

Kingdom of Bahrain
National Authority for Qualifications & Quality
Assurance of Education & Training
Annual Report 2015



Quality for Sustainability



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**
*CROWN PRINCE, DEPUTY SUPREME COMMANDER
AND FIRST DEPUTY PREMIER*

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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



Since its establishment seven years ago, the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) has been striving with the utmost dedication to develop and improve the performance of education and training institutions in Bahrain in order for them to stand out nationally, regionally and internationally. Since its inception, QQA has focused on ensuring that the output of education and training institutions meets the requirements of domestic, regional and international labour markets and adapts to changes and developments.

The impact of national role played by QQA is reflected in the finding of this report and in previous reports. Reports on reviews and field visits detail the overall performance indicators for education and training institutions and show the national average of all students in government and private schools, universities and training institutes. This is done to ensure that the education and training levels of Bahraini citizens equal, if not exceed, regional and international levels.

The partnership, cooperation and combined efforts of QQA and regional education development and quality assurance bodies and organisations constitute a launching point for Bahrain and its citizens alike. This is amplified by QQA's partnerships with official and non-official bodies to develop education and training, its work in enhancing education levels using modern scientific tools and technologies, and its support of education with every means in its power. It keeps pace with modern developments and advances.

QQA's reviews of education and training institutions are a push in this direction as the findings, judgments and recommendations of review visits help the decision makers and stakeholders of education and training institutions to develop improvement plans through identifying and building on strengths and addressing weaknesses.. This is building strength into the Bahraini education and training system.

The development and improvement of education is at the heart of the various reform and development projects, which focus on quality education and its role in promoting human development. Initiatives stipulate that education and training institutions integrate this approach into their curricula and strategies, working together within a collaborative framework and applying the same controls to their outcomes and qualifications. These should be linked

to domestic, regional and international labour market needs in order to achieve sustainable growth that brings prosperity to all citizens.

Improving and developing human capacity and teamwork can never be separated from the concerted efforts to develop our educational institutions and achieve our socio-economic growth targets.

Passing the external review conducted by the International Network for Quality Assurance in Higher Education (INQAAHE), provides an accurate indicator of the sound scientific approach adopted by QQA in its reviews. This further increases confidence in QQA's judgments and findings and improves the efficiency and morale of its employees and reviewers. It underlines the credibility and reliability of QQA's judgments, assessments and reviews for education and training institutions, providing assurance to decision makers, students, parents and internal and external stakeholders. QQA's reputation is further enhanced in the region and internationally regarding performance development and the quality assurance of education and training institutions.

Our continued efforts can only be further enhanced under the guidance and sponsorship of His Majesty King Hamad bin Isa Al Khalifa and His Majesty's generous support and encouragement of educational reform, qualitative development and capacity building initiatives.

QQA also values the dedicated efforts and regular follow-up of His Royal Highness Prince Khalifa bin Salman Al Khalifa, the Prime Minister, which contributes to the development and improvement of the educational system.

The support of His Royal Highness Prince Salman bin Hamad Al Khalifa, the Crown Prince, Deputy Supreme Commander and First Deputy Premier, who believes in QQA's role in achieving the objectives of Economic Vision 2030 and the resulting desired levels of education, is wholly recognised.

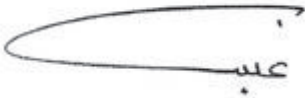
The instructions and blessed efforts of His Highness Sheikh Mohammad bin Mubarak Al Khalifa, the Deputy Premier and President of the Supreme Council for the Development of Education and Training, are recognised in guiding reform and development efforts in the education and training sectors, allied to his close monitoring of developments in QQA's work and his keenness to promote integration

of education and training development initiatives in the Kingdom. All have had an evident impact on development and improvement.

Finally, I would like to extend my sincere thanks and gratitude to the Board of Directors, the Chief Executive Dr. Jawaher Shaheen Al-Mudhahki and all the members of QQA for their outstanding efforts in reviewing the performance and outcomes of education and training institutions.

I am hereby honoured to submit to our prudent leadership the 2015 Annual Report, which constitutes a national record full of the development of and improvement aspirations for our education and training institutions. Through these we will achieve comprehensive development for our citizens and beloved Kingdom; praying to Allah the Almighty to guide our steps to serve and strengthen Bahrain.

Yours sincerely,



Abdulaziz bin Mohammed Al Fadhel

Chairman of the Board of Directors



In the 3rd millennium education became a critical factor in the development of nations and civilizations. Since the beginning of time it has been the cornerstone of wellbeing and the basis for progress. Education is the secret behind the progress of nations and the basis for their longevity. It is the fine moral factor behind civilization and progress according to the French scholar Gustave Le Bon.

Therefore, nations strive to improve and develop education in order to advance and progress. Realising the true role of education and their responsibility towards it, they constantly improve curricula, change teaching methods and develop educational theories and performance indicators in the search for a lasting brighter future for their people.

This ancient and ongoing continuous activity in all nations is reflected in the Bahrain Vision 2030, developed by our wise leadership. The vision stresses the importance of education and the great role it plays in the scientific, economic and social progress of Bahrainis. It requires education and training institutions to provide quality education to all students so that they can stand out in science and knowledge among their peers in the region and worldwide.

This was expressed clearly in the speech delivered by His Majesty King Hamad bin Isa Al Khalifa in the first opening session of the fourth legislative term of the Shura and Representatives councils, and was reflected in the government agenda submitted to the National Council. The agenda stresses the strategic priority of empowering Bahrainis and increasing their contributions to development. This is being achieved by improving the quality and effectiveness of educational services to all citizens, improving the quality of teaching, developing curricula and teaching and learning methods, and focusing on quality education.

All this is not happening within traditional approaches but within the framework of modern achievements which shed any obsolete thoughts that do not suit our present time or nurture progress. It is expressly designed to build our citizens in scientific and practical terms and achieve sustainable development that leads our country to a better future.

Therefore, since the beginning of official education in Bahrain the country has striven to achieve what is known

as 'horizontal justice' by providing all citizens with equal opportunities to practice their right to education in general. This is enshrined in the constitution and other laws and legislation. To this end, Bahrain provides its people with all the elements of education and motivates them to excel in education throughout their lives.

After achieving horizontal justice in education, the Kingdom has moved to 'vertical justice' by providing services in line with the differing needs of students. This takes into account modern learning patterns and multiple intelligences in education and training institutions. This approach also ensures the understanding and consideration of the variation in students' learning abilities and levels, as well as treating students with special needs in line with their aptitudes and requirements in general. The results of this approach are expected to materialise in the near future.

Based on its role alongside other official institutions and agencies' in improving and developing education and training in Bahrain, QQA recently took an unprecedented step by subjecting itself to external review. The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was invited to assess QQA's performance and consistency in line with good practice. This action underlines the values of transparency, credibility and professionalism which govern QQA's work and reaffirms the confidence it has gained from education and training institutions in the Kingdom.

This means that QQA is officially accredited as an organisation which satisfies INQAAHE's standards. Their report affirms QQA's established position among international agencies, commends its work and transparency, and confirms the fairness of judgments made in its reviews of the performance of education and training institutions in Bahrain. The report was published on INQAAHE's website.

To further confirm its transparent and fair application of performance assessment mechanisms and standards in education and training institutions, QQA bases its reviews on the principles of openness with respect to the true levels of education, students' academic and personal achievements, the quality and adequacy of teachers' performance, educational institutions' compliance with modern academic standards, and sustainability of development and performance improvement.

Due to the importance of international participation in conferences, consultations, discussions and the exchange of knowledge and information about education and training developments, QQA is keen on catering for these aspects. Since its establishment QQA has organised three conferences in Bahrain in which it discussed with experts and stakeholders from all over the world issues related to education and training, sustainability and job creation. It has also participated in key international conferences in different countries, including the INQAAHE 2015 Conference in the United States which led to awarding QQA the right to organise the INQAAHE 2017 Conference, to be held concurrently with the 4th QQA Conference which is scheduled for the same year.

The conclusion of agreements and memorandums of understanding and cooperation with local, regional and international strategic partners further enhances QQA's status and establishes its internal and external presence. This in turn encourages other agencies and organisations to adopt scientific methods and standards and international frameworks in their work in order to achieve their objectives and complete their missions.

The team spirit that prevails among all QQA employees, departments and staff members shows in how everyone completes their duties and objectives, reflecting in their performance and reviews. Everyone works as a family that constantly seeks to improve performance and attain high-quality implementation in order to bring education and training in our beloved country to international levels, both now and in the future. This happens in cooperation with all stakeholders, agencies, organisations and ministries, in line with the principle of partnership adopted by QQA in all its work at all times.

Finally, I would like to extend my sincere thanks and gratitude to His Majesty King Hamad bin Isa Al Khalifa, King of Bahrain, for his vision of qualitative development of education which brings prosperity to citizens and progress to society under His Majesty's guidance and wise leadership.

I would also like to extend my thanks and gratitude to HRH Prince Khalifa bin Salman Al Khalifa for his continuous efforts in supporting education and training institutions in order to achieve the desired progress and joint work towards the prosperity of our beloved Kingdom and welfare of its citizens.

My sincere thanks also go to HRH Prince Salman bin Hamad Al Khalifa, the Crown Prince, Deputy Supreme Leader and First Deputy Premier, for his continuous encouragement and support of comprehensive reform initiatives which cover all the elements required to ensure the welfare and prosperity of Bahrainis.

The significant contributions of the sponsor of education and training development in the Kingdom, HH Sheikh Muhammad bin Mubarak Al Khalifa, the Deputy Premier and President of the Supreme Council for the Development of Education and Training, and his role in monitoring the qualitative development in education and work which drives QQA and its administration and employees to do their best to achieve sustainable improvement development, are fully recognised and applauded.

Furthermore, the remarkable efforts of His Excellency Mr. Abdulaziz Bin Mohammed Al-Fadhel, Chairman of the Authority's Board of Directors, along with the respected board members, have a strong impact on developing our work activities to achieve our goals and help the Kingdom's education and training institutions to reach the highest levels of performance and superior positions.

Finally, I would like to express my thanks and gratitude to all my colleagues in QQA for their devotion and dedication in every step of QQA's journey to develop education and training in the Kingdom, and I pray to Allah the Almighty to guide our steps to achieve the best interests and welfare of our beloved Kingdom.

