: 3, 6 and 9. An exception to this is the topic 'Data analysis' in Grade 3 Mathematic which improved this year.

It should be noted that there were changes to the national curriculum in 2012 for Grades 6 and 9, which were reflected in the test specifications and the question papers. As a result, not all topics can be compared directly to the years preceding 2012.



Table (10): GRADE 3 MATHEMATICS RESULTS BY TOPICS AND SKILLS 2010-2014

		2010	2011	2012	2013	2014
Topic	Geometry and measure	4.5	3.4	2.0	1.8	1.6
	Numbers and algebra	4.5	3.3	2.0	1.7	1.6
	Data analysis*	4.7	3.3	2.1	1.9	2.1
Skill	Mathematical knowledge	4.5	3.3	2.0	1.7	1.7
	Using and Applying Mathematics	4.4	3.3	1.9	1.7	1.6
	National Performance for the subject	4.4	3.4	2.1	1.5	1.4

\* Previously 'Statistics and probability'

Table (11): GRADE 6 MATHEMATICS RESULTS BY TOPICS AND SKILLS 2010-2014

		2010	2011	2012	2013	2014
Topic	Geometry and measure	3.9	2.5	1.8	1.1	0.5
	Data analysis*	4.3	2.4	1.9	1.1	0.6
	Numbers and algebra **	3.3	2.3	1.8	1.0	0.5
	Algebra***	2.7	1.7	2.0	1.1	N/A
Skill	Mathematical knowledge	3.9	2.4	1.8	1.0	0.5
	Using and Applying Mathematics	3.4	2.1	1.9	1.0	0.4
	National Performance for the subject	4.1	2.5	1.8	0.7	0.0

\* Previously 'Statistics and probability' - \*\* Previously 'Number and Operations' - \*\*\* This skill has been merged with 'Number and Algebra'

Table (12): GRADE 9 MATHEMATICS RESULTS BY TOPICS AND SKILLS 2010-2014

		2010	2011	2012	2013	2014
Topic	Statistics and probability	4.6	2.3	1.8	1.6	0.3
	Geometry and measure	4.0	3.1	1.8	1.6	0.4
	Numbers and Operations	3.5	3.3	1.8	1.6	0.4
	Algebra	3.4	2.8	1.7	1.5	0.4
Skill	Mathematical knowledge	4.2	3.2	1.8	1.5	0.4
	Using and Applying Mathematics	3.1	3.1	1.8	1.6	0.3
	National Performance for the subject	4.0	3.9	1.8	1.7	0.0

## ENGLISH PERFORMANCE SCORES FOR GRADES 3, 6 & 9 (TABLES 13, 14 & 15)

The most important remarks on the English results are as follows:

- G3 English National Examinations were introduced for the first time in 2014.
- In 2014, performance scores of students in English were lower than the previous years in Grade 6 and Grade 9.
- As for Topics, students' performance scores in 2014 was strongest in 'Reading and Listening' in Grade 3 and Grade 9, while it was strongest in 'Writing' in Grade 6.
- Students' performance in 'Writing' seems to decline when students move up from Grade 6 to Grade 9, whilst it seems to improve in 'Reading and Listening'.

Skills, in which students perform well include:

- Grade 3: Understanding signs, notices, instructions, comics and messages and Identifying and understanding key points and details.
- Grade 6: Understanding detail and gist.
- Grade 9: Listening for detail.

Skills, in which students show low performance include:

- Grade 3: Writing words with the correct spelling.
- Grade 6: Matching multiples short texts, Skimming and scanning and Using of language in context.
- Grade 9: Writing continuous prose.

Table (13): GRADE 3 ENGLISH RESULTS BY TOPICS AND SKILLS 2014

		2014
Topic	Writing	3.4
	Reading	4.1
	Listening	4.1
Skill	Writing words with the correct spelling	2.4
	Identifying and understanding key points and details	4.5
	Identifying and understanding specific information	3.8
	Identifying specific lexis related to colours, objects and prepositions	4.2
	Writing simple phrases and linked sentences about familiar topics based on a picture	3.3
	Understanding details and gist	4.1
	Understanding short dialogues	3.8
	Understanding short monologue	4.3
	Understanding signs, notices, instructions, comics and messages	4.5
	Using of language in context	3.8
	National Performance for the subject	4.0

Table (14): GRADE 6 ENGLISH RESULTS BY TOPICS AND SKILLS 2010 - 2014

		2010	2011	2012	2013	2014
<b>Topic</b>	Writing	2.8	2.3	2.7	3.1	3.0
	Reading	4.2	3.2	2.1	0.8	0.4
	Listening	4.3	3.1	2.3	1.1	0.8
<b>Skill</b>	Brief guided writing	2.4	1.9	2.1	2.8	2.0
	Identifying detail (dialogue)	4.8	3.3	2.4	1.2	1.1
	Matching multiple short texts	3.8	2.9	2.0	1.3	0.7
	Retrieving detail (monologue)	1.0	1.1	1.0	1.3	1.0
	Skimming and scanning	4.0	3.1	2.3	1.2	0.7
	Story writing from pictures	2.7	2.2	2.6	3.0	3.0
	Understanding detail and gist	4.0	3.0	2.7	1.8	4.3
	Understanding short dialogues	4.8	3.5	3.6	1.6	2.0
	Understanding signs or notices	4.7	3.2	2.2	1.1	1.4
	Using of language in context	3.9	3.0	2.2	1.3	0.7
	Using grammar in context	3.8	3.2	2.3	1.1	1.0
	National Performance for the subject	4.1	3.3	2.5	1.3	0.0

Table (15): GRADE 9 ENGLISH RESULTS BY TOPICS AND SKILLS 2010 - 2014

		2010	2011	2012	2013	2014
<b>Topic</b>	Writing	2.9	1.9	2.6	2.6	1.9
	Reading	4.1	4.7	2.8	3.3	2.7
	Listening	4.2	4.9	2.8	3.4	2.7
<b>Skill</b>	General Comprehension	4.4	4.6	3.0	3.4	2.8
	Listening for detail	5.0	5.8	3.3	4.2	3.1
	Listening/writing information	2.6	2.3	1.5	2.9	2.5
	Skimming and scanning	4.1	3.8	2.9	3.6	2.9
	Transferring key information	2.7	2.6	2.2	2.9	2.5
	Understand longer text	4.3	4.7	2.7	3.3	2.7
	Using lexis/grammar in context	4.3	4.8	2.9	3.3	2.7
	Writing continuous prose	2.6	1.4	2.1	2.4	0.8
	Writing transaction letter/email	3.0	2.1	2.5	2.1	2.1
	National Performance for the subject	4.0	4.1	3.3	3.6	2.4

## SCIENCE PERFORMANCE SCORES FOR GRADES 6 & 9 (TABLES 16 & 17)

- In 2014, students' performance was almost identical in all topics and skills in Grades: 6 and 9.

The most important remarks on the Science results are as follows:

- In 2014, performance scores of students in Science were lower than the previous years in Grades 6 and 9

Table (16): GRADE 6 SCIENCE RESULTS BY TOPICS AND SKILLS 2010 – 2014

		2010	2011	2012	2013	2014
Topic	Natural science	4.1	2.9	1.9	1.5	0.6
	Life science and environment	4.1	2.8	1.9	1.6	0.6
	Earth and space science	4.1	2.8	1.9	1.5	0.6
Skill	Recall and understanding of science	4.1	2.9	1.9	1.5	0.6
	Applications and implications of science	4.1	2.9	1.9	1.7	0.6
	Enquiry skills and analysis	3.9	2.8	1.9	1.4	0.7
	National Performance for the subject	4.1	2.9	1.9	1.5	0.4

Table (17): GRADE 9 SCIENCE RESULTS BY TOPICS AND SKILLS 2010 – 2014

		2010	2011	2012	2013	2014
Topic	Life science and environment	4.1	2.7	1.4	1.0	0.4
	Natural science	4.1	2.8	1.4	0.9	0.4
	Earth and Space science	4.0	2.7	1.4	0.9	0.4
Skill	Recall and understanding of science	4.1	2.8	1.4	1.0	0.4
	Applications and implications of science	4.1	2.7	1.4	0.9	0.4
	Enquiry skills and analysis	3.9	2.7	1.4	1.0	0.4
	National Performance for the subject	4.0	2.8	1.3	1.7	0.0

## PERFORMANCE SCORES BY GENDER (GRADES 3, 6 & 9)

Table 18 and Figure 56 below show the mean Performance Scores for girls and boys, and the differences between them in 2014. The average is calculated by finding the average mark for all students from the entire national cohort, and then converting it into a Performance Score. The figures are not directly comparable with those calculated before 2013 because past calculations have been based on the 10% sample only.

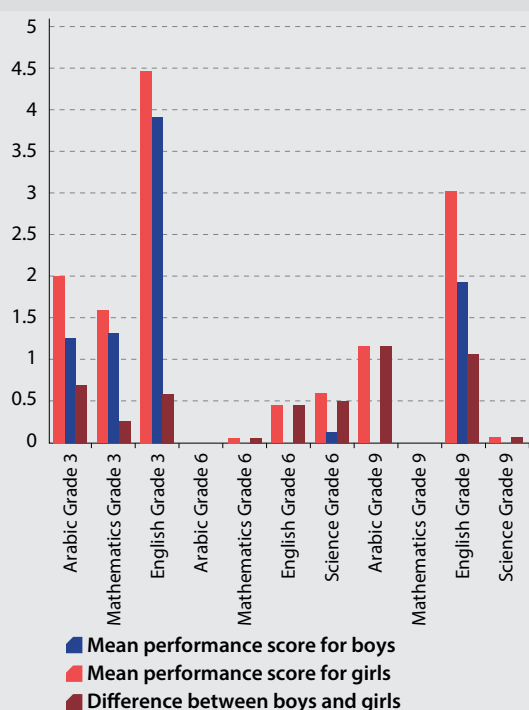
As was the case in previous years, girls outperform boys in all subjects. The difference continues to be smaller in the technical subjects than in the languages, and the greatest difference at Grades 3 and 9 continues to be in Arabic. Differences between boys and girls continue to grow greater with age in the languages but not in the technical subjects. Grade 3 English examinations, which were conducted for the first time in 2014, fits in with all of these pre-existing patterns.



Table (18): GENDER DIFFERENCES IN PERFORMANCE SCORE

Grade	Subject	Mean Performance scores for girls	Mean Performance scores for boys	Difference between boys and girls
3	Arabic	2.01	1.30	0.71
	Mathematics	1.61	1.31	0.30
	English	4.44	3.85	0.59
6	Arabic	0.00	0.00	0.00
	Mathematics	0.08	0.00	0.08
	English	0.42	0.00	0.42
	Science	0.61	0.13	0.48
9	Arabic	1.19	0.00	1.19
	Mathematics	0.00	0.00	0.00
	English	2.98	1.91	1.07
	Science	0.06	0.00	0.06

Figure (56): GENDER DIFFERENCES IN MEAN PERFORMANCE SCORE BY SUBJECT IN 2014

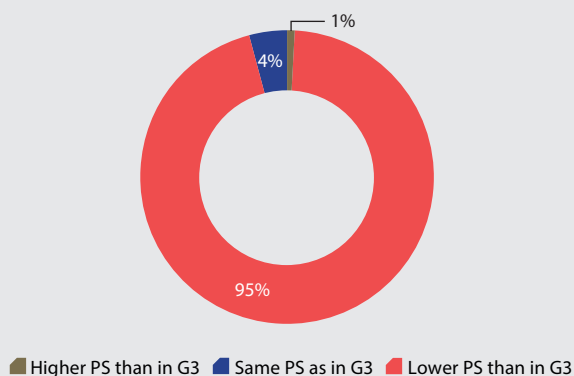


## STUDENTS' PROGRESS FROM GRADE 3 TO GRADE 6 AND FROM GRADE 6 TO GRADE 9

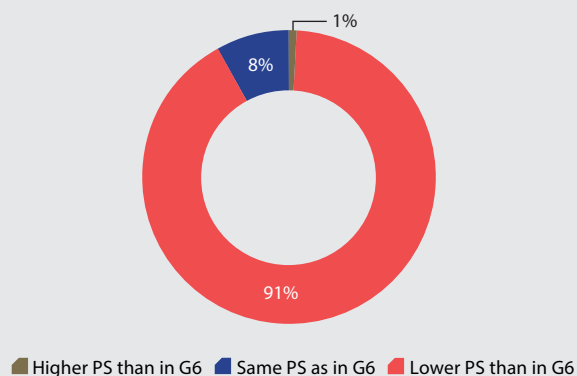
Students who sat the Grade 6 examinations in 2014 had already done the Grade 3 examinations in 2011; and students who sat the Grade 9 examinations in 2014 had already done the Grade 6 examinations in 2011. This allows the DNE to report on individual students' progress from Grade 3 to Grade 6, and from Grade 6 to Grade 9 on a subject-by-subject basis. This is done by comparing student's individual subject performance scores from one educational cycle to the next, for example a student may have a higher performance score in Arabic in Grade 6 than s/he had in Grade 3. From this, it can be concluded that the student improved in Arabic between Grades 3 and 6. Vice versa, if the performance score in Grade 6 is lower than in Grade 3 or remained the same, the student did not improve.