Yours sincerely,



Dr. Jawaher Shaheen Al Mudhahki
Chief Executive



His Excellency Mr. Abdul Aziz bin Mohammed Al Fadhel
Chairman



HE Dr. Mohammed Ali Hassan
Member, Shura Council



HE Dr. Bahia Jawad Al Jishi



HE Dr. Shakir Abdul Hussain Khamdan



HE Mr. Kamal Ahmed Mohammed
Minister of Transportation
Vice Chairman



HE Ms. Aisha Mohammed Abdulghani



HE Dr. Aysha Salem Mubarak



HE Dr. Rasheed Jassim Ashour



Mr. Khalid Al Mannai

Dr. Wafa Al Mansoori

Dr. Jawaher Al Mudhahki
Chief Executive

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

Dr. Hasan Al Hammadi

Dr. Khaled Al Baker



Dr. Mohammed Baqer

Mr. Adel Hasan

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

Dr. Ahmed Khudair

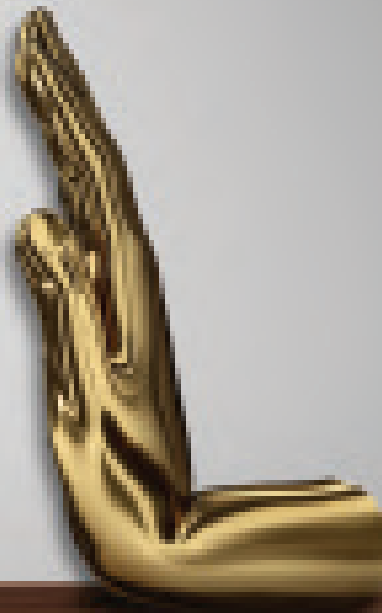
Mrs. Wafa Al Yaqoobi

Mrs. Esmat Jaffar



"The Education and Training Development Project will be conducted under the watchful eye of the Authority."

Shaikh Mohammed bin Mubarak Al Khalifa
Deputy Prime Minister,
Chairman of Supreme Council of Education
and Training Development



The duties and objectives vested in the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) with respect to reviewing the performance of education and training institutions in the Kingdom of Bahrain, and the keenness and combined efforts exerted by its key directorates in demonstrating utmost transparency and fairness in enforcing quality assurance measures and promoting a culture of quality among all such institutions, emphasise the importance and significance of QQA's role and enhance confidence in the results of its reviews and accuracy of its judgments and outcomes. This supports the educational system in achieving its aspirations and establishing its education and training strategies in line with Bahrain's Economic Vision 2030. It also sustains the general orientation of enabling Bahrain to become a regional and international leader in education and training, motivating QQA and all its directorates and employees to achieve the highest possible levels of sustainability and development to enhance Bahrain's and Bahrainis' status in the region and worldwide. The statistics contained in QQA's annual report for the academic year 2014-2015 provide a comprehensive assessment, accurate description and indicative data regarding the education and training situation in the Kingdom. They assess the quality of the performance of education and training institutions, clearly reflecting their performance and their development trends.

The launch of the operation of the National Qualifications Framework (NQF) and listing of the education and training institutions and qualification placement on it, categorising these according to accumulated knowledge and skills of their outcomes in accordance with NQF's standards, levels and level descriptors, and links the outcomes of said qualifications with the requirements of domestic, regional and international labour markets. This constitutes a qualitative leap in developing and improving the competency of the human component and increasing national productivity in all areas. In addition, the National Examinations are a key factor in measuring national average performance and the general competencies that students are expected to acquire upon completing 12 years of education in the Kingdom in accordance with scientific and international standards. This in turn helps identify strengths and weaknesses in the performance of students of Grades 3, 6 and 9 in National Examinations, as well as assessing the annual performance of Grade 12 students in all schools throughout the Kingdom and then

striving to improve their performance and develop their skills, personalities and academic and technical capability.

The leading role played by QQA through its key directorates, clearly shown in this and previous reports, offers a clear objective picture of the overall performance of our education and training institutions. It highlights progress drivers and success factors in the sustainable development of the education and training system in the Kingdom in general.

During the academic year 2014-2015, QQA reviewed the performance of a number of higher education institutions and public and private vocational training institutions and organised National Examinations for Grades 3 and 12. In accordance with QQA's regulations, reports on the performance of these institutions and results of the National Examinations were prepared and published upon the approval of the Board of Directors and endorsement by the Prime Ministers' Cabinet.

During the Academic year 2014-2015, the **Directorate of Higher Education Reviews (DHR)** continued reviewing academic programmes in the field of business administration by reviewing 18 Bachelors and two Masters programmes offered by five colleges. This brings the total business administration programmes reviewed to 30 Bachelors and eight Masters, offered by 10 colleges.

Since the start of the academic programmes review in the academic year 2011-2012, part of the 'Programmes-within-College Reviews', the DHR has reviewed and published reports on 57 academic programmes offered by 20 colleges in the fields of medicine and health sciences, computer science and IT and business administration. The review results indicate that 40 programmes received a 'Confidence' judgment, 6 received a 'Limited Confidence' judgment and 11 received a 'No Confidence' judgment. It is worth mentioning that 16 of the 57 programmes were reviewed during the first phase of the academic programmes review which lasted from January 2009 to October 2011. Comparing the findings of the first and second review phases indicates that 31% of programmes (five programmes) showed improved performance, 63% (10 programmes) maintained the same level of performance and one programme displayed lower performance.

When the programmes which satisfy each of the four review Indicators are aggregated – Indicator (1): the Learning programme; Indicator (2): Efficiency of the programme; Indicator (3): Academic standards of the graduates; and Indicator (4): Effectiveness of quality management and assurance – and the review results and conclusions of the various review panels in all the reviews conducted in the second cycle of the academic programme reviews within the 'Programmes-within-College Reviews' framework are analysed, we see improvement in the performance of the programmes. This is due to the higher education institutions' developing the necessary policies to manage their academic programmes, institutionalising quality assurance processes, and promoting awareness of the importance of quality assurance among their academic and administrative staff members, in addition to improving the infrastructure of some higher education institutions. The intended reviews conducted by higher education institutions of their own academic programmes, through benchmarking their programmes and curricula against similar programmes offered by local, regional and international higher education institutions and the use of feedback from stakeholders assessed them in improving their programmes to be at a level equivalent to those offered regionally and internationally.

However, the fact that nine programs did not satisfy the requirements of Indicator (1) is worrying, particularly as this is a determinant Indicator which underlies the entire educational process. In addition, some institutions still lack an appropriate faculty that satisfies programme-specific requirements; faculty's contributions to research are limited due to their high teaching loads and lack of an environment that encourages scientific research. Programme performance is particularly poor in terms of satisfying the requirements of Indicator (3): 'Academic standards of the graduates', due to using inadequate assessment tools for measuring the achievements of the intended learning outcomes and graduates' attributes, as memorisation, dictation and recalling information in the most common methods, compared to analytical skills and problem solving. Moreover, examinations are inappropriate for the degree to be granted, due to low levels of students upon admission and the higher education institutions' inability to improve their levels to be suitable to the programme needs. Providing an effective academic leadership that can systematically implement the policies and mechanisms developed in previous

stages, while monitoring, assessing and improving their future effectiveness, is the most important requirement in the next stage; this will ensure sustainable improvement of the quality of both programmes and graduates in line with labour market needs.

In the vocational training sector, in October 2014 the **Directorate of Vocational Reviews** completed the second review cycle which was started in January 2012 by reviewing 99 training institutions. Of these 67 are licensed by the Ministry of Labour, 30 by the Ministry of Education and two are self regulated institutions. The overall effectiveness in the second cycle was 10% 'Outstanding', 30 % 'Good', 43% 'Satisfactory' and 16% 'Inadequate'.

By comparing the overall effectiveness of training institutions in the first and second cycles, those reviewed in the second cycle achieved a remarkable improvement in their performance compared to the first cycle, with the percentage of training institutions receiving a 'Good' or higher judgment increasing from 21% to 40%.

Of all the training institutions reviewed in the second cycle, 75 were reviewed in both the first and second cycles. By comparing the results we see improvement in the performance of 35% of these institutions. It is worth mentioning that five out of 11 institutions which received an 'Inadequate' judgment in the first cycle improved their performance to 'Satisfactory' in the second cycle. The majority of training providers maintained the same level of performance in both cycles.

By comparing the performance of training providers licensed by the Ministry of Labour with that of training institutions licensed by the Ministry of Education, we find that the former has achieved a remarkable 41% improvement in performance compared to 24% improvement of the latter; and while 11% of training providers licensed by MoL witnessed performance deterioration, 17% of the total providers licensed by the MoE witnessed such deterioration.

In the final stage of the second review cycle, DVR developed an action plan to update and develop the review framework so that it can be used in the third cycle of vocational training institutions reviews. It also issued the first draft of the new framework and organised training workshops for those vocational training institutions to

be reviewed in the first stage of the third review cycle, introducing them to the amendments made in the new general framework and the tools such as the self evaluation form, trainees performance data and other methods used by reviewers in reviews.

During the academic year 2014-2015, eight monitoring visits were conducted. Of these, one institution licensed by MoL witnessed tangible improvements in satisfying the recommendations provided for in the review report, after successfully passing the first and second monitoring visits. On the other hand, and during the same period, six monitoring visits to institutions licensed by MoE were conducted and none of these achieved any significant improvement, due to the lack of clear plans developed by their leadership and management teams to monitor continuous improvement processes and ensure the quality of training provided to trainees.

In the academic year 2014-2015, DVR resumed the first stage of the third review cycle which was carried out during the period from April to June 2015. Eight training institutions were reviewed, all of them licensed by the MoL. All achieved 'Satisfactory' or higher results, with five of them receiving a 'Good' judgment and the remaining three receiving 'Satisfactory' judgments in terms of overall effectiveness.

Considering pre-university education, the **Directorate of Government Schools Reviews** reviewed 206 government schools in the second review cycle. The overall effectiveness of these was 7% 'Outstanding', 23% 'Good', 43% 'Satisfactory' and 27% 'Inadequate'.

The second cycle witnessed more polarised judgments, with the percentages of schools receiving an 'Outstanding' judgment and those receiving an 'Inadequate' judgment both increasing at the expense of schools that received 'Good' and 'Satisfactory' judgments. The secondary education stage was the main demonstration of success in the second cycle as compared to the first cycle, with the percentages of schools which received 'Outstanding' and 'Inadequate' judgments both doubling in the primary stage. Intermediate schools that received 'Good' and 'Outstanding' judgments did not witness any improvement, while the percentage of schools that received a 'Satisfactory' judgment decreased and the percentage of schools judged as 'Inadequate' increased to 37% of total intermediate schools.

By comparing the first and second cycles in terms of the two key outcomes, we see an increase in the percentage of 'Outstanding' judgments with respect to academic achievement. This is the 'first output' and is almost equal to the increase in the percentage of 'Inadequate' judgments, ranging between 4% and 5%. Students' progress in personal development, the 'second output', on the other hand looks better with the percentage of 'Outstanding' judgments increasing by 12% while the percentage of 'Inadequate' judgments increased by 3%.

Analysis also indicates an increase in the number of schools receiving an 'Inadequate' judgment in the second review cycle. Nineteen schools maintained their 'Inadequate' judgments in both review cycles, calling for immediate intervention to ensure improvement.

It is worth mentioning that in early October 2013 the Directorate of Government Schools Reviews and the Directorate of Private Schools and Kindergartens Reviews developed an action plan for issuing the third version of the general review framework in preparation for initiating the new review cycle. Taking into account the suggested amendments and views, the new framework was approved and endorsed by the Board of Directors and Prime Ministers' Cabinet and published in the Official Gazette. The third government schools review cycle was initiated in April 2015, during which DGS reviewed 20 schools. In this stage of the review, five schools witnessed performance improvement, including one primary school improving from 'Satisfactory' to 'Outstanding', while the performance of seven schools regressed and eight schools maintained the same level of effectiveness.