Figures 57 to 62 show the percentages of students who received either higher or lower performance scores from one cycle to the next, or whose performance scores remained the same.

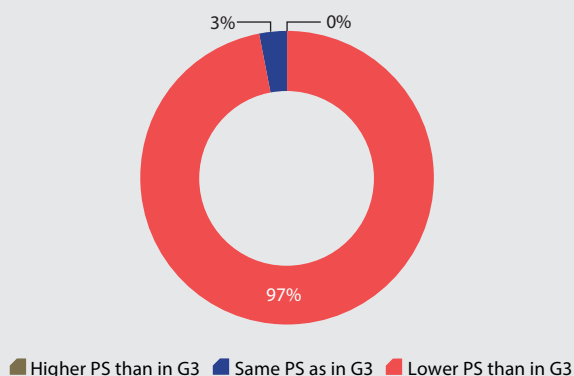
**Figure (57): STUDENT PROGRESS FROM GRADE 3 TO 6 IN ARABIC**



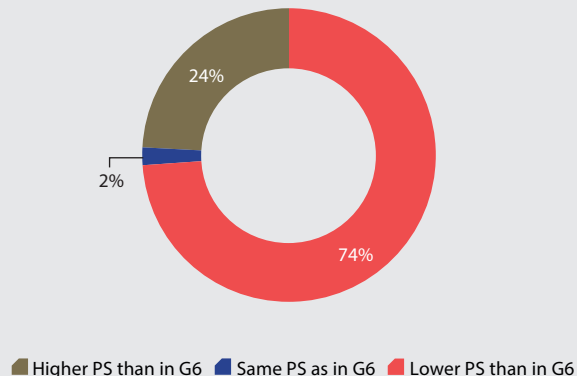
**Figure (60): STUDENT PROGRESS FROM GRADE 6 TO 9 IN MATHEMATICS**



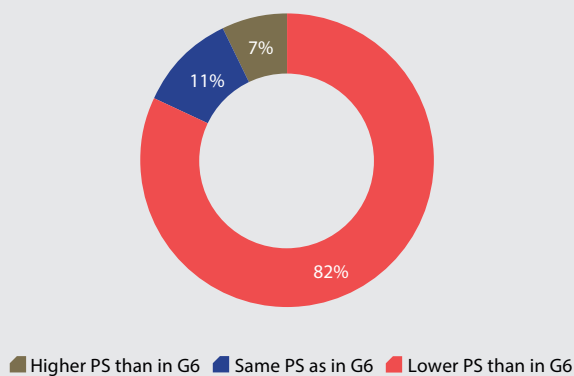
**Figure (58): STUDENT PROGRESS FROM GRADE 3 TO 6 IN MATHEMATICS**



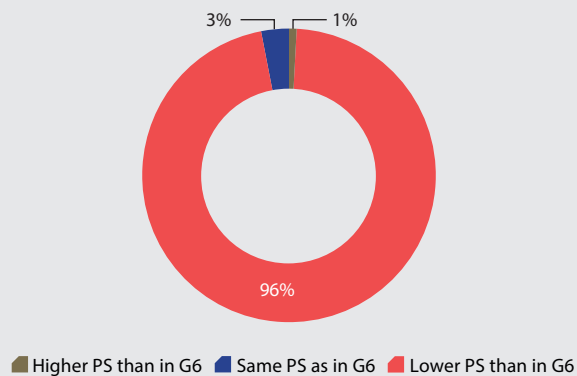
**Figure (61): STUDENT PROGRESS FROM GRADE 6 TO 9 IN ENGLISH**



**Figure (59): STUDENT PROGRESS FROM GRADE 6 TO 9 IN ARABIC**



**Figure (62): STUDENT PROGRESS FROM GRADE 6 TO 9 IN SCIENCE**



In almost all subjects at both Grades 6 and 9 students' performance scores are lower from one cycle to the next, indicating that their performance is not improving as they move through school. However, in English a quarter of students in Grade 9 achieved a performance score higher than their Grade 6 score.

### PERFORMANCE OF THE EXAMINATIONS

The most common internationally established measure of the reliability of an examination is Cronbach's Alpha ( $\alpha$ ). It is a measure of the internal consistency of the examination, i.e. how well the scores of the individual items correlate with the overall score, on average. As a commonly held international standard, the value of ( $\alpha$ ) should not be lower than 0.7. Values above 0.8 indicate strong internal reliability.

The value of ( $\alpha$ ) is related both to the number of items in the examination and to the standard deviation of the marks. It will tend to be lower in examinations with only a few items and with a narrow concentration of marks than in examinations with many items and a wide spread of marks. The values of ( $\alpha$ ) for the 2010 to 2014 core examinations are given in Table 19 below, together with the means and standard deviations of the raw marks achieved by all students (expressed as percentages of the maximum mark available). Also included are the maximum raw marks.

The data show that the reliabilities of all 11 examinations were good, and examination results can be treated with confidence. On average, the standard deviations remained stable.

The mean scores are 50% of the maximum mark or below in 10 of the 11 subjects. This continues a pattern of low means in previous years, as shown in Table 19. Generally, students continue either to find the national examinations difficult or to make little effort.

The mean marks are low, as a proportion of the maximum, in all subjects, but particularly in Grade 9 Mathematics. The distribution of marks in this subject indicates that the students found the examination very difficult, although less so than in recent years.

Table (19): MEANS AND STANDARD DEVIATIONS 2010 – 2014; CRONBACH'S ALPHA 2014

Grade	Subject	Max. raw marks		Mean raw mark					Standard deviation					Cronbach's alpha 2014
		2009 - 2011	2012 - 2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	
3	Arabic	45	45	38%	49%	45%	51%	54%	22%	24%	22%	24%	26%	0.93
	Mathematics	60	60	51%	38%	42%	47%	41%	22%	21%	20%	21%	22%	0.92
	English	-	52	-	-	-	-	45%	-	-	-	-	21%	0.88
6	Arabic	78	78	42%	37%	39%	38%	38%	19%	20%	21%	19%	19%	0.93
	Mathematics	90	90	21%	21%	24%	28%	27%	15%	15%	16%	17%	18%	0.94
	English	65	65	34%	29%	31%	33%	38%	16%	18%	18%	18%	19%	0.86
	Science	90	85	41%	42%	31%	35%	29%	12%	18%	14%	15%	13%	0.85
9	Arabic	76	76	39%	37%	35%	41%	29%	19%	24%	24%	21%	21%	0.92
	Mathematics	90	90*	17%	11%	13%	13%	13%	13%	12%	12%	11%	13%	0.92
	English	85	85	25%	20%	22%	29%	24%	19%	17%	19%	21%	19%	0.89
	Science	135	105	33%	30%	27%	32%	25%	14%	16%	15%	16%	14%	0.90

## GRADE 12 EXAMINATIONS

### STUDENT PERFORMANCE AND BASELINES

The national examinations at Grade 12 are in Arabic, English and Problem-Solving. They are not directly based on the Bahraini curriculum, but test the general competencies in those subjects that students should have acquired after completing their 12 years of schooling in the Kingdom of Bahrain. The expected performance and grading standards are benchmarked against international qualifications – Arabic and Problem-Solving against the UK international 'AS' Level, and English against the Level B2 of the Common European Framework of Reference

for Languages (CFER) – as these are the standards also expected in the Bahraini curriculum in this instance. The Problem-Solving examination is offered in Arabic and English languages to private school students.

Grade 12 examinations follow a different assessment model from Grades 3, 6 and 9 examinations. They are not pre-tested; instead they are 'awarded' after the examinations. This means that grade boundaries are set by a committee of senior examiners based on statistical



evidence and professional judgement. The committee comes to its judgements by comparing real answers from students' answer papers with the grade descriptors from the test specifications. Again, this follows the tried and tested model of 'awarding' in UK and international qualifications.

Results are reported by a grade and a uniform mark for each subject. For Arabic and English only, they also receive a grade and uniform mark for each paper, as each paper tests a skill, e.g. Reading, Writing, and Listening.

The grades and uniform marks available are shown in Table 20.

**Table (20): AVAILABLE GRADES AND UNIFORM MARKS FOR GRADE 12 EXAMINATIONS**

Grades	Uniform Marks
A	90% ( 100-90 )
B	80% ( 89-80 )
C	70% ( 79-70 )
D	60% ( 69-60 )
E	50% ( 59-50 )
U = Fail	Below 50% ( 49-0 )

## STUDENT PERFORMANCE

The answer papers for Grade 12 were marked and graded in the Kingdom of Bahrain by teachers from Bahraini schools. Overall, Grade 12 students' performance in 2013 was better than students' performance in 2014; students' performance was best in Arabic followed by English, and worst in Problem-Solving.

The Figures 63 – 71 below show the performance of government and private school students first by subject

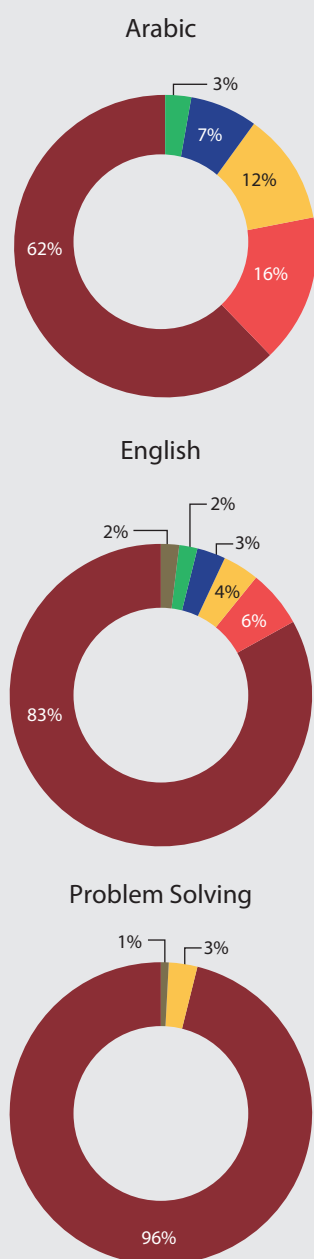
and then by gender. However, government and private school performances cannot be compared directly because the number of students from private schools who took the examinations is too small. The students from the private schools are also not necessarily a representative sample of Bahrain's private student cohort.

## PERFORMANCE OF GOVERNMENT SCHOOLS STUDENTS

In Arabic, as can be seen in Figure 63 below, 38% of government students achieved a pass grade, while 62% of them did not pass. Only 3% of government school students achieved a Grade B. As can be seen in Figure 63 in English only 17% of government school students achieved a pass grade, and very few government school students achieved a Grade A.

In Problem-Solving, as can be seen in Figure 63, only 4% of government school students attained a pass grade. Overall, the Problem-Solving examination was a challenge for students in the Kingdom of Bahrain, only five students achieved Grade A in government schools, which is less than 0.1%.

**Figure (63): GRADE 12 ARABIC, ENGLISH AND PROBLEM SOLVING RESULTS BY GRADE GOVERNMENT SCHOOL STUDENT**



A
  B
  C
  D
  E
  U = Fail

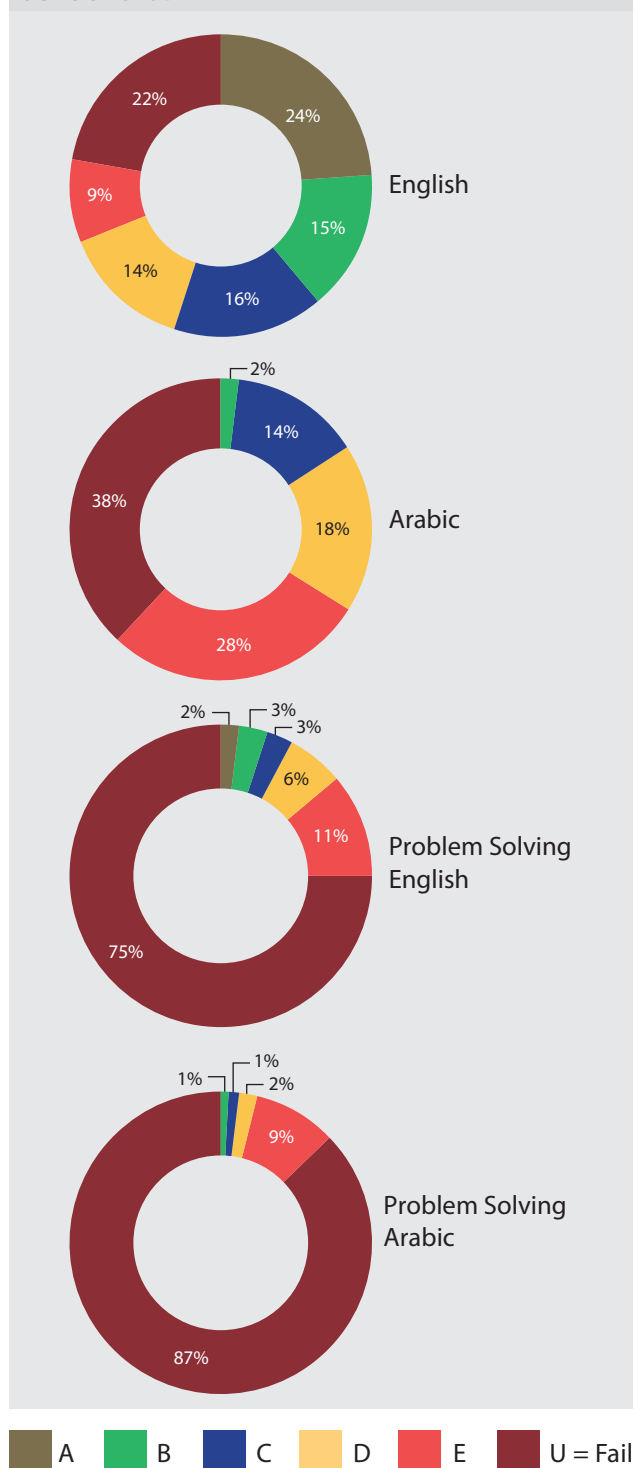
## PERFORMANCE OF PRIVATE SCHOOLS STUDENTS

As can be seen in Figure (64) below, none of the private school students achieved Grade A in Arabic, and only 2% of them achieved Grade B, while 62% of them achieved a pass grade and 38% failed.