This stage also saw progress in the performance of primary schools, with the percentage of schools receiving an 'Inadequate' judgment decreasing while the number of intermediate and secondary schools receiving the same judgment increased. Girls' schools continued to outperform boys' schools, which received all the 'Inadequate' judgments given in this stage.

Considering monitoring visits, DGS conducted monitoring visits to 35 schools during the academic year 2014-2015, all of which received an 'Inadequate' judgment. Eight of these schools were subject to a second monitoring visit*, while 27 were subject to a first monitoring visit**.

* One school received "sufficient progress" judgment and seven schools received "in progress" judgment.

** Three schools received "sufficient progress" judgment, 16 received "in progress" judgment and eight received "insufficient progress" judgment.

Directorate of Private Schools and Kindergartens Reviews also completed its first review cycle by reviewing 62 private schools, the overall effectiveness of which was 6% 'Outstanding', 11% 'Good', 40% 'Satisfactory' and 42% 'Inadequate'.

This shows that private schools which received 'Inadequate' judgments accounted for more than twice the combined number of schools receiving 'Good' and 'Outstanding' judgments which together accounted for 17% of total schools. This presents a major challenge to the improvement of the national private education system in the Kingdom of Bahrain and achievement of Bahrain's economic vision 2030. The report also provides an analytical view of the performance of private schools in the first cycle, indicating a close correlation between schools which receive 'Good' or better judgments in terms of overall effectiveness and the diversity and richness of the resources available to them. This applies particularly to appointing qualified and highly competent teachers and to the efficiency of leadership and management teams in these schools, which are characterised by focusing their efforts on improving the quality of teaching and learning strategies in order to improve the outcomes relating to students' academic achievement and personal development. On the other hand, strategic planning processes are poor in schools with 'Inadequate' judgments, due to a lack of accurate self-assessment and clear targets and performance indicators which hinder their capacity to improve their educational services.

During the second semester of the academic year 2014-2015, DPS implemented the first stage of the second private schools review cycle during which five schools were reviewed. They all received 'Satisfactory' judgment or higher; three schools improved their performance, while two schools maintained the same level of performance. During the same academic year DPS also conducted monitoring visits to 13 private schools which had previously received 'Inadequate' judgments; of the monitoring judgements awarded, two received 'Sufficient Progress', seven received 'In Progress' and four received 'Insufficient Progress'.

In 2015 the **Directorate of National Examinations (DNE)** conducted National Examinations for Grades 3 and 12 students. National Examinations for Grade 12 are conducted annually and examinations for Grades 3, 6 and 9 are conducted on an alternate basis. The answer papers

were marked and graded in the Kingdom of Bahrain by teachers from schools in the Kingdom.

The third cycle of National Examinations for Grade 12 students was held in March 2015, in Arabic, English and problem solving. 9,962 students participated from all 36 government secondary schools, in addition to 410 male and female students from nine private schools. The problem solving examination was also available in English for private schools' students. 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 qualification as these are the standards also expected in the national curriculum.

Grade 12 students' results in the 2015 National Examinations show that the best performance in government schools was in Arabic, followed by English and problem solving. Comparing Grade 12 students' results in National Examinations in 2015 with those in 2014, there is an improvement in Arabic and problem solving and a slight decline in English. Overall, Grade 12 students' results in National Examinations in 2015 were below expectations, particularly in English and problem solving.

In May 2015, the seventh cycle of National Examinations in Arabic and mathematics and the second cycle of National Examinations in English were held for Grade 3 students, with the participation of 11,414 students from 122 government schools and 1,085 students from 16 private schools. National Examinations for Grade 3 were based on competencies targeted in the National Curriculum which is approved by the Ministry of Education in the Kingdom of Bahrain and which is in line with international standards.

The national average performance score for Grade 3 students in national examination 2015 was 2.13 in Arabic, 0.94 in mathematics and 4.09 in English, and by analysing the results of these shows an increase in the average performance score in languages and a decrease in the average performance score in mathematics compared to 2014. The highest average performance score in 2015 was in English and the lowest performance score was in mathematics, while the greatest improvement was in Arabic.

As in previous years, girls outperformed boys in government schools in the National Examinations for Grades 3 and 12.

QQA, through the **General Directorate of National Qualifications Framework (GDQ)**, concluded the pilot stage of the framework which it initiated in 2012 and launched the operational stage of the framework in October 2014 in a forum attended by qualification frameworks experts and stakeholders from the Kingdom of Bahrain and abroad.

In the academic year 2014-2015, GDQ started receiving institutional listings and qualifications placement applications from education and training institutions. In this process applications are evaluated by specialised panels comprising experienced members, to ensure satisfaction of institutional listing and qualifications placement standards in line with the general policies of the National Qualifications Framework (NQF) endorsed by the Prime Ministers' Cabinet by virtue of Resolution No. (12) of 2015.

QQA provided education and training institutions with support in institutional listing and qualifications placement processes by organising capacity building workshops for employees of these institutions. QQA continued the provision of training for members of evaluation and validation panels on institutional listing and qualifications placement standards, organising a number of workshops introducing the framework and promoting the concept and importance of the framework culture; this ensures the qualifications quality to many education and training institutions and other stakeholders. The credit framework project is currently in progress in cooperation with stakeholders, which will contribute effectively to the qualifications design and development process.

As part of its efforts to cooperate with other national and international frameworks, QQA signed memoranda of understanding with UAE's National Qualifications Authority and the Malaysian Qualifications Agency. QQA will also sign a memorandum of understanding with the Scottish Credit and Qualifications Framework Partnership (SCQFP), which will constitute a strategic partnership to enhance cooperation in matters relating to qualifications frameworks.

The academic year 2014-2015 witnessed a number of QQA activities, most important of which was the organisation of **QQA's Third Conference** (titled 'Quality of Education and Training: Sustainability and Job Creation') under the patronage of His Highness Sheikh Mohamed Bin Mubarak Al-Khalifa, the Deputy Prime Minister and Chairman of the Supreme Council of Education and Training Development. The conference was held during the period from 18th to 19th of February 2015.

The conference's aim was to explain the importance of sustainable quality and development in education and training institutions and enhancing the quality of their outcomes and linking them to labour market needs. The conference was preceded by five workshops which focused on the importance of ensuring education and training quality, achieving sustainable quality, and promoting good practices in education and training institutions.

QQA also presented three working papers as part of its participation in the **Second Conference of the Arab Network for Quality Assurance in Higher Education (ANQAHE)**. This was chaired by QQA's CE Dr. Jawaher Al Mudhahki and held in the Arab Republic of Egypt from 6th to 8th of June 2015 in cooperation with the United Nations Organisation for Education, Science and Culture (UNESCO), German Academic Exchange Services (DAAD), and Egypt's Supreme Council of Universities (SCU) and National Authority for Quality Assurance and Accreditation of Education (NAQAAE).

QQA's main activity and achievement in the academic year 2014-2015 was **passing the external review** conducted by the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) to assess QQA's compliance with 12 standards of international good practices. QQA's voluntarily undergoing the external review reflects its keenness in emphasising the values of transparency, credibility and professionalism which govern its methodology.

Review results indicated that QQA is fully compliant with ten guidelines for good practices and compliant to a great extent with the remaining two. Therefore, INQAAHE issued its certificate and report which state that QQA successfully passed the external review and was accredited in the

Kingdom of Bahrain as an agency which complies with the guidelines for good practices applied in INQAAHE's reviews. The report was published on INQAAHE's website.

Overall, since the establishment of QQA in 2007, its reports caused varying reactions in the education and training sectors; as education and training institutions developed internal quality assurance systems, implemented them in all their operations and showed progress in the development of frameworks, policies and mechanisms which they strove to implement. However, the effectiveness of their systems in achieving sustainable quality still varies. Perhaps, vocational training sector has witnessed the most improvement due to the integration of efforts with relevant parties and licensing authorities; supported by the provision of incentives based on review results, which drives said training institutions toward developing and improving the quality of services provided thereby. The government sector also witnessed promising efforts toward adopting policies and mechanisms which help achieve quality performance. However, said efforts need to be linked to the learning outcomes which meet the aspiration for cognitive growth and performance improvement and sustainability. Perhaps the most important finding based on the results of national examinations and QQA's reviews of schools' performance is the need for this educational system to adopt teaching methods which ensure that students learn and acquire skills which qualify them to enter the labor market, in addition to the need to develop and implement assessment systems to ensure that students achieve appropriate proficiency levels throughout stages. On the other hand, reviews revealed the need for vocational training and higher education institutions to constantly develop their academic and training staff to keep pace with the latest regional and international developments, and enable them to achieve sustainable improvement and development, in addition to the need for leaderships of education and training institutions to realize the importance of participation in implementing strategic plans. Moreover, higher education institutions need to adopt admission policies which help produce learning outcomes which meet the needs of the labor market.

THE DIRECTORATE OF HIGHER EDUCATION REVIEWS



"5 Secrets for Success: Concentration, Excellence, Organisation, Development and Determination."

Wayne Dyer



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, while phase 1 of Programme Reviews was completed in 2011. Phase 2 of Programme Reviews commenced in May 2012, where academic programmes in the field of Medicine and Information Technology were reviewed. During this academic year 2014-2015, the DHR completed reviews of academic programmes in the field of business offered by higher education institutions in the kingdom of Bahrain at bachelor and master level. It also completed reviews of academic programmes in the field of law. During the academic year 2014-2015, the reports of 34 programmes in the field of business were published, and the total number of academic programmes whose review reports were published since the commencement of phase 2 of Programme Reviews (Programmes-within-College Reviews) is 57 programmes.

ACADEMIC PROGRAMMES' REVIEWS

Reviews of academic programmes (Programmes-within-College Reviews) focus on the academic standards of each programme, the quality of teaching and learning and the quality assurance arrangements within all learning programmes at bachelor and master level 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 in a particular learning field. 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.

Programme 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).

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 BUSINESS SCIENCES

Upon completing the reviews of programmes in the field of Medicine and Information Technology during the period from May 2012 to December 2013, the DHR began reviewing bachelor and master level programmes offered within colleges in the field of business in January 2014. During the academic year 2014-2015, the DHR reviewed 18 programmes offered at bachelor level and two programmes at master level in five colleges, bringing the cumulative number of programme reviews undertaken in the field of business to 30 at bachelor level and eight at master level offered by 10 colleges.

The reports of 34 programmes offered by nine colleges were published. Twenty six Programmes received a 'confidence' judgement, five, 'limited confidence' and three, 'no confidence'. The results of these reviews are shown in Figure (1).