As for English Figure (64), 78% of students in private schools achieved at least Grade E and 24% of them achieved grade A, whilst 22% failed.

In Problem-Solving, for private schools students, who sat the Arabic version of this examination, 13% achieved a pass grade, and 25% in the English version achieved pass grades, as shown in Figure (64).

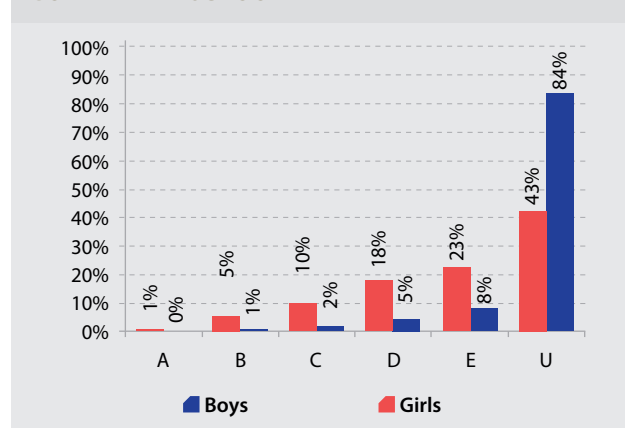
**Figure (64): GRADE 12 ARABIC, ENGLISH AND PROBLEM SOLVING RESULTS BY GRADE PRIVATE SCHOOL STUDENT**



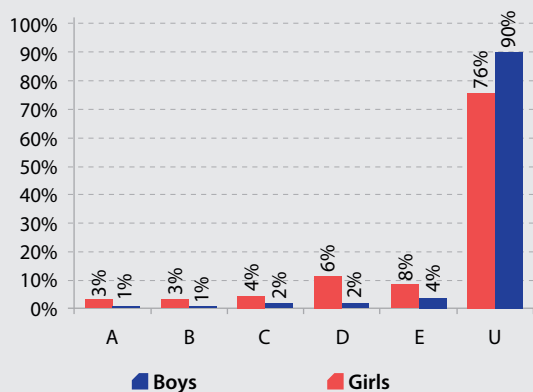
## PERFORMANCE BY GENDER

Results on the performance by gender are reflected in the Figures 65-71 below. In the Arabic examination both government and private school girls performed better than boys, the impact is less in private schools. The same pattern can be seen in the English examination, where girls across both school types performed better than boys. However, in Problem-Solving (Arabic) in government schools, both boys and girls achieved overall similar results. Only 5% of girls attained a pass grade, whereas 3% of boys attained a pass grade. This pattern is different in private schools, where in the Arabic version 7% of girls and 16% of boys attained a pass grade, and in the English version 21% of girls and 30% of boys attained a pass grade. It should be remembered that the private school cohort is very small with 340 students in total. Therefore, reservations should be taken upon making generalisations about the findings on private schools.

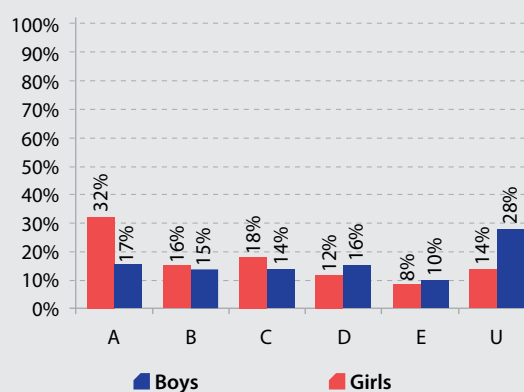
**Figure (65): GRADE 12 ARABIC RESULTS BY GENDER GOVERNMENT SCHOOL**



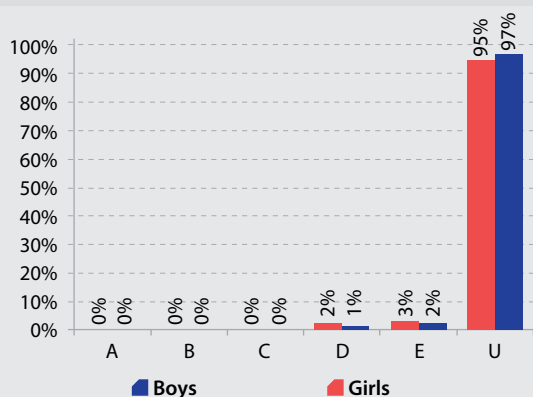
**Figure (66): GRADE 12 ENGLISH RESULTS BY GRADE GOVERNMENT SCHOOLS**



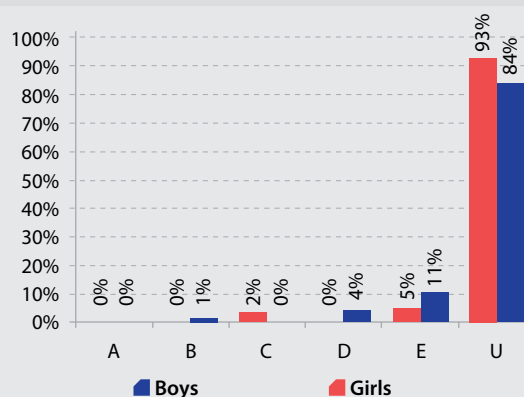
**Figure (69): GRADE 12 ENGLISH RESULTS BY GENDER PRIVATE SCHOOLS**



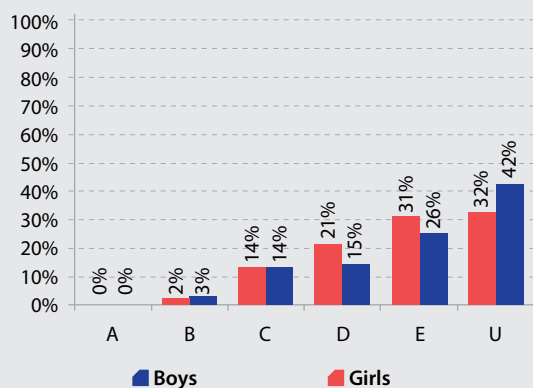
**Figure (67): GRADE 12 PROBLEM-SOLVING (ARABIC) RESULTS BY GENDER GOVERNMENT SCHOOLS**



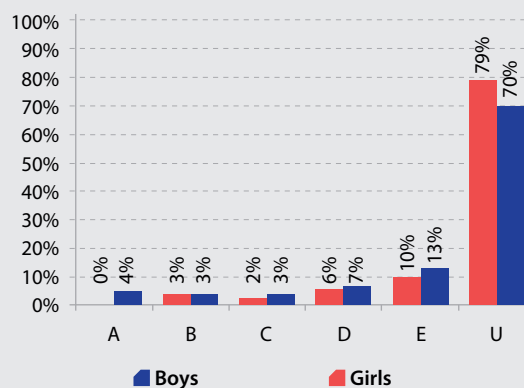
**Figure (70): GRADE 12 PROBLEM-SOLVING (ARABIC) RESULTS BY GENDER PRIVATE SCHOOLS**



**Figure (68): GRADE 12 ARABIC RESULTS BY GENDER PRIVATE SCHOOLS**



**Figure (71): GRADE 12 PROBLEM-SOLVING (ENGLISH) RESULTS BY GENDER PRIVATE SCHOOLS**





## CONCLUDING REMARKS

Students in Grades 3, 6, and 9 found the national examinations this year challenging, as was shown to be the case in previous years, where the performance scores continue to decrease in all subjects. The biggest decline from 2013 to 2014 for Grade 9 was in Mathematics, for Grade 6 in English, and for Grade 3 in Arabic.

As for grade 12, students found the national examinations in its second session challenging, as their performance was low in all examinations. Best student performance was in Arabic followed by English and lowest performance was in Problem-Solving.

As was the case in previous years, in Grades 3, 6 and 9, girls outperform boys in all subjects. The difference appears to be smaller in the technical subjects than in the languages, and the greatest difference was in Arabic Grades 3 and 9, and in English Grade 9. Differences between boys and girls continue to grow greater with age in the languages.

Upon gender comparison of performance in Grade 12 national examinations, in both government and private schools, girls performed better than boys in Arabic. However, the impact was less in private schools. The same pattern can be seen in the English examinations, where girls across both school types performed better than boys. On the other hand, in Problem-Solving (Arabic) in government schools, both boys and girls achieved almost similar results, while boys outperformed the girls in the private schools.

THE GENERAL DIRECTORATE OF NATIONAL  
QUALIFICATIONS FRAMEWORK







## INTRODUCTION

The National Qualifications Framework (NQF) was setup to contribute to the education and training reform in the Kingdom of Bahrain. The NQF was designed in conjunction with its international partner, the Scottish Qualifications Authority (SQA), as a comprehensive and mandatory qualifications framework to recognise all types of learning, and which seeks to help all the relevant institutions and stakeholders achieve a better understanding for the offered education and training programmes and qualifications in the Kingdom. Consequently the NQF:

- Provides a strong foundation for understanding and comparing national and foreign qualifications; and thus promoting the understanding of employers, learners and parents of the value of qualifications offered by various institutions
- Ensures the qualifications on the NQF are fit – for - purpose and meet the needs of learners and the labour market
- Promotes the sense of responsibility of education and training institutions relating to the maintenance of high quality standards programmes to enhance the recognition and mutual confidence among various institutions in these sectors
- Promotes the values and credibility of institutions and qualifications, and hence provides more opportunities for learners to transfer and progress within various education and training sectors
- Enhances the concept of lifelong learning through the promotion of all types of learning: formal learning, non-formal learning, and informal learning; and encourages the institutions to establish learning paths between the education and learning sectors.

The NQF is a comprehensive system for the recognition of all learner achievements. The framework is classified according to a set of criteria for levels of learning outcomes and allows for horizontal and vertical articulation of all qualifications. Whereas the NQF relates to the national qualifications placement on the one hand, it is keen to place foreign qualifications so that they will be aligned with the 10 NQF levels, as depicted in Figure (72).

**Figure (72):** The 10 Levels of the National Qualifications Framework (NQF)



The NQF comprises 10 levels each identified by a unique level descriptor. In order to map a qualification to an NQF level, the learning outcomes of each unit are mapped against these level descriptors, each of which comprises three separate strands covering Knowledge, Skills and Competence.

## SUMMARY OF MAIN NQF OPERATIONS

### Institutional Listing

Institutional listing is a process by which the General Directorate of National Qualifications Framework (GDQ) ensures that an institution developed proper mechanisms to maintain its qualifications standards.



**An institution is to be listed when:**

- It meets all the criteria related to the NQF institutional listing standards.
- Passes its quality review result, conducted by the General Directorate of Reviews (GDR), where applicable<sup>1</sup>. However, newly established institutions will be listed on the NQF merely by meeting institutional listing standards until a quality review is conducted by the GDR.

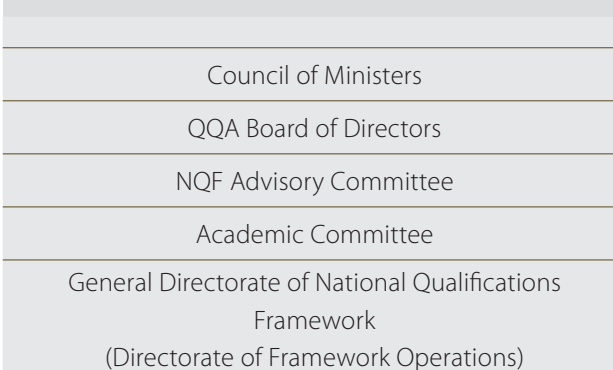
**Qualification Placement**

Placement of qualifications is a process conducted by the GDQ to ensure that the national qualifications offered by the education and training institutions that have met the NQF institutional listing requirements are evaluated for the purpose of placement on the NQF.