Figure (1): Cumulative findings of 34 programmes in nine colleges in the field of business sciences

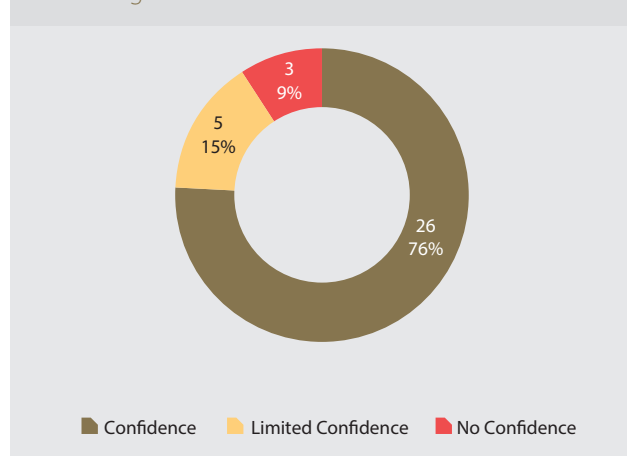
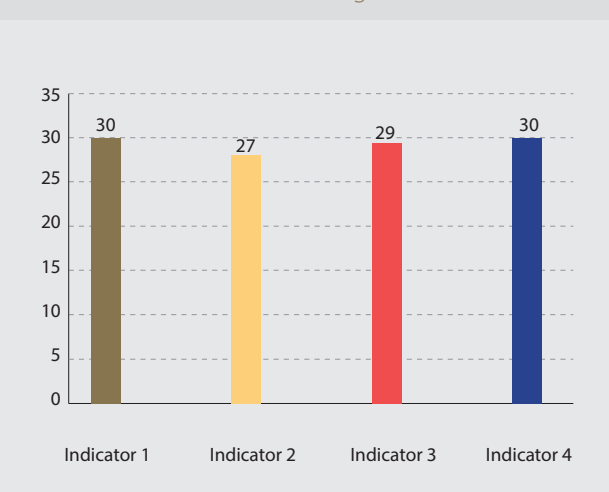


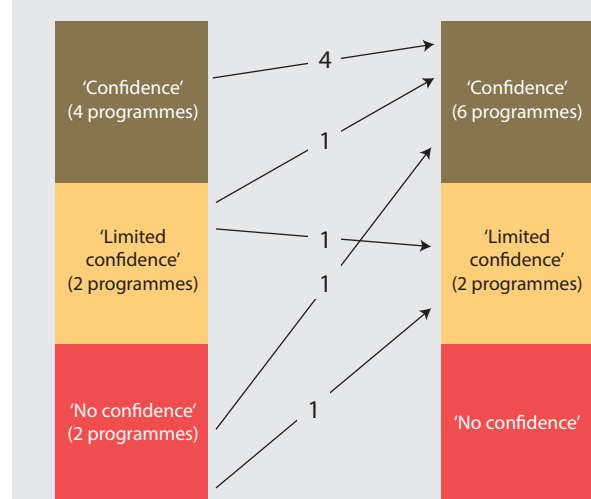
Figure (2): Number of Business Programmes that satisfied each Indicator out of 34 Programmes



Analysing the findings of these reviews, 21 programmes received a 'confidence' judgement at bachelor level and five at master level. One bachelor level programme and two programmes at master level received 'no confidence' with no Indicator being satisfied in one bachelor level programme and two programmes at master level. Four bachelor programmes and one programme at master level received 'limited confidence' judgement in which two of the four Indicators were satisfied in one bachelor level programme; and three of the four Indicators were satisfied in two bachelor level programmes and one programme at master level. When the results are aggregated to indicate the total number of programmes satisfying each Indicator, as shown in Figure 2, it is noted that Indicator 1 'The learning programme' and Indicator 4 'Effectiveness of quality management and assurance' were satisfied in 30 programmes out of 34 programmes reviewed and Indicator 2 'Efficiency of the programme', was satisfied in 29 programmes. Indicator 3 'Academic standards of the graduates' is the weakest and was satisfied in 27 programmes only. It is worth noting that academic programmes in the field of business sciences achieved high percentage of 'confidence' judgements, which may be attributed to some of these programmes being subject to reviews during phase 1 of Programme Reviews conducted during the period from January 2009 to October 2011. This improvement may be also a result of addressing the review report recommendations as indicated by the eight bachelor level programmes in the field of business sciences that were subject to reviews, re-

reviews and follow-up reviews during phase 1 of Programme Reviews (Figure 3), which has been reflected in all business sciences programmes as indicated in Figure 1.

Figure (3): Follow-up of findings of bachelor of business programme reviews conducted during phase 1 & phase 2



CUMULATIVE FINDINGS OF ACADEMIC PROGRAMMES' REVIEWS

Since the inception of phase 2 of academic Programme Reviews in the 2011-2012 academic year, 57 programmes offered by 20 colleges have been reviewed in the field of Medicine, Health Sciences, Computer Sciences and Information Technology and Business Sciences, and had their review reports published. When the results of these reviews are aggregated, as shown in Table 2 and Figures 3 & 4, of the 57 programmes, 40 received a 'confidence', six, 'limited confidence' and eleven, 'no confidence' judgement. It is worth mentioning that out of the 57 programmes, 16 were reviewed during phase 1 of academic Programme Reviews from January 2009 to October 2011. When comparing the results of both phases of the reviews, it is noted that 31% of the programmes witnessed improvement, while 63% maintained their level of performance as indicated in Figure 5.

Table (2): Findings of 57 programme reviews by level and disciplinary field in Medicine, Health Sciences, Computer Science and Information Technology, and the field of business

No of academic 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
26	Bachelor of Business Sciences	21	4	1
8	Master of Business Administration	5	1	2
Total: 57 academic programmes by 20 colleges		40	6	11

Figure (4): Cumulative Findings of 57 programme review

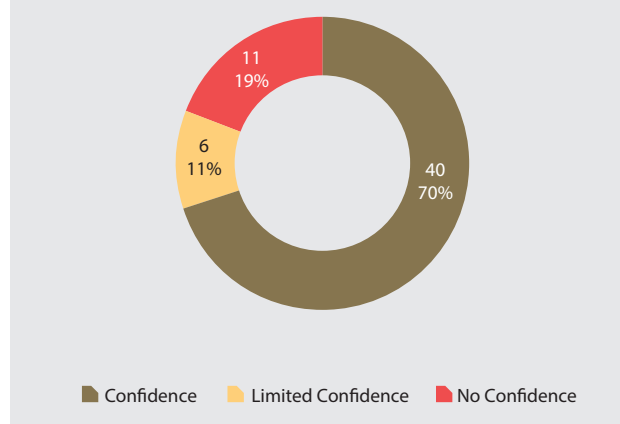
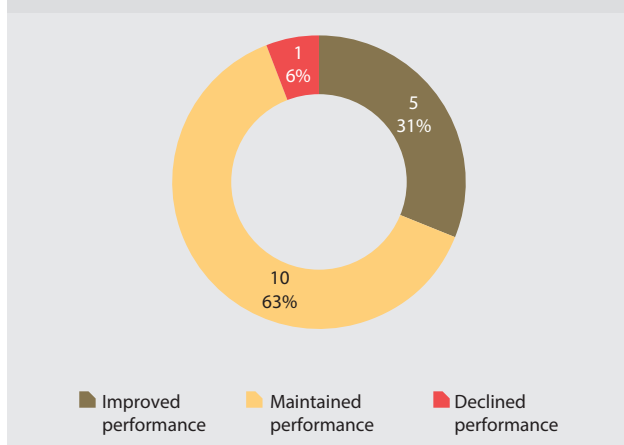


Figure (5): Comparison of the performance of 16 programme Reviews conducted during Cycles 1 & 2

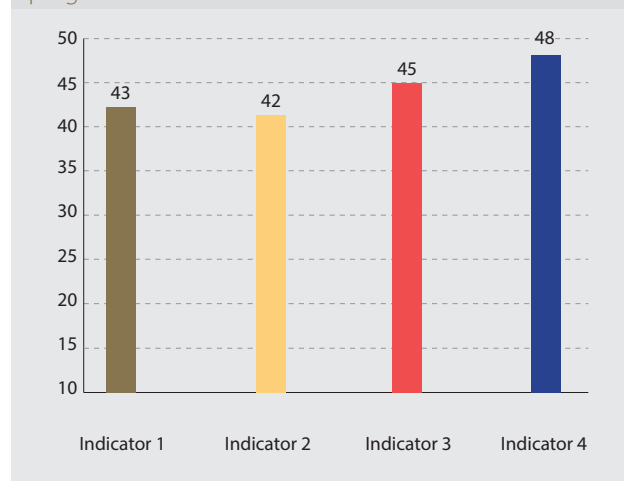


When the number of academic programmes that satisfy each Indicator of the four Indicators are aggregated, as shown in Figure 6, and the results of reviews and conclusions reached by various review panels of phase 2 of academic Programme Reviews (Programmes-within-College Reviews) are analysed, the following is concluded:

Indicator 1: 'The learning programme'

The reviewed programmes performed the best in satisfying the requirements of Indicator 1 'The learning programme', as it was satisfied by 48 programmes out of the 57. This is due to the institutions' own internal reviews of its academic programmes and the adoption of learning outcome based programmes through benchmarking, although informally, their programmes and curricula with similar academic programmes offered by local, regional and international higher education institutions. Moreover, the programmes benefited from feedback provided by the internal and external stakeholders and from developing clear teaching and learning and assessment policies. However, failing to satisfy Indicator 1 by nine programmes is a source of concern; being a limiting Indicator that forms the basis of the entire learning process.

Figure (6): The number of academic programmes that satisfies each Indicator of the four Indicators out of 57 programmes



Indicator 2: 'Efficiency of the programme'

Indicator 2 'Efficiency of the programme' was satisfied by 45 programmes out of the 57. This is mainly due to the improvements introduced to the infrastructure, in addition to the support given to 'at-risk' students by some higher education institutions; however, some institutions have serious issues to address in terms of inadequate admission criteria and provision of adequate faculty members to meet the programme's requirements. Moreover, research contribution by academic staff members is still limited due to the high teaching load allocated to academic staff members and the lack of catalyst environment that stimulates scientific research.

Indicator 3: 'Academic standards of the graduates'

Programmes performed the least when satisfying Indicator 3 'Academic standards of the graduates', where the Indicator is satisfied in 42 programmes only out of the 57. This is mainly due to the assessment methods not being suitable for measuring the achievement of the intended learning outcomes and the graduate attributes. Memorisation and recall of information are still most commonly assessed when compared to the acquisition of analytical and problem solving skills. In addition, the level of examinations is not suitable to the awarded degree. This is due to the low admission criteria that allow for admitting students whose profile is not suitable for

the programme and the higher education institution's inability to raise the standards of those students to meet the programme's requirements.

Indicator 4: 'Effectiveness of quality management and assurance'

Indicator 4 'Effectiveness of quality management and assurance' was satisfied by 43 programmes out of the 57 programmes due to the institutionalisation of quality assurance practices and raising the awareness of the importance of quality assurance amongst the institutions' academic and administrative staff. However, some institutions still face challenges in this aspect due to poor academic leadership, irregular application of quality assurance practices, poor follow-up and assessment of the effectiveness of the processes carried out by the College to ensure the quality of its programme and its learning outcomes.