**Governance of the NQF**

The GDQ submits institutional listing and qualifications placement application reports to the QQA Academic Committee to assure the quality of reports and then submits them to the NQF Advisory Committee that is established pursuant to the Council of Ministers' Resolution No. 52 of 2013 and chaired by the Chief Executive of the QQA. Its membership includes representatives from the Ministry of Education, Higher Education Council, Civil Service Bureau, Ministry of Labour, public universities, private universities, private institutes and the private sector.

The Advisory Committee oversees all NQF activities; particularly the approval of policies, procedures and guidelines related to the listing of institutions and qualifications placement outcomes. It also presents all the approved NQF policies, and the institutional listing and the qualifications placement outcomes, to the QQA Board of Directors for final approval and endorsement by the Council of Ministers, as depicted in Figure (73) (Governance of the NQF).

**Figure (73): Governance of the NQF****NQF SETUP PHASE: ROLES AND FEEDBACK**

During the Setup Phase in 2013-2014, a feedback and a partnership approach were the main elements, which governed the pilot process as well as looking at current regulations and any co-operation with licensing bodies in order to effectively enhance the services provided to the education and training institutions.

At the end of the Setup Phase in October 2014 the following tasks took place in order to reflect on the outcomes, finalise the processes, and prepare for the implementation phase. These are:

- Review of the Level Descriptors
- Updating the General Policies
- Reviewing the NQF Handbook
- Setting the GDQ Operational Policies
- Preparation for the NQF forum in October 2014.

<sup>1</sup> Some institutions are not included within the review scope of the QQA.

### Awareness and Capacity Building

National communication and co-operation are key elements for raising the public awareness with regard to the goals, benefits and principles of the National Qualifications Framework. This is to ensure that institutions are fully ready to benefit from the NQF. The GDQ undertook a number of initiatives to raise public awareness and to enhance and support the use and application of the NQF.

The Directorate provides suitable support for the institutions and conducts capacity building workshops to ensure that all institutions are ready for all the NQF operations; particularly in terms with the institutional listing and qualifications placement process.

Moreover, a training and capacity building strategy has been developed and executed. This involved training the GDQ staff members by the SQA, as well as training some staff members of the education and training institutions on institutional listing and qualification placement.

In addition to the awareness workshops conducted for the various education and training institutions, specialised capacity building training was provided to qualification validators to help them understand the NQF, the qualification system, the validation criteria and to help them validate the qualifications submitted to the NQF.

The GDQ also participated in a number of forums, meetings, exhibitions and conferences to showcase the NQF model, the developments, and general feedback that was received from pilot institutions about the process.

The GDQ is set to continue delivering awareness, capacity building and participating in related forums and conferences to spread knowledge about the NQF and provide essential information for the application process and outcomes for institutional listing and qualifications placement.

### Concluding Remarks

The Setup Phase conducted in this reporting year has been very useful in providing the GDQ with valuable information on its own processes and the refinements that need to be made. It also provided information on how well the participating institutions have understood the process and what needs to be given attention in the Implementation Phase.

Reviewing the level descriptors, updating the Directorate's General Policies, reviewing the NQF Handbook, setting the GDQ Operational Policies and organising the NQF forum in October 2014 have contributed to getting ready for the NQF Implementation Phase. As mentioned above, capacity building and a general awareness campaign have been particularly important elements of the GDQ strategy to ensure that the NQF is well understood and appreciated by all stakeholders within the Kingdom of Bahrain.

Finally, the QQA always seeks to establish regional and international channels with respect to its operations to ensure that they are in line with the international good practices in the field of quality assurance of education and training. It also seeks to obtain international recognition of Bahrain's NQF through establishing international links with qualifications frameworks from other countries and regions. The QQA has just completed the initial steps to reference qualifications with two frameworks from Europe, namely: the Scottish Credit and Qualifications Framework (SCQF) and the National Framework of Qualifications of Ireland (NFQ). Additionally, the QQA has been an active member in a workgroup establishing the Gulf Qualifications Framework (GQF). These international activities are essential for the international recognition of the NQF.





CONCLUSION AND OUTLOOK







This last section of the 2014 Annual Report of the QQA provides conclusions and the outlook for the 2014-2015 academic year. It also provides a short overview of the upcoming 3rd conference of the QQA in February 2015.

All the QQA directorates will continue providing the public, stakeholders and decision makers with information in the form of annual and review reports on the performance of education and training institutions across the Kingdom that are transparent, objective and accurate. Sharing information and working in close partnership with concerned stakeholders will ensure improvement in the quality of education in the Kingdom.

Given the aggregated findings of the Programmes-within-College Reviews and the commonality of issues that have emerged from the DHR reviews in terms of academic leadership of the programmes and/or colleges; workload of academic staff; benchmarking, and academic standards, the DHR will continue pursuing capacity building initiatives across the institutions in the form of workshops. However, as has been stated in all DHR handbooks and in line with international good practice quality assurance is the responsibility of the institutions themselves. Therefore, institutions need to be more active in identifying their gaps and weaknesses and putting in place realistic plans to address these. There also needs to be a continuous process of monitoring the implementation of these plans. Failure to do will leave the institution at risk and can result in students being awarded degrees that are not fit for purpose.

In the next academic year the DHR will complete its reviews of all programmes at bachelor and master level in the field of business. It will also carry out reviews of Academic Programmes in the Colleges of Law. Cycle 2 of Institutional Reviews will also commence. As usual capacity building workshops will be held prior to the reviews to assist higher education institutions in preparing their self-evaluation portfolios. Local reviewer training programmes will also take place.

The DVR will complete the Cycle 2 reviews by the end of October 2014 when six additional reviews are completed. Meanwhile, the DVR is now in the process of reviewing its policies and procedures and getting feedback regarding its framework and guidance from its key stakeholders such as the MoE, the MoL and VET providers. It has already held one consultation meeting with representatives from the MoL, MoE and Labour Fund (Tamkeen). The plan is to have as wide feedback as possible from stakeholders in order to review and strengthen the new framework that will begin upon being approved by the second semester of the 2014-2015 academic year for Cycle 3 reviews.

Within its operational plans and in line with the DVR strategic goals, the DVR will coordinate with the DPS to develop a review framework for Special Needs Education (SNE). Additionally, both directorates will plan for the pilot review of SNE providers in the Kingdom of Bahrain. It is expected that the pilot reviews of SNE providers will start by January 2015, while live reviews will commence on September 2015.

The DVR will continue with its capacity building through participation in different activities conducted by the QQA including annual forums and conferences. It will also continue carrying out the Self Evaluation Form workshops for all institutions.

The DGS continues to review government schools in the second cycle of reviews. With regard to the government school results, even though the percentage of 'outstanding' schools remains better in Cycle 2 than it was in Cycle 1, the slight increase in the number of schools rated as 'inadequate' is higher than expected. This will slow the rate of progress that is required if the Economic Vision 2030 targets are to be met. To keep up with international aspirations, the nature of the changes needed in education quality and improvement is systemic and consistent. Therefore, the DGS contribution to the third biennial QQA conference in 2015 will address the theme of 'quality and sustainability'.

Several issues arose from this academic year's reviews that have an impact on the educational discussion agenda, including the gap in performance between girls and boys, the challenges schools face in sustaining their previous positive judgements, the leadership and staff stability that schools need in order to improve and sustain improvements, and the concerns associated with the high number of 'inadequate' schools in the intermediate school sector.

The review of all 206 government schools is on schedule for completion. The DGS plans to conduct reviews of an additional 20 government schools during the course of the first semester of the 2014-2015 academic year. In doing so, Cycle 2 of the national reviews will be completed. Consultation related to the new framework is in process and all concerned stakeholders are included, as a new cycle of reviews of government schools is expected to begin by the second semester of the 2014-2015 academic year.

The DPS continues to be a key driving force in the quality enhancement of educational services, by attempting to spread the culture of quality and building capacity through an ongoing debate and discussions, where schools learn from each other in the light of good practices identified during school reviews. Too few private schools are performing well enough to aspire to the international standards described in the Economic Vision 2030 for Bahrain. Different schools are operating from vastly different baselines and levels of resourcing. In the 'inadequate' schools in particular, serious improvements are required if they are to reach at least the 'satisfactory' standards expected in Bahrain's schools. 'Satisfactory' schools need to adopt more of the practices of the 'good' and 'outstanding' schools. Recommendations for the 'outstanding' schools include a call for exerting more efforts to share best practices with other schools, despite competition to attract students.

The outlook is on schedule to complete the review of all 62 private schools, as the DPS plans to conduct reviews of a further nine private schools during the course of the first semester of the academic year 2014-2015 where it will complete Cycle 1 of reviews, and begin Cycle 2 reviews by the second semester of the same academic year.

Overall, the outcomes of the national examinations in all Grades and subjects witnessed continued decrease in performance scores in comparison to previous years. Also, the continued performance-related gap between girls over boys continues to be a matter of concern by all the concerned parties.

The DNE will continue in the 2014-2015 academic year with developing and implementing national examinations for Grades 3, 6, 9, and 12. It will also continue working in partnership with the Ministry of Education, government and private schools as well as all stakeholders through sharing its findings in the national examinations and in its continued capacity building initiatives.

The GDQ is committed to provide services and operations of the highest standard in accordance of international good practice. In the commencement of institutional listing and qualifications placement processes in October 2014, the GDQ will provide continuous support to institutions across the Kingdom of Bahrain to facilitate their listing and qualifications placement.

The GDQ will also continually promote the values and benefits of lifelong learning with all the education and training stakeholders. One aspect of this promotion is through career guidance. The improvement of career guidance in Bahrain is envisaged to provide better career and learning paths and provide better matching between qualifications and job opportunities. Moreover, the GDQ will work hand-in-hand with the education and training institutions to enable recognition of prior learning (RPL) in the Kingdom of Bahrain. Offering RPL in Bahrain would

provide an unprecedented opportunity for individuals to gain acknowledgement of their skills and experiences.

For the GDQ, the sharing of good practice among the Kingdom's education and training institutions was the keynote for the NQF forum which was held by the QQA in conjunction with its international partner SQA in October 2014, which was entitled: 'The National Qualifications Framework: A New Dimension to Knowledge Economy'. The forum included keynote speakers from reputable institutions from Bahrain, Europe, and the GCC. Additionally, the forum included an applied workshop that provided hands-on experience on various operation of the NQF.





The upcoming academic year will include the third biennial QQA Conference during February 2015 which will be under the patronage of His Highness Sheikh Mohamed Bin Mubarak Al-Khalifa, the Deputy Prime Minister and the Chairman of the Education and Training Reform Board, and titled: 'Quality of Education and Training: Sustainability and Employability'. QQA events and particularly the QQA biennial conference have become internationally highly anticipated events and focal points for peers and experts to meet and exchange valuable knowledge and experiences. The QQA conference will comprise prominent keynote speakers, presentations and workshops. There will be delegates from schools, vocational providers, higher education institutions, national examinations centres, and qualifications framework specialists, who will explore the challenges and opportunities facing quality assurance agencies locally, regionally, and globally.

The conference sessions will include topics, research, and results addressing the ever-changing education and training sectors in Bahrain and globally. In addition to substantial information that will be presented and discussed through the regular sessions. This year's conference will include a new track addressing the newly established National Qualifications Framework (NQF), which will launch its operation in October 2014, after completing the Setup Phase.



The Cabinet of Ministers issued on 27th July 2014 a Resolution with respect to the approval to grant the QQA Seal of Recognition to schools and vocational training institutions in the Kingdom that have been judged 'Outstanding' or 'Good' by the QQA as a confirmation of the efforts of these institutions in improving the quality of provision continuously. The QQA Seal of Recognition is granted to the schools and vocational training institutions that successfully meet the QQA standards. The educational and training institutions that have been judged 'Outstanding' will be granted the 'Golden' QQA Seal of Recognition, while those graded 'Good' will be granted the 'Silver' QQA Seal of Recognition.

In granting the QQA Seal of Recognition to educational and training institutions, the QQA aims to confirm the achievements made by the various education and training institutions in promoting their own academic achievement and in improving the quality of their provisions continuously. In addition, it aims to enhance the spirit of positive competitiveness amongst institutions. The QQA Seal of Recognition is a distinct brand that can be easily recognised by students, parents and employers to determine the level of quality assurance of various educational and training institutions and their outcomes.

The QQA seeks to establish a number of concepts and principles in these educational and training institutions when granting its seal of recognition; namely, transparency that aims to reflect the value of being open about the services these educational and training institutions offer towards society, including its recognitions of quality amongst institutions.

It also stresses the importance of the practice of professionalism by the educational and training institutions to adhere to good international professional standards in all activities; in addition to the increase of awareness of the QQA's national role and its efforts in the enhancement of the education and training sectors across the Kingdom of Bahrain.

The project of granting the QQA Seal of Recognition to the education and training institutions depends upon their adherence to the 'Usage Guidelines and Terms of Use' of the QQA Seal of Recognition, provided that it will be used for a limited period of time 'starting from the date of granting the QQA Seal of Recognition upon the official approval of the institution's review results and expiring on the date of the publication of the next review results of the institution'. The education and training institution shall acknowledge that all rights to the QQA Seal of Recognition are the exclusive property of the QQA and all goodwill generated through the use of the QQA Seal of Recognition is intended specifically and only for the material reviewed by QQA. In addition, the right to use the QQA Seal of Recognition logo is non-assignable or transferrable from one institution to another and shall not be used in matters that are not specified by the QQA. The QQA Seal of Recognition can be used by the institution on several occasions, for instance, institution correspondence, institution roll-ups and presentations as well as the institution banners and website.







APPENDICES







## The Directorate of Higher Education Reviews \*

## INSTITUTIONAL REVIEWS \*\*

#	Institution	Year of last review	Number of Commendations	Number of Affirmations	Number of Recommendations	Follow –up Evaluation ***
1	Ahlia University	2012	9	12	24	Good progress
2	University of Bahrain	2012	15	12	17	Adequate progress
3	Bahrain Polytechnic	2013	7	3	18	Adequate progress
4	Delmon University	2011	0	9	32	Adequate progress
5	Gulf University	2011	1	4	40	Adequate progress
6	Royal College of Surgeons in Ireland - MUB	2011	5	9	23	Adequate progress
7	Applied Science University	2012	2	7	34	Inadequate progress
8	Kingdom University	2012	1	3	36	Inadequate progress
9	AMA International University – Bahrain	2011	0	0	47	Inadequate progress
10	University College of Bahrain	2011	2	2	41	Inadequate progress
11	Arab Open University - Bahrain	2011	6	3	15	Inadequate progress
12	Royal University for Women	2011	3	2	19	Inadequate progress
13	New York Institute of Technology – Bahrain	2009	0	1	42	Not applicable withdrawn from Bahrain
14	Birla Institute of Technology	2008	4	3	17	Not applicable withdrawn from Bahrain

\*Reports are published on the QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\*No. of Commendations, Affirmations, and Recommendations is not a direct measure of the quality of the institution. Commendations: Areas of strength; Affirmations: Areas in need to improvement recognised by the institution itself; and Recommendations: Areas in need to improvement recognised by the review panel.

\*\*\*Good progress: Most of the recommendations successfully addressed (including all major recommendations), Adequate progress: Most of the recommendations fully or partially addressed, Inadequate progress: Most of the recommendations not adequately addressed or a major recommendation not adequately addressed



## Cycle 1:

## Higher Education Programme Reviews \*

## Bachelor of Business Administration

#	Institution	Year of last review	No. of Satisfied Indicators	Conclusion	Follow-up Review ** Conclusion	Re-Review *** Conclusion
1	University of Bahrain	2009	4	Confidence		
2	Ahlia University	2009	4	Confidence		
3	Arab Open University – Bahrain	2009	4	Confidence		
4	Royal University for Women	2009	4	Confidence		
5	Birla Institute of Technology - Bahrain	2009	3	Limited confidence	-	-
6	University College of Bahrain	2011	2	Limited confidence	Successfully met recommendations	
7	Applied Science University	2010	2	Limited confidence	Successfully met recommendations	
8	Gulf University	2010	3	Limited confidence	Not Satisfactory	
9	Kingdom University	2010	1	No confidence		Limited confidence
10	Delmon University of Science and Technology	2010	1	No confidence		Limited confidence
11	AMA International University - Bahrain	2011	1	No confidence		No confidence
12	New York Institute of Technology – Bahrain	2011	1	No confidence		No confidence

\* Reports are published on QAAET website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Follow-up Review: To measure progress in addressing the recommendations of the review report.

\*\*\* Re-Review: To conduct a comprehensive new review of the programme.

**Bachelor of Law**

#	Institution	Year of last review	No. of Satisfied Indicators	Conclusion	Follow-up Review Conclusion
1	University of Bahrain	2010	4	Confidence	
2	Applied Science University	2012	3	Limited confidence	Successfully met recommendations
3	Kingdom University	2012	2	Limited confidence	Successfully met recommendations
4	Delmon University of Science and Technology	2010	0	No confidence	
5	Gulf University	2010	0	No confidence	

**Master of Information Technology**

#	Institution	Year of last review	No. of Satisfied Indicators	Conclusion
1	Ahlia University	2010	4	Confidence
2	Delmon University of Science and Technology	2010	0	No confidence
3	Gulf University	2010	0	No confidence
4	AMA International University-Bahrain	2010	0	No confidence
5	New York Institute of Technology – Bahrain	2010	0	No confidence

**Master of Business Administration**

#	Institution	Year of last review	No. of Satisfied Indicators	Conclusion
1	University of Bahrain	2011	4	Confidence
2	Ahlia University	2011	4	Confidence
3	Arab Open University – Bahrain	2011	3	Limited confidence
4	University College of Bahrain	2011	3	Limited confidence
5	Applied Science University	2011	2	Limited confidence
6	Delmon University	2011	1	No confidence
7	AMA International University – Bahrain	2011	1	No confidence
8	Gulf University	2011	1	No confidence

## Cycle 2\*

## Higher Education Programmes-within-College Reviews

## Field of Medicine and Health Science

#	Institution	Year of last review	No. of Satisfied Indicators	Conclusion
1	<b>Ahlia University</b> Bachelor of Science in Physiotherapy - College of Medical & Health Sciences	2012	4	Confidence
2	<b>Royal College of Surgeons in Ireland – MUB</b> Bachelor of Medicine, Bachelor of Surgery, and Bachelor of the Art of Obstetrics - School of Medicine	2012	4	Confidence
3	<b>Royal College of Surgeons in Ireland – MUB</b> Bachelor of Science in Nursing - School of Nursing & Midwifery	2012	4	Confidence
4	<b>Royal College of Surgeons in Ireland – MUB</b> Bachelor of Science in Nursing - Bridging - School of Nursing & Midwifery	2012	4	Confidence
5	<b>Royal College of Surgeons in Ireland – MUB</b> Master of Science in Nursing - School of Postgraduate Studies and Research	2012	4	Confidence
6	<b>University of Bahrain</b> Bachelor of Science in Nursing - College of Health Sciences	2012	4	Confidence
7	<b>University of Bahrain</b> Bachelor of Science in Nursing for Registered Nurses - College of Health Sciences	2012	4	Confidence
8	<b>Royal College of Surgeons in Ireland – MUB</b> MSc Healthcare Ethics and Law - School of Postgraduate Studies and Research	2012	0	No confidence
9	<b>AMA International University – Bahrain</b> Doctor of Medicine - College of Medicine	2012	0	No confidence

\* Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)



**Higher Education Programmes-within-College Reviews**  
**Field of Information Techonology and Computing**















#	Institution	Year of last review	No. of Satisfied Indicators	Conclusion
1	<b>University of Bahrain</b> Bachelor of Science in Computer Engineering - College of Information Technology	2013	4	Confidence
2	<b>University of Bahrain</b> Bachelor of Science in Computer Science - College of Information Technology	2013	4	Confidence
3	<b>University of Bahrain</b> Bachelor of Science in Information System - College of Information Technology	2013	4	Confidence
4	<b>Arab Open University</b> B.Sc. in Information Technology and Computing - Faculty of Computer Studies	2013	4	Confidence
5	<b>Ahlia University</b> Bachelor in Distributed Systems and Multimedia	2013	4	Confidence
6	<b>Ahlia University</b> Bachelor in Information Technology	2013	4	Confidence
7	<b>Ahlia University</b> Master in Information Technology and Computer Science	2013	4	Confidence
8	<b>University College of Bahrain</b> BSc in Information Technology	2013	2	Limited Confidence
9	<b>AMA International University – Bahrain</b> Bachelor of Science in Computer Science - College of Computer Studies	2013	1	No Confidence
10	<b>Royal University for Women</b> Bachelor of Science in Information Technology- Faculty of Information Technology	2013	1	No Confidence
11	<b>Royal University for Women</b> Bachelor of Science in Computer Science - Faculty of Information Technology	2013	1	No Confidence
12	<b>AMA International University – Bahrain</b> Master of Science in Computer Science - College of Computer Studies	2013	0	No confidence
13	<b>Gulf University</b> BSc in Computer Communications Engineering – College of Computer Engineering and Sciences	2013	0	No confidence
14	<b>Gulf University</b> BSc in Computer Engineering and Information Systems– College of Computer Engineering and Sciences	2013	0	No Confidence

### Higher Education Programmes-within-College Reviews

#### Field of Business

#	Institution	Year of last review	No. of Satisfied Indicators	Conclusion
1	<b>Arab Open University</b> BA in Business Administration Systems	2014	4	Confidence
2	<b>Arab Open University - Bahrain</b> Master of Business Administration offered by (OUM) & hosted by AOU	2014	4	Confidence
3	<b>Royal University for Women</b> Bachelor of Banking and Finance	2014	4	Confidence
4	<b>Royal University for Women</b> Bachelor of Human Resources	2014	4	Confidence
5	<b>Royal University for Women</b> Bachelor of International Business	2014	4	Confidence
6	<b>University College of Bahrain</b> Bachelor of Business Administration	2014	2	Limited Confidence
7	<b>AMA International University</b> Bachelor of Science in Business Informatics	2014	2	Limited Confidence
8	<b>University College of Bahrain</b> Master of Business Administration	2014	0	No Confidence
9	<b>AMA International University</b> Bachelor of Science in International Studies	2014	0	No Confidence
10	<b>AMA International University</b> Master in Business Administration	2014	0	No Confidence

## The Directorate of Vocational Reviews \*

#		Provider	Cycle 1 Review Grade	Cycle 1 Repeat Review Grade **	Cycle 2 Review Grade
1		Capital Institute	2: Good	-	1: Outstanding
2		British Language Centre	2: Good	-	1: Outstanding
3		Institute of Finance	2: Good	-	1: Outstanding
4		Bahrain Institute for Banking and Finance (BIBF)	2: Good	-	1: Outstanding
5		Genetech Training & Development	2: Good	-	1: Outstanding
6		Kumon- Bahrain	2: Good	-	1: Outstanding
7		Al Mashreq Training (previously Arabian East Training Center)	3: Satisfactory	-	1: Outstanding
8		Daar Al Maarefa Language Centre	2: Good	-	2: Good
9		Sylvan Learning Centre-Bahrain	2: Good	-	2: Good
10		Bahrain Institute of Hospitality & Retail (BIHR)	2: Good	-	2: Good
11		Berlitz Training Centre	2: Good	-	2: Good
12		Gulf World Institute for Career Development & Quality	2: Good	-	2: Good
13		American Cultural & Educational Centre	3: Satisfactory	-	2: good
14		Al Moalem Institute	3: Satisfactory	-	2: Good

\* Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Based on the DVR Review Framework in the first cycle of reviews. Now, it is no longer applicable and has been replaced by a new Review Framework since January 2012 and used in the second cycle of reviews.

## The Directorate of Vocational Reviews \* (Continued)

#		Provider	Cycle 1 Review Grade	Cycle 1 Repeat Review Grade **	Cycle 2 Review Grade
15		Ernst and Young Training Center	3: Satisfactory	-	2: Good
16		Golden Trust for Management & Commercial Training & Consultancy	3: Satisfactory	-	2: Good
17		Gulf Insurance Institute	3: Satisfactory	-	2: Good
18		RRC Middle East	3: Satisfactory	-	2: Good
19		Safety Training & Consultants Center	3: Satisfactory	-	2: Good
20		Victory Training & Development Institute (VTDI)	3: Satisfactory	-	2: Good
21		A.I.T Centre	3: Satisfactory	-	2: Good
22		Dynamics Training Institute	3: Satisfactory	-	2: Good
23		Bahrain International Retail Development Center (BIRD)	2: Good	-	3: Satisfactory
24		National Institute for Industrial Training	2: Good	-	3: Satisfactory
25		Modern Institute of Science & Computer	3: Satisfactory	-	3: Satisfactory
26		Bahrain Training Institute (BTI)	3: Satisfactory	-	3: satisfactory
27		Al Banna Training Institute	3: Satisfactory	-	3: Satisfactory
28		Excellence Training Solutions	3: Satisfactory	-	3: Satisfactory

\* Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Based on the DVR Review Framework in the first cycle of reviews. Now, it is no longer applicable and has been replaced by a new Review Framework since January 2012 and used in the second cycle of reviews.