Follow-up Visits

Follow-up visits conducted by the DHR are part of a cycle of continuous quality assurance and improvement. All academic programmes that have been subject to a programme review by the DHR via the 'Programmes-within-College Reviews' framework and were judged 'limited confidence' or 'no confidence', receive a follow-up visit to assess the progress achieved as indicated by the published review framework and the Authority's policies and procedures. Follow-up visit focusses on assessing the level of progress achieved by the institution in addressing the original review report recommendations. With regard to each recommendation indicated within each Indicator of the four Indicators, the review panel undertaking the follow-up visit will pass its judgment whether each recommendation is 'Fully Addressed', 'Partially Addressed' or 'Not Addressed'. In addition, the review panel will make an overall judgment whether the institution achieved 'Good Progress', 'Adequate Progress' or 'Inadequate Progress' in addressing the recommendations.

During the academic year 2014-2015, the DHR undertook two follow-up visits of two bachelor level programmes; one in computer sciences and the other in information technology. The outcome of the two follow-up visits indicated that both programmes made 'Inadequate Progress'. The DHR is concerned that both institutions were

not able to progress suitably in addressing a significant number of the original review report recommendations, especially those recommendations that have significant impact on the quality of the programme and its delivery; In particular, in terms of Indicator 2 'Efficiency of the programme'.

CONCLUDING REMARKS

The findings of the programme reviews published by the DHR reflect improvements in the quality of academic programmes, where a number of programmes realised some progress in addressing the requirements of the main four Indicators and sub-indicators. This is attributed to building on recommendations stated in previous reviews and applying them to various academic programmes. In addition, the suspension of a number of inadequate academic programmes has contributed to improving the overall picture of the academic programmes offered by the higher education institutions.

The most important improvements within the academic programmes, since the inception of the Programme Reviews in January 2009 until the end of the academic year 2014-2015, can be summarised as follows:

- Higher education institutions have set up the necessary management policies to administer their programmes and institutionalise quality assurance practices and worked towards raising awareness of the importance of quality assurance amongst the institutions' academic and administrative staff members. Moreover, a number of institutions have improved their infrastructure to meet the needs of the academic programmes on offer.
- Academic programmes have adopted to outcome based learning where at the beginning of the Programme Reviews process in 2009, most programmes reviewed had no clear learning outcomes. Observers of the QQA review reports can note the general developments of the reports recommendations from requesting the senior leadership to set up clear programme and course intended learning outcomes, to revising these outcomes to ensure their alignment with the aims and objectives of the programmes and

then to further scrutinise them to ensure that they are consistent and measurable. Recently, some academic programmes have received commendations with regard to their programme and course intended learning outcomes.

- Academic programmes have benefited from internal and external reviews and benchmarking of programme structure and course contents with similar programmes offered by local, regional and international institutions. Despite that most benchmarking activities were conducted informally utilising the available information on the institutions' websites, such processes have resulted in revising the curriculum and the structure of the majority of the programmes to be suitable for the type and the degree it offers and its level aligned with the similar programmes offered locally, regionally and internationally.
- The gap between the labour market needs and outcomes of a number of learning programmes has decreased because of introducing programme learning outcomes related to discipline specific skills, critical thinking skills and general and transferable skills relevant to employability and personal development in addition to those related to knowledge and understanding which were previously emphasised. Moreover, the internship courses incorporated in the curriculum have been further developed to include course description and intended learning outcomes and clear mechanisms to measure the extent of achieving the learning outcomes. Furthermore, most of the colleges and departments have established, based on the QQA review reports recommendations, advisory boards composing of experts in the programme disciplinary field, employers and alumni, and their feedback is used to enrich and improve the programme to meet the labour market needs.

However, some issues need to be addressed to ensure that the academic programmes offered are of a high quality. The most important issues still persistent can be summarised in the need to have a comprehensive framework of the learning programmes that states clear and appropriate intended learning outcomes, in addition

to, adopting admission policies that are appropriate to the programme needs, and provision of proper infrastructure and adequate academic staff to deliver high quality programmes. Academic standards of the graduates are still a source of concern since the assessment tools are not aligned to the level of the programme, courses and the intended learning outcomes. All of the above and with the absence of comprehensive quality assurance policies and mechanisms that are implemented regularly and whose effectiveness can be measured, may hinder the continuous improvement of some academic programmes, particularly those less performing, which is relevant to produce Bahraini citizens capable of competing in the local and global marketplace.

In addition to organizing and conducting workshops on self-evaluation for the institutions that will be subject to reviews, and within the scope of its responsibilities towards the quality performance of the higher education institution, the DHR organised a pre-conference workshop attached to the 3rd QQA Conference. The workshop was on 'Benchmarking in Higher Education' due to the importance of this topic in ensuring that the learning programme and academic standards of graduates are in line with similar programmes offered locally, regionally and internationally. Attendees were representatives of different higher education institutions and the analysis of the participants' feedback revealed their satisfaction with the workshop.

THE DIRECTORATE OF VOCATIONAL REVIEWS



"Learn where to find useful information and how to use it. That's the secret to success."

Albert Einstein

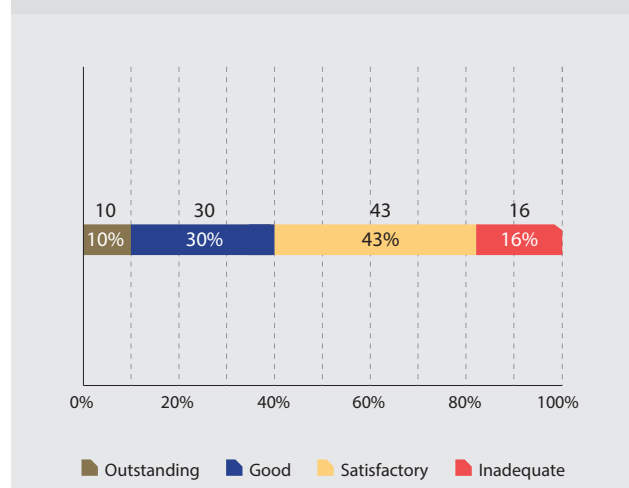


INTRODUCTION

This report presents the outcomes of the Directorate of Vocational Reviews (DVR) second Cycle of reviews (Cycle 2), which commenced in January 2012. It also provides analysis of the performance of reviewed institutions, indicating their strengths and areas for development. In addition, the report presents results of the first phase of cycle 3 reviews, which took place during the period from April to June 2015. It also reports on the progress made by the inadequate training providers which went through monitoring visits. During the academic year 2014-2015, 8 monitoring visits were conducted.

In October 2014, the Directorate of Vocational Reviews (DVR) completed its second Cycle of reviews (Cycle 2) that was commenced in January 2012. During the second Cycle, the DVR conducted a total of 99 reviews for vocational and training institutes, 67 of which are licensed by the Ministry of Labour (MoL), 30 licensed by the Ministry of Education (MoE), and two are self-regulated institutes. During the second Cycle, the overall effectiveness of providers were: 10% 'Outstanding', 30% 'Good', 43% 'Satisfactory', and 16% 'Inadequate' as shown in Figure 7.

Figure (7): Grades awarded for overall effectiveness for Cycle 2 reviews (Accumulated for 99 providers)



Out of the total providers reviewed during Cycle 2, as shown in Figure (7), 84% were judged 'satisfactory' or better for their overall effectiveness, 10 institutes were judged 'outstanding'; 4 licensed by the MoL, 5 licensed by the MoE and one self-regulated institute. It is worth mentioning that among the 99 institutes reviewed, 24 providers were licensed recently and undergone the first review visit during Cycle 2, half of which were judged 'good' or better and 9 providers were graded 'satisfactory' for their overall effectiveness. This result reflects that the institutions are aware of the quality assurance culture and are acquainted with the experience of other institutes summarized in Cycle 1 published review reports; in addition to their regular participation in the workshops and conferences organized by the Authority and relevant stakeholders. This has enhanced the importance of quality assurance within these institutions as it became embedded in all their activities, and consequently such practices become a tool to rectify the course of the institutes and focus their efforts on developing high quality training and education outcomes.

When comparing the overall effectiveness of the institutes subjected to reviews during Cycles 1 and 2, as shown in Figure 8, the vocational education and training (VET) providers undergone reviews during Cycle 2 achieved remarkable performance over Cycle 1, and the percentage of VET providers which were judged 'good' or better increased from 21% to 40%.

Figure (8): Analysis for grades awarded for overall effectiveness for Cycles 1 & 2 of reviews

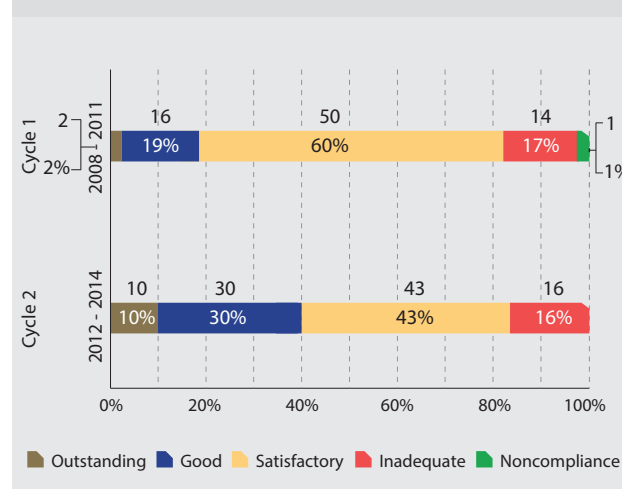
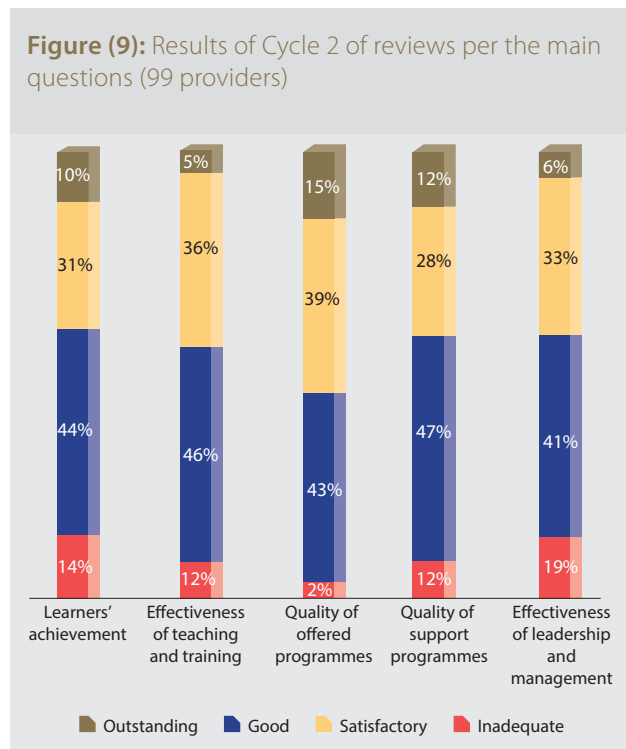


Figure (9) indicates the results of the quality of offered programmes, where a high percentage, 97% of the institutes were graded 'satisfactory' or better. Although 87% of the institutes were judged 'satisfactory' or better for the effectiveness of teaching and training, teaching and training methods still need to be improved in a minority of VET providers. On the other hand, 85% of the providers were awarded 'satisfactory' or better grades for learners' achievement. This is due to developing pre-assessment procedures to determine learners' level of attainment followed by effective measurement of their level of progress. Grades awarded to the main question of leadership and management were the least improved compared to other main questions where 80% of the institutes were judged 'satisfactory' or better.