## The Directorate of Vocational Reviews \* (Continued)

#		Provider	Cycle 1 Review Grade	Cycle 1 Repeat Review Grade **	Cycle 2 Review Grade
29		Flextrain for Training & Development	3: Satisfactory	-	3: Satisfactory
30		Horizons for Human Resource Development	3: Satisfactory	-	3: Satisfactory
31		I Design Training centre	3: Satisfactory	-	3: Satisfactory
32		Al - Badeel for Training Development	3: Satisfactory	-	3: Satisfactory
33		Al Jazeera Modern Institute	3: Satisfactory	-	3: Satisfactory
34		Bait Al Taleem Institute	3: Satisfactory	-	3: Satisfactory
35		Deena Institute of Technology	3: Satisfactory	-	3: Satisfactory
36		Design Technology Training Center	3: Satisfactory	-	3: Satisfactory
37		Gulf International Institute	3: Satisfactory	-	3: Satisfactory
38		Industrial Petroleum Training Services (I.P.T.S.)	3: Satisfactory	-	3: Satisfactory
39		Leaders Institute for Training & Development	3: Satisfactory	-	3: Satisfactory
40		Osho Training	3: Satisfactory	-	3: Satisfactory
41		Projacs Training Centre	3: Satisfactory	-	3: Satisfactory
42		Success Training Centre (STC)	3: Satisfactory	-	3: Satisfactory
43		Prestige Institute for Training Human Resources	4: Inadequate	-	3 : satisfactory
44		Al Adwha Institute	4: Inadequate	-	3: satisfactory

\* Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Based on the DVR Review Framework in the first cycle of reviews. Now, it is no longer applicable and has been replaced by a new Review Framework since January 2012 and used in the second cycle of reviews.




## The Directorate of Vocational Reviews \* (Continued)

#		Provider	Cycle 1 Review Grade	Cycle 1 Repeat Review Grade **	Cycle 2 Review Grade
45		Al Mawred Institute	4: Inadequate	-	3: Satisfactory
46		Lingo Ease centre	3: Satisfactory	-	4: inadequate
47		Al Amjaad Institute	3: Satisfactory	-	4: inadequate
48		National Institute of Technology (NIT)	3: Satisfactory	-	4: Inadequate
49		Global Institute for Management Science	3: Satisfactory	-	4: Inadequate
50		English Plus Institute	4: Inadequate	-	4: Inadequate
51		Al Awael Learning Institute	4: Inadequate	-	4: Inadequate
52		The Training Centre of the Bahrain Society of Engineers	4: Inadequate	-	4: Inadequate
53		Gulf Aviation Academy (GAA)	-	-	1: outstanding
54		Berlitz Language Center - Bahrain	-	-	2: Good
55		Impact Training Institute	-	-	2: Good
56		Harvest Training Centre (Previously Al Hassad Training Center)	-	-	2: Good
57		Neo vartis Training Centre	-	-	2: Good
58		Yellow Hat Training s.p.c	-	-	2: Good
59		ILC Training	-	-	2: Good
60		Emic Training	-	-	2: Good

\* Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Based on the DVR Review Framework in the first cycle of reviews. Now, it is no longer applicable and has been replaced by a new Review Framework since January 2012 and used in the second cycle of reviews.

## The Directorate of Vocational Reviews \* (Continued)

#		Provider	Cycle 1 Review Grade	Cycle 1 Repeat Review Grade **	Cycle 2 Review Grade
61		Logic Institute for Training & Human resource Development	-	-	2: Good
62		Thinksmart for development & Training	-	-	2: Good
63		Inma Training and Development Centre	-	-	3: Satisfactory
64		Score Training Institute	-	-	3: Satisfactory
65		Marvel Management Training Institute	-	-	3: Satisfactory
66		BAS Aircraft Maintenance Training (BAS-TC)	-	-	3: Satisfactory
67		Beauty Face Institute	-	-	3: Satisfactory
68		Human Performance Improvement (HPI)	-	-	3: Satisfactory
69		Investment for Training and development	-	-	3: Satisfactory
70		Novo-Tech Training	-	-	4: Inadequate
71		Delmon Academy for Computer and Managerial Science (DACMS)	-	-	4: Inadequate
72		Manama Training Centre	-	-	4: Inadequate
73		Bridge Training Solutions	4: Inadequate	3: Satisfactory	2: Good
74		London Training Center	4: Inadequate	3: Satisfactory	2: Good
75		Taylos Human Development	4: Inadequate	3: Satisfactory	2: Good
76		Bahrain Institute	4: Inadequate	3: Satisfactory	3: Satisfactory

\* Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Based on the DVR Review Framework in the first cycle of reviews. Now, it is no longer applicable and has been replaced by a new Review Framework since January 2012 and used in the second cycle of reviews.

## The Directorate of Vocational Reviews \* (Continued)

#		Provider	Cycle 1 Review Grade	Cycle 1 Repeat Review Grade **	Cycle 2 Review Grade
77		Bahrain Institute for Entrepreneurship & Technology (BIET) (previously Bahrain Institute for Technology)	4: Inadequate	3: Satisfactory	3: Satisfactory
78		Professional Training Institute (previously Al Amal Institute for Studies & Training)	4: Inadequate	3: Satisfactory	3: Satisfactory
79		Training Plus Institute ( Previously New Horizons Computer Learning Centre)	4: Inadequate	3: Satisfactory	3: Satisfactory
80		Group Talal Abu-Ghazaleh Training Group	4: Inadequate	3: Satisfactory	3: Satisfactory
81		English Language Skills Centre	4: Inadequate	3: Satisfactory	3: Satisfactory
82		Aptech Computer Education	4: Inadequate	3: Satisfactory	3: Satisfactory
83		Hanan Training Institute	4: Inadequate	4: Inadequate	3: Satisfactory
84		Management Development Centre	4: Inadequate	4: Inadequate	3: Satisfactory
85		Future Institute for Training & Development (previously Al Meer Training Center)	4: Inadequate	3: Satisfactory	4: inadequate
86		New Vision Training Institute (NTI)	4: Inadequate	3: Satisfactory	4: Inadequate
87		The Gulf Academy For Development of Human Resources	4: Inadequate	4: Inadequate	4: Inadequate
88		Al Hayat Institute for Human Resources Development	4: Inadequate	4: Inadequate	4: Inadequate
89		The European Institute	4: Inadequate	3: Satisfactory	-
90		Bahrain Montessori Centre	1: Outstanding	-	-
91		Al Moheet Institute	3: Satisfactory	-	-

\* Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Based on the DVR Review Framework in the first cycle of reviews. Now, it is no longer applicable and has been replaced by a new Review Framework since January 2012 and used in the second cycle of reviews.



## The Directorate of Vocational Reviews \* (Continued)

#		Provider	Cycle 1 Review Grade	Cycle 1 Repeat Review Grade **	Cycle 2 Review Grade
92		Expert Group Training Institute	3: Satisfactory	-	-
93		Gulf Business Machine Education Centre	3: Satisfactory	-	-
94		Al Madina Training & Human Resources Development	4: Inadequate	-	-
95		Experts Training Institute	4: Inadequate	-	-
96		Fastrack Training & Development Consultancy	4: Inadequate	-	-
97		IT Camp International	4: Inadequate	-	-

## Cultural Centres

1		Bahrain Music Institute	1: Outstanding	-	1: outstanding
2		Life in Music	2: Good	-	1: outstanding
3		Al Madrasa For Art	2: Good	-	3: Satisfactory
4		Indian Performing Arts Centre	3: Satisfactory	-	3: satisfactory
5		Kalabhavan Art Centre	4: Inadequate	-	4: inadequate
6		Bahrain Ballet Centre	2: Good	-	

\* Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Based on the DVR Review Framework in the first cycle of reviews. Now, it is no longer applicable and has been replaced by a new Review Framework since January 2012 and used in the second cycle of reviews.




## Monitoring visits to institutions judged 'inadequate' \*

#	Institutes receiving monitoring visits during May 2012- May 2014	First Monitoring visit **	Second Monitoring visit
1	Bahrain Society of Engineers Training Centre (BSETC)	In progress	Sufficient progress
2	English Plus Institute	In progress	Sufficient progress
3	Al Adwha Institute	Insufficient Progress	In progress
4	National Institute of Technology (NIT)	Insufficient Progress	In progress
5	Al Awael Learning Institute	Insufficient Progress	Insufficient Progress
6	Kalabhavan Art Centre	Insufficient Progress	Insufficient Progress
7	Global Institute for Management Science	Insufficient Progress	

\* All second monitoring visits were published, while all first monitoring visit reports were not published except NIT.


















\*\* Sufficient progress: The provider has fully addressed the majority of the recommendations contained in the review report, and/or previous monitoring report, and includes those which have most impact on learners' achievement, and the rest have been partially addressed, In progress: The provider has at least partially addressed all of the recommendations contained in the review report and/or previous monitoring report, Insufficient progress: The provider has made little or no progress in addressing the majority of the recommendations contained in the review report and/or previous monitoring report.

## The Directorate of Government Schools Reviews\*

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
1		Al-Orouba Primary Girls School	1: Outstanding	1: Outstanding
2		Aminah Bint Wahab Primary Girls School	1: Outstanding	1: Outstanding
3		Rabia'a Al-Adaweyia Primary Girls School	1: Outstanding	1: Outstanding
4		Al-Rawdha Primary Girls School	1: Outstanding	1: Outstanding
5		Hajer Primary Girls School	2: Good	1: Outstanding
6		Ain Jaloot Primary Girls School	2: Good	1: Outstanding
7		Al-Sehlah Primary Girls School	2: Good	1: Outstanding
8		Hitteen Primary Boys School	2: Good	1: Outstanding
9		Khawlah Secondary Girls School	2: Good	1: Outstanding
10		Sumayia Primary Girls School	2: Good	1: Outstanding
11		Karrana Primary Girls School	2: Good	1: Outstanding
12		Um Salama Intermediate Girls School	2: Good	1: Outstanding
13		Tubli Primary Girls School	2: Good	1: Outstanding
14		Al- Khawarizmi Primary Boys School	3: Satisfactory	1: Outstanding
15		Al-Mutanabbi Primary Boys School	1: Outstanding	2: Good
16		Sitra Primary Girls School	2: Good	2: Good

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

## The Directorate of Government Schools Reviews\* (Continued)

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
17		Saar Primary Girls School	2: Good	2: Good
18		Um Kalthoom Intermediate Girls School	2: Good	2: Good
19		Al-Muharraq Primary Girls School	2: Good	2: Good
20		Asma That Alnetaqain Primary Girls School**	2: Good	2: Good
21		Fatima Al-Zahra Primary Girls School	2: Good	2: Good
22		Hafsa Um Almoumineen Primary Girls School	2: Good	2: Good
23		Hamad Town Primary Girls School	2: Good	2: Good
24		Al- Jazeera Primary Boys School	2: Good	2: Good
25		Al-Qadsiah Primary Girls School	2: Good	2: Good
26		Al-Manhal Primary Girls School	2: Good	2: Good
27		Al-Sanabis Primary Girls School	2: Good	2: Good
28		Zainab Intermediate Girls School	2: Good	2: Good
29		Al-Hidd Secondary Girls School7***	2: Good	2: Good
30		Al-Safa Primary Girls School	2: Good	2: Good
31		Arad Primary Girls School	2: Good	2: Good
32		Al-Belad Al-Qadeem Primary Girls School	2: Good	2: Good
33		Fatima Bint Asad Primary Girls School	2: Good	2: Good

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)


















\*\* Asma That Alnetaqain Primary Intermediate Girls School Previously

\*\*\* Al -Hidd Intermediate Secondary Girls School Previously














## The Directorate of Government Schools Reviews\* (Continued)

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
34		Gharnata Primary Girls School	2: Good	2: Good
35		Zubaidah Primary Girls School	2: Good	2: Good
36		Sanad Primary Girls School	3: Satisfactory	2: Good
37		Sar Secondary Girls School	3: Satisfactory	2: Good
38		Qurtoba Intermediate Girls School	3: Satisfactory	2: Good
39		Fatima Bint Alkhattab Primary Girls School	3: Satisfactory	2: Good
40		Al-Nabeeh Saleh Primary Girls School	3: Satisfactory	2: Good
41		Al-Qudes Primary Girls School	3: Satisfactory	2: Good
42		Al-Daih Primary Intermediate Girls School	3: Satisfactory	2: Good
43		Al-Duraz Primary Girls School	3: Satisfactory	2: Good
44		Al-Zallaq Primary Intermediate Girls School	3: Satisfactory	2: Good
45		Bait Al-Hekmah Primary Girls School	3: Satisfactory	2: Good
46		East Rifaa Primary Girls School	3: Satisfactory	2: Good
47		Ruqaya Primary Girls School	3: Satisfactory	2: Good
48		Tubli Primary Boys School	3: Satisfactory	2: Good
49		West Rifaa Primary Girls School	3: Satisfactory	2: Good
50		Zannoobia Intermediate Girls School	3: Satisfactory	2: Good

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

## The Directorate of Government Schools Reviews\* (Continued)

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
51		Al-Noaim Secondary Boys School	3: Satisfactory	2: Good
52		Al-Duraz Intermediate Girls School	3: Satisfactory	2: Good
53		Jidhafs Secondary Girls School	3: Satisfactory	2: Good
54		Sitra Intermediate Girls School	3: Satisfactory	2: Good
55		Sitra Secondary Girls School	3: Satisfactory	2: Good
56		Omayma Bint Al-Noaman Secondary Girls School	3: Satisfactory	2: Good
57		Al-Noor Secondary Girls School	4: Inadequate	2: Good
58		Aali Intermediate Boys School	4: Inadequate	2: Good
59		Sh. Mohamed Bin Isa Al-Khalifa Primary Boys School	4: Inadequate	2: Good
60		Al-Muharraq Secondary Girls School	1: Outstanding	3: Satisfactory
61		West Rifaa Intermediate Girls School	1: Outstanding	3: Satisfactory
62		Tulaitela Primary Girls School	2: Good	3: Satisfactory
63		West Rifaa Primary Boys School	2: Good	3: Satisfactory
64		Safeyia Bint Abdulmuttalib Primary Intermediate Girls School	2: Good	3: Satisfactory
65		Al-Sanabis Intermediate Girls School	2: Good	3: Satisfactory
66		Arad Intermediate Girls School	2: Good	3: Satisfactory

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

**The Directorate of Government Schools Reviews\* (Continued)**

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
67		Askar Primary Intermediate Boys School	2: Good	3: Satisfactory
68		Khalid Bin Alwaleed Primary Boys School	2: Good	3: Satisfactory
69		Al-Khansa Primary Girls School	2: Good	3: Satisfactory
70		Al-Ma'refa Secondary Girls School	2: Good	3: Satisfactory
71		A'ali Primary Girls School	2: Good	3: Satisfactory
72		Buri Primary Girls School	2: Good	3: Satisfactory
73		Halima Al-Sa'adeyya Intermediate Girls School	2: Good	3: Satisfactory
74		Hassan Bin Thabit Primary Boys School	2: Good	3: Satisfactory
75		Isa Town Intermediate Girls School	2: Good	3: Satisfactory
76		Mariam Bint Omran Primary Girls School	2: Good	3: Satisfactory
77		Saba' Primary Girls School	2: Good	3: Satisfactory
78		Safrah Primary Intermediate Girls School	2: Good	3: Satisfactory
79		Um Ayman Primary Girls School	2: Good	3: Satisfactory
80		Balqees Primary Girls School	2: Good	3: Satisfactory
81		East Rifaa Primary Boys School	2: Good	3: Satisfactory
82		Hamad Town Primary Boys School	2: Good	3: Satisfactory

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

## The Directorate of Government Schools Reviews\* (Continued)

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
83		Jaw Primary Intermediate Girls School	2: Good	3: Satisfactory
84		Sar Primary Boys School	2: Good	3: Satisfactory
85		Salahuddeen Alayyoubi Primary Boys School	2: Good	3: Satisfactory
86		Jidhafs Primary Boys School	3: Satisfactory	3: Satisfactory
87		Nasiba Bint Ka'ab Primary Girls School	3: Satisfactory	3: Satisfactory
88		Al-Nuzha Primary Girls School	3: Satisfactory	3: Satisfactory
89		East Rifaa Intermediate Girls School	3: Satisfactory	3: Satisfactory
90		Al-Busaiteen Primary Girls School	3: Satisfactory	3: Satisfactory
91		Al-Hedayah Al-Khalifia Secondary Boys School	3: Satisfactory	3: Satisfactory
92		Al-Hooraa Secondary Girls School	3: Satisfactory	3: Satisfactory
93		Al- Ja'afari Religious Institute	3: Satisfactory	3: Satisfactory
94		A'ali Intermediate Girls School	3: Satisfactory	3: Satisfactory
95		A'ali Primary Boys School	3: Satisfactory	3: Satisfactory
96		Ahmad Al-Umran Secondary Boys School	3: Satisfactory	3: Satisfactory
97		Al-Busaiteen Intermediate Girls School	3: Satisfactory	3: Satisfactory
98		Al-Yarmook Primary Boys School	3: Satisfactory	3: Satisfactory

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)



## The Directorate of Government Schools Reviews\* (Continued)

#	Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
99	Al-Qudaibia Intermediate Boys School**	3: Satisfactory	3: Satisfactory
100	Barbar Primary Boys School	3: Satisfactory	3: Satisfactory
101	Ibn Al-Nafees Primary Boys School	3: Satisfactory	3: Satisfactory
102	Al-Manama Secondary Girls School	3: Satisfactory	3: Satisfactory
103	Khadija Al-Kubra Intermediate Girls School	3: Satisfactory	3: Satisfactory
104	Uqba Bin Nafe'a Primary Boys School	3: Satisfactory	3: Satisfactory
105	Al-Sanabis Primary Boys School	3: Satisfactory	3: Satisfactory
106	Sh. Abdul Aziz Bin Mohd Al Khalifa Secondary Boys School	3: Satisfactory	3: Satisfactory
107	Um Al-Qura Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory
108	West Rifaa Secondary Girls School	3: Satisfactory	3: Satisfactory
109	Yathreb Intermediate Girls School	3: Satisfactory	3: Satisfactory
110	Alzallaq Primary Intermediate Boys School	3: Satisfactory	3: Satisfactory
111	Abu Alaala Al-Maari Primary Boys School	3: Satisfactory	3: Satisfactory
112	Alahd Alzaher Secondary Girls School	3: Satisfactory	3: Satisfactory
113	Al-Dair Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory
114	Al-Hunaineya Primary Girls School	3: Satisfactory	3: Satisfactory

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Al-Qudaibia Primary Intermediate Boys School Previously

## The Directorate of Government Schools Reviews\* (Continued)

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
115		Al-Qayrawan Intermediate Girls School	3: Satisfactory	3: Satisfactory
116		Al-Imam Ali Primary Intermediate Boys School	3: Satisfactory	3: Satisfactory
117		Al- Rasheed Primary Boys School	3: Satisfactory	3: Satisfactory
118		Al-Razi Primary Boys School	3: Satisfactory	3: Satisfactory
119		Ibn Sina Primary Boys School	3: Satisfactory	3: Satisfactory
120		Jidhafs Secondary Technical School	3: Satisfactory	3: Satisfactory
121		Omar Bin Abdul Aziz Primary Boys School	3: Satisfactory	3: Satisfactory
122		Al-Rifaa Intermediate Boys School	3: Satisfactory	3: Satisfactory
123		Salmabad Primary Girls School	3: Satisfactory	3: Satisfactory
124		Um Alhassam Primary Boys School	4: Inadequate	3: Satisfactory
125		Omar Bin Al-Khattab Primary Intermediate Boys School	4: Inadequate	3: Satisfactory
126		Isa Town Secondary Boys School	4: Inadequate	3: Satisfactory
127		Isa Town Secondary Girls School	4: Inadequate	3: Satisfactory
128		Al-Esteqlal Secondary Girls School	4: Inadequate	3: Satisfactory
129		Al-Dheya Primary Boys School	4: Inadequate	3: Satisfactory
130		Hamad Town Secondary Girls School	4: Inadequate	3: Satisfactory

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)



## The Directorate of Government Schools Reviews\* (Continued)

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
131		Badr Al-Kobra Primary Boys School	4: Inadequate	3: Satisfactory
132		Abdul Rahman Al-Nassir Primary Intermediate Boys School	4: Inadequate	3: Satisfactory
133		Abu Bakr Al-Siddeeq Primary Boys School	4: Inadequate	3: Satisfactory
134		Al-Jasra Primary Boys School	4: Inadequate	3: Satisfactory
135		Al-Salmaniyia Intermediate Boys School	4: Inadequate	3: Satisfactory
136		Alta'awon Secondary Boys School	4: Inadequate	3: Satisfactory
137		Buri Primary Boys School	4: Inadequate	3: Satisfactory
138		Isa Town Primary Boys School	4: Inadequate	3: Satisfactory
139		Al-Wafa'a Secondary Girls School**	4: Inadequate	3: Satisfactory
140		Jaber Bin Hayian Primary Boys School	4: Inadequate	3: Satisfactory
141		Othman Bin Affan Intermediate Boys School	4: Inadequate	3: Satisfactory
142		Sh. Isa Bin Ali Al-Khalifa Secondary Boys School	4: Inadequate	3: Satisfactory
143		Qalali Primary Boys School	2: Good	4: Inadequate
144		Arad Primary Boys School	2: Good	4: Inadequate
145		Sa'ad Bin Abi-Waqqas Primary Boys School	3: Satisfactory	4: Inadequate
146		Sanad Primary Boys School	3: Satisfactory	4: Inadequate

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Isa Town Secondary Commercial Girls School Previously

## The Directorate of Government Schools Reviews\* (Continued)

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
147		Isa Town Intermediate Boys School	3: Satisfactory	4: Inadequate
148		Osama Bin Zaid Primary Boys School	3: Satisfactory	4: Inadequate
149		Hamad Town Intermediate Girls School**	3: Satisfactory	4: Inadequate
150		Al-Andalus Primary Girls School	3: Satisfactory	4: Inadequate
151		Al-Imam Al-Tabary Primary Boys School	3: Satisfactory	4: Inadequate
152		Al- Rawdha Primary Boys School	3: Satisfactory	4: Inadequate
153		Abusaiba Primary Boys School	3: Satisfactory	4: Inadequate
154		Al-Busaiteen Primary Boys School	3: Satisfactory	4: Inadequate
155		Al- Alaa Alhadhrami Primary Boys School	3: Satisfactory	4: Inadequate
156		Al-Khalil Bin Ahmad Intermediate Boys School	3: Satisfactory	4: Inadequate
157		Al- Khamis Primary Boys School	3: Satisfactory	4: Inadequate
158		Al Wadi Primary Boys School	3: Satisfactory	4: Inadequate
159		Ibn Rushd Intermediate Boys School	3: Satisfactory	4: Inadequate
160		Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
161		Sitra Primary Boys School	3: Satisfactory	4: Inadequate
162		Tareq Bin Ziyad Intermediate Boys School	3: Satisfactory	4: Inadequate

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* Hamad Town Intermediate Secondary Girls School Previously





**The Directorate of Government Schools Reviews\* (Continued)**

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
163		Ahmad Al-Fateh Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
164		Al-Dair Primary Boys School	3: Satisfactory	4: Inadequate
165		Al-Hidd Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
166		Ammar Bin Yaser Primary Boys School	3: Satisfactory	4: Inadequate
167		Ibn Tufail Primary Boys School	3: Satisfactory	4: Inadequate
168		Jidhafs Intermediate Boys School	4: Inadequate	4: Inadequate
169		Karzakan Primary Boys School	4: Inadequate	4: Inadequate
170		Religious Intermediate Secondary Institute	4: Inadequate	4: Inadequate
171		Safra Primary Intermediate Boys School	4: Inadequate	4: Inadequate
172		Samaheej Primary Intermediate Boys School	4: Inadequate	4: Inadequate
173		Al-Belad Al-Qadeem Intermediate Boys School	4: Inadequate	4: Inadequate
174		Al-Budaiya Primary Boys School	4: Inadequate	4: Inadequate
175		East Rifaa Secondary Boys School	4: Inadequate	4: Inadequate
176		Hamad Town Intermediate Boys School	4: Inadequate	4: Inadequate
177		Abdul Rahman Al-Dakhel Intermediate Boys School	4: Inadequate	4: Inadequate
178		Al-Imam Al-Ghazali Intermediate Boys School	4: Inadequate	4: Inadequate

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

## The Directorate of Government Schools Reviews\* (Continued)

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
179		Al-Jabiriya Secondary Technical School	4: Inadequate	4: Inadequate
180		Al-Muharraq Secondary Boys School	4: Inadequate	4: Inadequate
181		Al-Duraz Intermediate Boys School	4: Inadequate	4: Inadequate
182		Al-Farabi Intermediate Boys School	4: Inadequate	4: Inadequate
183		Al Maamoon Primary Boys School	-	4: Inadequate
184		Al-Monthir Bin Sawa Al-Tamimi Primary Boys School	-	4: Inadequate
185		Al-Wehda Secondary Boys School	-	4: Inadequate
186		Al-Tadamon Secondary Girls School	-	4: Inadequate
187		Al- Hidd Primary Boys School	2: Good	
188		Al-Salam Primary Girls School	2: Good	
189		Almustaqbal Primary Girls School	2: Good	
190		Al-Nowaidrat Primary Girls School	2: Good	
191		Sakeena Bint Al-Hussain Primary Girls School	2: Good	
192		Abufiras Alhamadani Primary Boys School	3: Satisfactory	
193		Al-Khaleej Al- Arabi Primary Intermediate Girls School	3: Satisfactory	
194		Al Ma'ameer Primary Boys School	3: Satisfactory	

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)



## The Directorate of Government Schools Reviews\* (Continued)

#		Government schools reviewed	Overall judgements Cycle 1 2008 to 2011	Overall judgements Cycle 2 2011 to 2014
195		Al-Sehlah Primary Intermediate Boys School	3: Satisfactory	
196		Awal Intermediate Boys School	3: Satisfactory	
197		Barbar Primary Girls School	3: Satisfactory	
198		Al-Budaiyya Primary Intermediate Girls School	3: Satisfactory	
199		Al-Imam Malik Bin Anas Primary Boys School	3: Satisfactory	
200		Primary Religious Institute	3: Satisfactory	
201		Shahrakan Primary Boys School	3: Satisfactory	
202		Shahrakan Primary Girls School	3: Satisfactory	
203		Arad Primary Intermediate Boys School	4: Inadequate	
204		Hamad Town Secondary Boys School	4: Inadequate	
205		Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	4: Inadequate	
206		Shaikh Khalifa Bin Salman Institute Of Technology Boys	4: Inadequate	