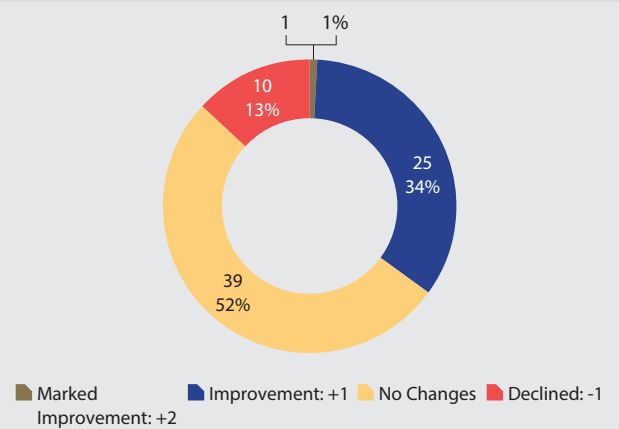


Comparison of the outcomes of Cycle 1 & Cycle 2 reviews

The Directorate of Vocational Reviews (DVR) completed the first cycle (September 2008 – December 2011) and a total of 83 Vocational Education and Training (VET) providers were reviewed; 50 of which are licensed by the Ministry of Labour (MoL), 31 licensed by the Ministry of

Education (MoE), and two are self-regulated institutes. Out of the total providers reviewed during Cycle 2, 75 were subject to reviews during both cycles, where some institutes are licensed recently and others are no longer operating in the market. In comparing the outcomes of Cycle 1 and Cycle 2, 35% of the institutes have improved their grade by at least one point or more, as indicated in Figure (10). The grades of 5 institutes out of 11 institutes that were graded 'inadequate' in Cycle 1 have improved their performance and the quality of provision was judged 'satisfactory' in Cycle 2. The majority of institutes have managed to maintain their status during both cycles.

Figure (10): Changes in the outcomes from Cycle 1 to Cycle 2 for Overall Effectiveness

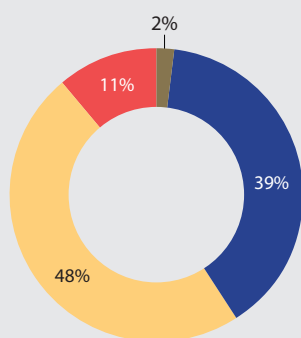


Comparison of outcomes as per the licensing body

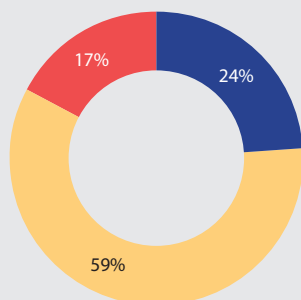
When comparing the results of MoL and MoE licensed providers, as shown in Figure (11), 41% providers licensed by the former have improved their grade by at least one point or more against 24% providers licensed by the latter.

Figure (11): Changes in the outcomes from Cycle 1 to Cycle 2 for Overall Effectiveness as per the licenses issued by the MoL and MoE

MoL licensed providers



MoE licensed providers



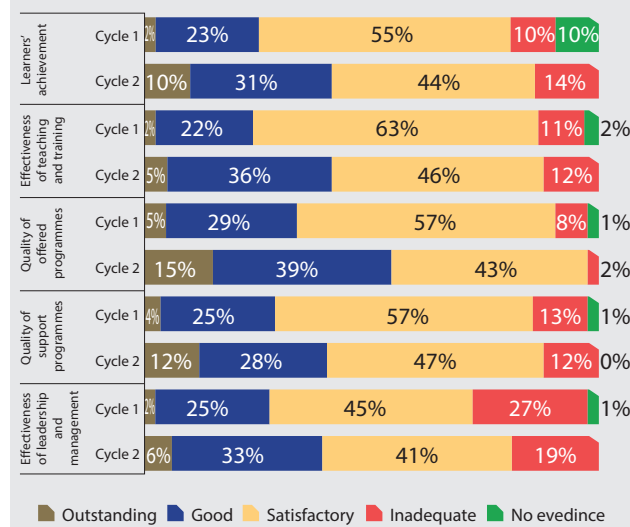
Marked Improvement: +2
Improvement: +1
No Changes
Declined: -1

Whereas the grades of 11% of the MoL licensed institutes dropped by one grade, 17% of the MoE licensed institutes dropped. Moreover, 5 MoE licensed institutes were graded 'inadequate' in both cycles and did not introduce any improvement in their performance for their overall effectiveness or main questions, most of these offered tuitions courses for school and university students.

Comparison of outcomes as per the main questions

In comparing the grades awarded for the main questions for institutes reviewed in both Cycle 1 and Cycle 2, as shown in Figure (12), it can be seen that institutes achieved improvement in all the main questions in general and the quality of offered programmes in particular. The institutes that were judged 'inadequate' in this main question decreased from 8% to 2% and the institutes graded 'outstanding' in this main question increased from 5% to 15%. Grades awarded to the main question of leadership and management in one cycle were the least improved compared to other main questions. Although this main question achieved notable improvement over both cycles of reviews, it was not up to the expected level. Institutes graded 'inadequate' decreased from 27% to 19% while the institutes being judged 'outstanding' in this main question increased from 2% to 6%.

Figure (12): Changes in the outcomes from Cycle 1 to Cycle 2 as per the main questions



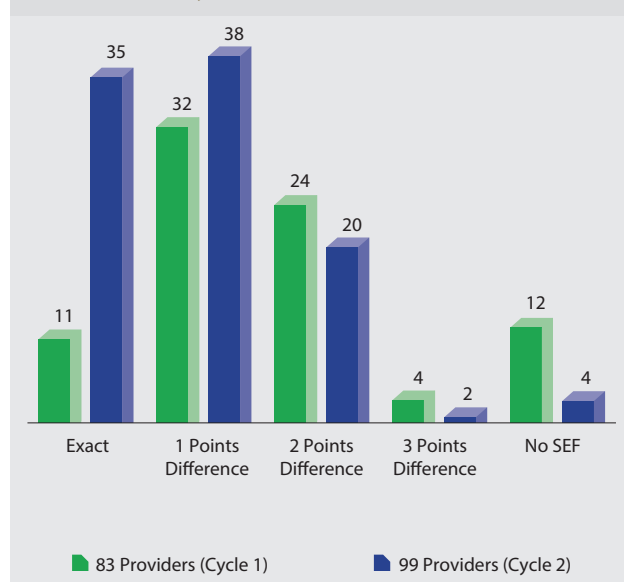
When analyzing the review reports of both cycles and the strengths and recommendations given to institutes, it can be seen that the institutes have general action plans that are not sufficiently based on the outcomes of rigorous self-evaluation and lack strategic goals. Moreover, the quality assurance system in most institutes is still in its early stages. While providers focus on measuring

learners' levels of progress and achievement, most of them set procedures to assess learners' pre- and post-attainment, as well as implementing the post-assessment process; however, these procedures are not strict enough sometimes.

On the other hand, the applied teaching and training methods target middle ability level of learners only and do not meet the various learning needs of learners. In addition, teaching and training processes are trainer-centered in most sessions.

The second cycle of reviews highlights a clear improvement in the self-evaluation process conducted by a number of institutes due to evidence of bridging the gap between grades awarded by institutes to themselves in the self-evaluation forms and those awarded by the Review team. When comparing the outcomes of both Cycle 1 and Cycle 2 of the providers, there is a notable increase in the total number of identical judgments as indicated in Figure (13). In addition, the difference in judgments does not exceed one point in most institutes.

Figure (13): Comparing the grades awarded by the institutes themselves and the assessment of review teams in both cycles of reviews



General Remarks

Education system reforms and their impact are very complicated in nature, overlap with other factors, and take a long period of time to achieve. While the Authority is making all possible efforts to review and issue review reports on the quality of the provision of VET institutions in a systematic and objective manner, it has faced a number of challenges that had a direct impact on improving the quality of provision of these institutions in general. As stated in the previous sections of comparison, notable improvements were introduced; however, while the performance of a number of training institutions has improved, some are still in the process of improvements or have not made any improvements at all.

Resistance of the culture of change prevailing among a lot of education and training institutions in this sector was the most important challenge faced the Authority; as these institutions were not ready to accept the concept of quality assurance, and need to match their activities with a high quality review framework, or to publish the outcomes of reviews transparently. The Authority has succeeded in overcoming this challenge, to a large extent, through the organization of periodic capacity building of self-evaluation workshops, seminars and conferences, as well as the participation and presentation of best practices by institutions in these events, the QQA published annual reports succeeded in spreading the culture of quality assurance and accountability.

On the other hand, the role of leadership and management which was almost non-existing in these institutions was a negative influencing factor in their performance. The management team tends to rely entirely on teachers/trainers in managing the activities of the institution, and the management team in the vast majority of institutions believes that its role ends with the appointment of these teachers/trainers; making the level of learning outcomes rather weak in these institutions; in addition to its variation in a single institution due to lack of the implementation of performance monitoring processes through effective lesson observations, collection of feedback from learners and stakeholders, and setting action plans informed by their results. The QQA review reports have shed light on this aspect, and made recommendations to the management teams in these institutions. At present, the leaders of most institutions have better understanding of

their roles and their impact on improving the quality of offered programmes.

The assessment and record keeping processes were also a constant challenge, even though it has become less acute than it was earlier. While the review judgments are supported with evidence and focus primarily on learners' achievement, issuing a sound judgment in case the institution lacks accurate procedures to confirm the skills and knowledge gained by learners and maintain reliable performance data records for verification, was a challenge to the review team. Review tools such as Learners Performance Data (LPD) workbook and provision of adequate training to institutions on how to record the learners' performance data, were introduced. At present, almost all institutions provide Learners Performance Data (LPD) workbook as an important source of evidence.

Lessons Learned

Among the most important lessons learned is the need to sustain capacity-building, raise awareness, and continue to issue transparent and objective review reports to inculcate a culture of change that reaps positive results. However, there will be ongoing challenges to education and vocational training institutions to reach maturity in running their own internal quality assurance systems, and developing control mechanisms for implementing them in a systematic manner. The vocational reviews process itself pays close attention to this issue as well as to the institutions self-evaluation control mechanisms; a key indicator to improve the quality of provision of the institutions.

The DVR team also benefitted from the experience of conducting reviews over the previous two cycles in improving the review framework for the third cycle of reviews. Cycle 3 Review Framework focuses extremely on appropriate leadership and governance aspect in VET institutions, which is regarded as one of the main aspects of the sustainability of the process of continuous improvement.

The amended Review Framework focuses clearly on granting appropriate grades for effective internal quality assurance mechanisms, the availability of relevant policies and procedures to cover all training operations, and the overall performance of the institution. The Directorate

has also felt the need to urge the VET institutions to design courses and assessment processes relating to the Intended Learning Outcomes (ILOs) in line with and in preparation for the National Qualifications Framework (NQF) requirements.

Conclusion

Now, it is obvious that conducting reviews and publishing review reports to the public on the quality of education and training institutions performance in the Kingdom of Bahrain over the previous two cycles of reviews (2008-2014), have resulted in a series of positive outcomes on the effectiveness of teaching and training, and offered programmes that meet the soft skills and employment in line with international standards in this sector; in addition to the development of better assessment methods.

The QQA review reports that have been published for both cycles of reviews reflect that the education and training institutions are now offering a range of appropriate support and guidance for learners, and that the management team takes up a greater responsibility towards raising the level of learning outcomes and progress of learners. Based on the QQA annual reports over the past six years, institutions are not identical in terms of strengths and areas for improvement. Generally, areas for improvements have started to decline significantly.

In addition, institutions began to adopt a more effective approach towards the implementation of a critical self-evaluation process of their operations and addressing such aspects effectively. This was clearly reflected in the significant transfer towards the application of a culture of accountability and continuous implementation of self-evaluation process by the majority of the institutions.

Notwithstanding the above, teaching and training processes in a number of institutions still need further improvements. Moreover, the leadership and management teams in a number of institutions do not have an appropriate method to effectively measure and monitor the progress level of learners in courses, while they take limited steps to ensure that learners are registered in the appropriate level according to their abilities.

While the majority of institutions built their organizational structure and developed their learning resources, others

still need to learn some basic skills on how to analyze their achievements and other relevant data, take advantage of these trends to raise their standards, adopt appropriate methods of assessing teaching and learning skills, set clear improvement objectives, adopt a method of diagnosis and take advantage of their strengths and address their areas for improvement, and make use of the available information on the requirements of the labour market to inform their new courses and programmes. The success in improving the quality of provision of VET institutions relies, generally, and at least in part, on the effectiveness of efforts to raise awareness in this regard, and the desire of institutions to take advantage of the above.

Recommendations:

The most important recommendations contributing to the promotion of VET institutions are:

Increase and enhance the VET institutions capacity-building programmes based on the determined areas for improvement; namely:

- ensuring that learners achieve the required level of progress and obtain the qualifications they aspire, as well as developing their skills according to the labour market requirements.
- close monitoring of the performance of trainers and employees and raising their competencies and skills to improve and promote the training process to contribute to raising the learning outcomes.
- developing clear procedures to provide more effective support and guidance for learners, as well as ensuring the quality assurance of such procedures.
- ensuring systematic planning, structuring and updating offered programmes to meet both the learners and stakeholders' needs.
- developing more effective action plans to control and implement the strategic plan, as well as reviewing it regularly and introducing the required QQA improvements.

Updating the Review Framework of Vocational Education and Training Providers

Before the completion of the final phase of the second cycle of reviews, the Directorate has developed an action plan to update the review framework for use in the third cycle of reviews of vocational education and training providers. Consequently, the DVR sought to complete the final phase of the second cycle of reviews of the remaining six institutes, and implement the action plan for updating the review framework simultaneously.

In this regard, the DVR took a number of steps to develop Cycle 3 review framework given the level of institutional maturity and institutionalization of the culture of quality assurance in the majority of VET institutions. The Directorate started to evaluate the outcomes of the second cycle of reviews by collecting feedback from the relevant stakeholders and key partners such as the Ministry of Labour, the Ministry of Education, Economic Development Board, and Labour Fund (Tamkeen) on the previous review framework and analyzed the VET views based on after review surveys. In addition, the DVR made use of the cumulative experiences of all its directors, review specialists by holding intensive and brainstorm meetings. On the other hand, it held a number of meetings with the relevant directorates of the Authority, especially the General Directorate of National Qualifications Framework (GDQ) to link the review framework with the National Qualifications Framework (NQF) requirements. As a result of these efforts, changes were made to the review framework based on these views, and the first draft of Cycle 3 Review Framework was issued.

In the next phase, and in order to ensure its update according to international standards, the draft review framework was benchmarked with international frameworks including the European Quality Framework, (Ofsted) review framework for post-secondary education, as well as the Romanian Quality Framework. An international expert in quality assurance was also consulted to ensure the framework compatibility with international standards and its inclusion of the main aspects covered by international frameworks. Then, VET institutes and stakeholders views on the proposed review framework were collected and their remarks were included. The most significant amendments to the new review framework were as follows:

- Setting clear limiting criteria for each of the five main questions,
- integration of some sub-criteria,
- linking criteria to NQF requirements,
- separation of 'Capacity to improve' judgment from 'Overall effectiveness' judgment.

During the last phase, the QQA Academic Committee's remarks were included, and the draft review framework was edited in both Arabic & English to produce its final form. Upon confirming its readiness for use and preparing all relevant documents, the new review framework was approved by the QQA Board of Directors and endorsed by the Cabinet, and published in the Official Gazette.

In light of this, the Directorate organized training workshops for vocational training institutions that will be subject to reviews during the first phase of Cycle 3 to introduce amendments to the new review framework and other tools such as self-evaluation form and LPD, as well as other tools employed by reviewers.

Outcomes of reviews of the first phase of Cycle 3

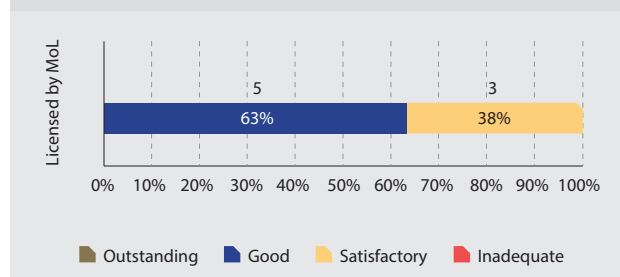
PROVIDERS' OVERALL EFFECTIVENESS

The most important review judgement is that of the providers' overall effectiveness, which evaluates the overall quality of each institute's provision, and reflects the level of progress the institute achieves in various aspects. Reviewers arrive at their judgement, on the overall effectiveness, on the basis of the outcomes of the five main questions. They analyse the relationship between the grades given to the five main questions and the grade awarded to overall effectiveness to ensure that a coherent 'story' is told as to why the outcomes are as they are. In particular, reviewers focus on the learners' achievement and their progress from their starting points, and whether they have achieved the ILOs. Reviewers evaluate the impact of leadership and management on the quality of provision, how it is being reflected on the overall performance of the institute and how the institute's management plans and procedures organize and evaluate the quality of its teaching/training and assessment methods, and the offered programmes, as

well as the support and guidance the institute offers to raise learners' standards.

During the 2014-2015 academic year, the Directorate commenced the first phase of Cycle 3 (April – June 2015) and reviewed eight institutes licensed by the Ministry of Labour (MoL), with no reviews conducted to any institutes licensed by the Ministry of Education (MoE) or self-regulated institutes. Figure (14) shows that all institutes subject to reviews during this period received a 'satisfactory' or better grade, with five graded 'good' and the remaining three institutes judged 'satisfactory' for the overall effectiveness.

Figure (14): Analysis for grades awarded for overall effectiveness for Cycle 3 of reviews

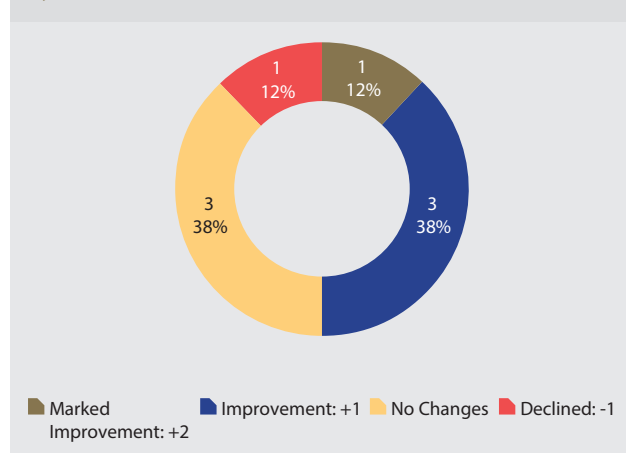


It is worth mentioning that among the eight providers reviewed during Cycle 3, all institutes were reviewed during the second cycle of reviews as well. A comparison of the results of both cycles, as indicated in Figure (15), shows that four institutes (50%) have improved their grades by at least one point, including one that has achieved marked improvement at two-point difference comparing to its previous grade, with three institutes (38%) maintained their level of performance. The grades of one institute (12%), however, dropped by one grade.

Review outcomes indicate that institutes achieving remarkable progress during Cycle 2 and Cycle 3 of reviews performed within deliberate strategic plans with suitable action plans. These plans are focusing on raising learners' vocational knowledge and skills to enhance and promote their practical capabilities in various fields of specialisations. Moreover, learners are well guided and supported to achieve their courses objectives and the structure and contents of the offered programmes are well planned to meet the various needs of learners and stakeholders.

Additionally, the institutes clearly focused on addressing the previous review reports recommendations; however, a comprehensive quality assurance system is still in its early stages, and a number of institutes need to improve their internal quality assurance system to cover all policies and procedures to develop a clear framework including the internal moderation and verification of assessment processes to maintain their quality of provision. Moreover, learners' participation during sessions in the less effective institutes needs to be enhanced through the use of wide range of training methods, improving assessment tools and accommodating the varying needs of learners.

Figure (15): Changes in the outcomes from Cycle 2 to Cycle 3 for Overall Effectiveness

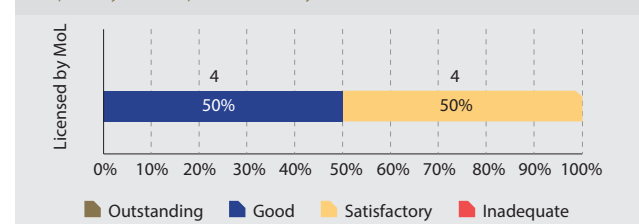


PROVIDERS' CAPACITY TO IMPROVE

Providers' capacity to improve, as indicated earlier, is one of the changes included in Cycle 3 Review Framework. During Cycle 2 of reviews, reviewers evaluated the provider's capacity to improve as a supporting element to grade the provider's overall effectiveness; however, it became an independent judgment relating to the provider's capacity to improve and develop in Cycle 3. This judgment focuses on the provider's history of improvement and the impact of initiatives undertaken to enhance improvements made to the quality of provision. Reviewers pay particular attention to initiatives that focus on raising learners' achievement and rates of retention, the effectiveness of the provider's management and the robustness of the processes underpinning strategic planning and continuous quality improvement

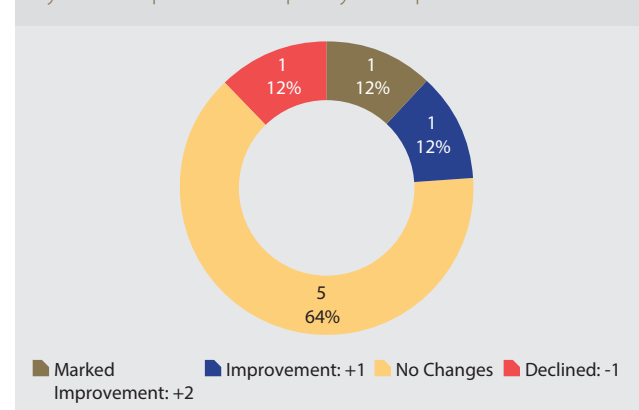
Figure (16) indicates that the eight providers reviewed during the first phase of Cycle 3 in the academic year 2014-2015, were judged 'satisfactory' or better for their capacity to improve. Four institutes out of eight received a 'good' grade, the remaining four institutes were judged 'satisfactory' for their capacity to improve.