\* Reports are published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

## Monitoring visits to government schools judged 'inadequate' in Cycle 1\*

#	Government schools receiving monitoring visits in 2011-12	Monitoring visit 1**	Monitoring visit 2**
1	Aali Intermediate Boys School	Sufficient progress	-
2	Abu Bakr Al-Siddeeq Primary Boys School	Sufficient progress	-
3	Al-Duraz Intermediate Boys School	Sufficient progress	-
4	Buri Primary Boys School	Sufficient progress	-
5	Al-Belad Al-Qadeem Intermediate Boys School	In progress	Sufficient progress
6	Al-Esteqlal Secondary Girls School	In progress	Sufficient progress
7	Al-Wafa'a Secondary Girls School	In progress	Sufficient progress
8	Hamad Town Intermediate Boys School	In progress	Sufficient progress
9	Isa Town Primary Boys School	In progress	Sufficient Progress
10	Isa Town Secondary Boys School	In progress	Sufficient progress
11	Jaber Bin Hayian Primary Boys School	In progress	Sufficient Progress
12	Omar Bin Al-Khattab Primary Intermediate Boys School	In progress	Sufficient progress
13	Safra Primary Intermediate Boys School	In progress	Sufficient progress
14	Um Alhassam Primary Boys School	In progress	Sufficient progress
15	Al-Budaiya Primary Boys School	In progress	Sufficient progress

\* Reports not published on QQA website [www.qaa.edu.bh](http://www.qaa.edu.bh)

\*\* **Sufficient progress:** The school has fully addressed all the recommendations. No further monitoring is required before the next school review, **In progress:** The school has partially addressed most of the recommendations including all recommendations in relation to teaching and learning or effectiveness of leadership and management. The school requires a second monitoring visit after three or six months, **Insufficient progress:** The school has not addressed most of the recommendations or a recommendation in relation to teaching and learning or effectiveness of leadership and management. The school requires a second monitoring after one year.



## Monitoring visits to government schools judged 'inadequate' in Cycle 1\* (Continued)

#	Government schools receiving monitoring visits in 2011-12	Monitoring visit 1**	Monitoring visit 2**
16	Al-Imam Al-Ghazali Intermediate Boys School	In progress	Sufficient progress
17	Al-Jabiriyia Secondary Technical School	In progress	Sufficient progress
18	Al-Muharraq Secondary Boys School	In progress	Sufficient progress
19	East Rifaa Secondary Boys School	In progress	Sufficient progress
20	Hamad Town Secondary Boys School	In progress	Sufficient progress
21	Isa Town Secondary Boys School	In progress	Sufficient progress
22	Religious Intermediate Secondary Institute	In progress	Sufficient progress
23	Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	In progress	Sufficient progress
24	Sh. Kalifa Bin Salman Institute Of Technology	In progress	Sufficient progress
25	Arad Primary Intermediate Boys School	Insufficient progress	Sufficient progress
26	Abdul Rahman Al-Nassir Primary Intermediate Boys School	Insufficient progress	Sufficient progress
27	Al-Farabi Intermediate Boys School	Insufficient progress	Sufficient progress
28	Al-Jasra Primary Boys School	Insufficient progress	Sufficient progress
29	Al-Salmaniya Intermediate Boys School	Insufficient progress	Sufficient progress
30	Alta'awon Secondary Boys School	Insufficient progress	Sufficient progress

\* Reports not published on QQA website [www.qaa.edu.bh](http://www.qaa.edu.bh)

\*\* **Sufficient progress:** The school has fully addressed all the recommendations. No further monitoring is required before the next school review, **In progress:** The school has partially addressed most of the recommendations including all recommendations in relation to teaching and learning or effectiveness of leadership and management. The school requires a second monitoring visit after three or six months, **Insufficient progress:** The school has not addressed most of the recommendations or a recommendation in relation to teaching and learning or effectiveness of leadership and management. The school requires a second monitoring after one year.

## Monitoring visits to government schools judged 'inadequate' in Cycle 1\* (Continued)

#	Government schools receiving monitoring visits in 2011-12	Monitoring visit 1**	Monitoring visit 2**
31	Badr Al-Kobra Primary Boys School	Insufficient progress	Sufficient progress
32	Sh. Isa Bin Ali Al-Khalifa Secondary Boys School	Insufficient progress	Sufficient progress
33	Sh. Mohamed Bin Isa Al-Khalifa Primary Boys School	Insufficient progress	Sufficient progress
34	Samaheej Primary Intermediate Boys School	Insufficient progress	Sufficient progress
35	Jidhafs Intermediate Boys School	In progress	In progress
36	Abdul Rahman Al-Dakhel Intermediate Boys School	In progress	In progress
37	Othman Bin Affan Intermediate Boys School	Insufficient progress	In progress
38	Karzakan Primary Boys School	Insufficient progress	In progress

\* Reports not published on QQA website [www.qaa.edu.bh](http://www.qaa.edu.bh)

\*\* **Sufficient progress:** The school has fully addressed all the recommendations. No further monitoring is required before the next school review, **In progress:** The school has partially addressed most of the recommendations including all recommendations in relation to teaching and learning or effectiveness of leadership and management. The school requires a second monitoring visit after three or six months, **Insufficient progress:** The school has not addressed most of the recommendations or a recommendation in relation to teaching and learning or effectiveness of leadership and management. The school requires a second monitoring after one year.

## Monitoring visits to government schools judged 'inadequate' in Cycle 2\*

#	Government schools receiving monitoring visits in 2012-14	Monitoring visit 1**	Monitoring visit 2
1	Al-Duraz Intermediate Boys School	Sufficient progress	-
2	Al Wadi Primary Boys School	Sufficient progress	-
3	Al- Alaa Alhadhrami Primary Boys School	Sufficient progress	-
4	Tareq Bin Ziyad Intermediate Boys School	Sufficient progress	-
5	Ibn Rushd Intermediate Boys School	In progress	Sufficient progress
6	Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	In progress	Sufficient progress
7	Sitra Primary Boys School	In progress	In progress
8	Al-Khalil Bin Ahmad Intermediate Boys School	In progress	In progress
9	Al- Khamis Primary Boys School	In progress	In progress
10	Ammar Bin Yaser Primary Boys School	In progress	
11	Ahmad Al-Fateh Primary Intermediate Boys School	In progress	
12	Arad Primary Boys School	In progress	
13	Ibn Tufail Primary Boys School	In progress	
14	Al-Dair Primary Boys School	In progress	
15	Al Maamoon Primary Boys School	In progress	
16	Al-Farabi Intermediate Boys School	In progress	
17	Al-Hidd Primary Intermediate Boys School	In progress	

\* Reports not published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

\*\* **Sufficient progress:** The school has fully addressed all the recommendations. No further monitoring is required before the next school review, **In progress:** The school has partially addressed most of the recommendations including all recommendations in relation to teaching and learning or effectiveness of leadership and management. The school requires a second monitoring visit after three or six months, **Insufficient progress:** The school has not addressed most of the recommendations or a recommendation in relation to teaching and learning or effectiveness of leadership and management. The school requires a second monitoring after one year.

## The Directorate of Private Schools &amp; Kindergartens Reviews\*

#		Private schools reviewed 2011-12	Stage	Overall judgements
1		Riffa Views International School	Grade 1 to 10	1: Outstanding
2		Ibn Khuldoon National School	Grade 1 to 12	1: Outstanding
3		The British School Of Bahrain	Grade 1 to 13	1: Outstanding
4		St Christopher's School	Grade 1 to 13	1: Outstanding
5		Al Noor International School	Grade 1 to 12	2: Good
6		The Bahrain Bayan School	Grade 1 to 12	2: Good
7		Modern Knowledge Schools	Grade 1 to 12	2: Good
8		Nadeen School	Grade 1 to 6	2: Good
9		Palms Primary School	Grade 1 to 6	2: Good
10		The French School	Grade 1 to 11	2: Good
11		Al Raja School	Grade 1 to 12	3: Satisfactory
12		Shaikha Hessa Girls' School	Grade 1 to 12	3: Satisfactory
13		Abdul Rahman Kanoo International School	Grade 1 to 12	3: Satisfactory
14		Al-Eman School – Girls	Grade 1 to 12	3: Satisfactory
15		Alfalah Private School - Muharraq - Girls	Grade 1 to 6	3: Satisfactory

\*Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)



## The Directorate of Private Schools &amp; Kindergartens Reviews\* (Continued)

#		Private schools reviewed 2011-12	Stage	Overall judgements
16		The Indian School	Grade 1 to 12	3: Satisfactory
17		New Millennium School - Manama	Grade 1 to 12	3: Satisfactory
18		Al Rawabi School	Grade 1 to 10	3: Satisfactory
19		Arabian Pearl Gulf School	Grade 1 to 12	3: Satisfactory
20		Dilmun School	Grade 1 to 6	3: Satisfactory
21		Middle East Educational Schools	Grade 1 to 12	3: Satisfactory
22		New Indian School	Grade 1 to 12	3: Satisfactory
23		Quality Education School - Maqabah	Grade 1 to 9	3: Satisfactory
24		Naseem International School	Grade 1 to 12	3: Satisfactory
25		International School of Choueifat	Grade 1 to 11	3: Satisfactory
26		Ibn Al-Haitham Islamic School	Grade 1 to 12	3: Satisfactory
27		Asian School	Grade 1 to 10	3: Satisfactory
28		Talent International and Infant School – Riffa	Grade 1 to 8	3: Satisfactory
29		Sacred Heart School	Grade 1 to 10	3: Satisfactory
30		Creativity Private School	Grade 1 to 9	3: Satisfactory

\*Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

## The Directorate of Private Schools &amp; Kindergartens Reviews\* (Continued)

#		Private schools reviewed 2011-12	Stage	Overall judgements
31		Tylos Private School	Grade 1 to 8	3: Satisfactory
32		Alfalah Private School - Muharraq - Boys	Grade 3 to 12	3: Satisfactory
33		Al-Eman School - Boys	Grade 1 to 12	3: Satisfactory
34		Al-Maaly Gate School	Grade 1 to 6	4: Inadequate
35		Sanabil Private School	Grade 1 to 12	4: Inadequate
36		Talent International and the Infant School – Manama	Grade 1 to 12	4: Inadequate
37		Al-Wisam International School Bahrain	Grade 1 to 12	4: Inadequate
38		Al-Majd Private School	Grade 1 to 9	4: Inadequate
39		Bangladesh School Bahrain	Grade 1 to 10	4: Inadequate
40		Pakistan School - Isa Town	Grade 1 to 12	4: Inadequate
41		Pakistan Urdu School	Grade 1 to 12	4: Inadequate
42		AMA International school	Grade 1 to 12	4: Inadequate
43		Al Hekma International School	Grade 1 to 12	4: Inadequate
44		Al Mahd Day Boarding School - Saar	Grade 1 to 10	4: Inadequate
45		Almanar Private School	Grade 1 to 11	4: Inadequate

\*Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

## The Directorate of Private Schools &amp; Kindergartens Reviews\* (Continued)

#		Private schools reviewed 2011-12	Stage	Overall judgements
46		City International School	Grade 1 to 9	4: Inadequate
47		Al Mahd Day Boarding School - Samaheej	Grade 1 to 8	4: Inadequate
48		The New Horizon School - Janusan	Grade 1 to 6	4: Inadequate
49		Hawar International School	Grade 1 to 12	4: Inadequate
50		Ebenezer Private School	Grade 1 to 6	4: Inadequate
51		Alfalah Private School - Rifaa - Boys	Grade 4 to 12	4: Inadequate
52		Pakistan School - Manama	Grade 1 to 6	4: Inadequate
53		Alfalah Private School - A'ali - Girls	Grade 1 to 12	4: Inadequate

\*Reports published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)

## Monitoring visits to private schools judged 'inadequate' in Cycle 1\*

#	Private schools receiving monitoring visits in 2012-13	Monitoring visit 1	Monitoring visit 2
1	Al Mahd Day Boarding School - Saar	Sufficient progress	-
2	Al-Wisam International School Bahrain	Sufficient progress	-
3	Talent International and the Infant School - Manama	Sufficient progress	-
4	Al-Majd Private School	Sufficient progress	-
5	Al Hekma International School	Sufficient progress	-
6	Al-Maaly Gate School	Sufficient progress	-
7	AMA International School	In progress	
8	Pakistan Urdu School	In progress	
9	Bangladesh School Bahrain	In progress	
10	Pakistan School (Isa Town Branch)	In progress	

\*Reports not published on QQA website [www.qqa.edu.bh](http://www.qqa.edu.bh)







# Partnership for Progress





# بالبشر اكة نرتقي