Figure (16): Analysis for grades awarded for providers' capacity to improve for Cycle 3 of reviews



A comparison of the providers' results for their capacity to improve in Cycle 3 over Cycle 2 results shows that two institutes (24%) of the eight providers reviewed have improved their grades by at least one point. It is worth mentioning that both institutes made marked progress in their 'capacity to improve' aspect and received a 'good' grade in Cycle3, as shown in Figure (17). Five institutes maintained their grade during both cycles, whereas one institute declined. This decline reflects the management's failure in enhancing the improvements made to the quality of provision.

Figure (17): Changes in the outcomes from Cycle 2 to Cycle 3 for providers' capacity to improve

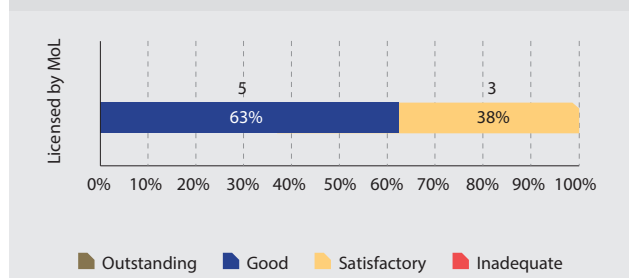


LEARNERS' ACHIEVEMENTS

In Cycle 3 of reviews, this main question focuses largely on the Intended Learning Outcomes (ILOs), and covers the extent to which learners develop appropriate vocationally relevant knowledge and skills, achieve the qualifications and the ILOs, for which they aim. These two criteria are the limiting criteria of Main Question 1 (MQ1). 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.

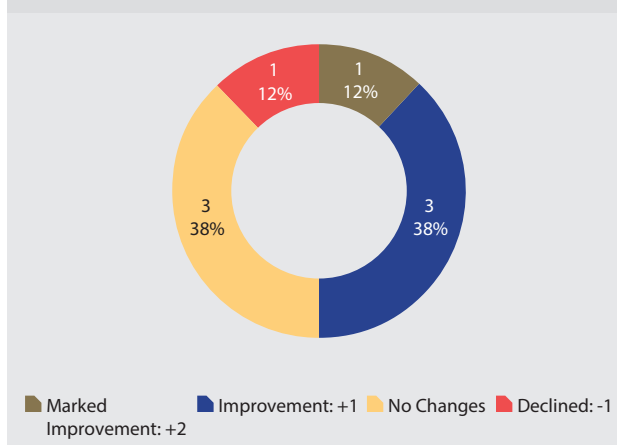
Figure (18) summarises the grades for learners' achievement of Cycle 3 reviews conducted during the 2014-2015 academic year. The figure indicates that all the eight institutes subject to reviews during this period received a 'satisfactory' or better grade, with five (63%) being graded 'good' for this main question. All analysis refer, as expected, to identical grades awarded for this main question with the grades awarded for providers' overall effectiveness.

Figure (18): Analysis for grades awarded for learners' achievement for Cycle 3 of reviews



When comparing the providers' results for their learners' achievement in Cycle 3 over Cycle 2 results, four institutes (50%) of the providers were awarded at least one grade higher than the grade they received in their second review. In 'good' institutes, steady improvement relating to the learners' achievement was reported in two out of three institutes (38%) for the second time, as indicated in Figure (19). Moreover, learners in the most effective institutes gain a good level of vocational knowledge and skills related to their workplace, and were able to adequately reflect the progress they achieve.

Figure (19): Changes in the outcomes from Cycle 2 to Cycle 3 for learners' achievement

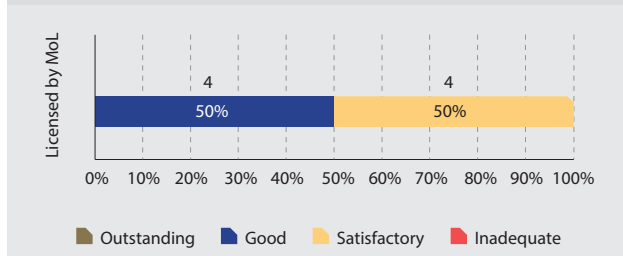


EFFECTIVENESS OF TEACHING, TRAINING AND ASSESSMENT

In coming to a judgement on this Main Question, reviewers focus on how well lessons and training sessions are prepared and delivered to promote learning, and how effectively learners participate in lessons and are assessed and provided with suitable feedback. Judgement will also consider how well the needs of individuals and course requirements are met. Effectiveness of teaching/training methods and the accuracy of assessment methods are the limiting criteria in this main question. Reviewers also evaluate how learners are enabled to develop their higher order thinking skills and skills to solve problems, and the extent to which available resources and materials are utilised to promote learning. In coming to a judgement on this question, reviewers 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 aids.

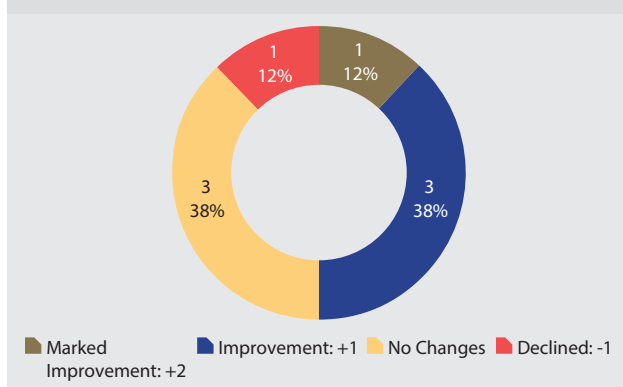
Figure (20) summarizes the grades awarded for this main question 2 relating to the effectiveness of teaching/training and assessment used in the providers reviewed during the first phase of Cycle 3 in 2014-2015 academic year. All providers subject to reviews were judged 'satisfactory' and above. Four out of the eight providers received a 'good' judgment, the remaining four institutes were graded 'satisfactory' in this main question.

Figure (20): Grades awarded for effectiveness of teaching, training and assessment for Cycle 3 of reviews



When comparing the providers' results for the effectiveness of teaching, training and assessment in Cycle 3 over Cycle 2 results, four institutes (50%) of the total training institutes were awarded at least one grade higher than the grade they received in their second review. Grades awarded for three institutes (38%) were steady in this main question whereas two out of the three institutes made no improvements and received a 'satisfactory' judgment for the effectiveness of teaching, training and assessment during Cycle 3 of reviews as indicated in Figure (21). The grades of one institute, however, dropped by one grade and received a 'satisfactory' judgment for this aspect. Steadiness and decline of the results of some training institutes during Cycle 3 of reviews are mainly due to the applied assessment methods of learners' attainment, which are insufficiently accurate and lack required rigour corresponding with the offered programmes to meet the individual needs of learners. Moreover, learners' performance records maintained by institutes do not reflect the actual level of learners' achievement during courses.

Figure (21): Changes in the outcomes from Cycle 2 to Cycle 3 for the effectiveness of teaching, training and assessment

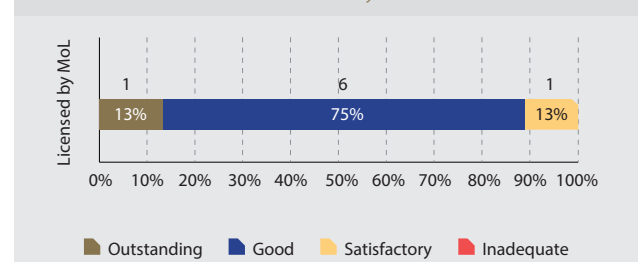


THE EXTENT TO WHICH PROGRAMMES MEET THE NEEDS OF LEARNERS AND STAKEHOLDERS

With regard to this Main Question 3, review teams examine the appropriateness and effectiveness of programmes and the extent to which programmes are designed, structured and planned, and whether they are provided in response to an identified market needs and meeting the requirements of learners and stakeholders, or a specific labour market gap. Both criteria are the limiting judgement of this Main Question. Reviewers also evaluate how the offered programmes give learners the opportunities to achieve a level of progress in the provider itself or in any other institute. For providers offering vocational programmes the judgement will also relate to their content and relevance to the current world of work.

Figure (22) indicates the grades awarded for this Main Question 3 relating to the effectiveness of programmes offered by the providers reviewed during the first phase of Cycle 3 in 2014-2015 academic year. All providers subject to reviews were judged 'satisfactory' or better. Six out of the eight providers received a 'good' judgment, one institute was graded 'outstanding' and the other was judged 'satisfactory' in this main question.

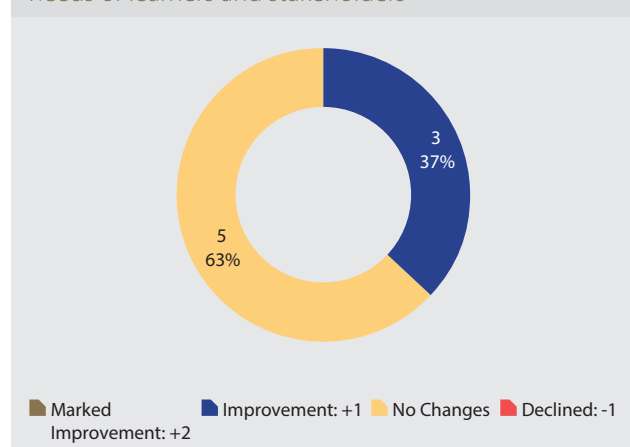
Figure (22): Analysis for grades awarded for the extent to which programmes meet the needs of learners and stakeholders for Cycle 3 of reviews



It is worth mentioning that institutes subject to reviews received better grades in this main question compared to the other main questions, where no institute was graded as 'inadequate'. This result is mainly due to the strong relationships between most institutes with Bahrain labour market and relevant stakeholders in addition to the broad range and the good balance between internally-designed and externally-accredited programmes that meet stakeholders' needs.

In Cycle 3 reviews, this main question, as indicated by Figure (23), three institutes (37%) of the total training institutes were awarded at least one grade higher than the grade they received in their second review. Grades awarded for five institutes (63%) were steady in this main question where four out of the five institutes received a 'good' judgment for the second time.

Figure (23): Changes in the outcomes from Cycle 2 to Cycle 3 for the extent to which programmes meet the needs of learners and stakeholders

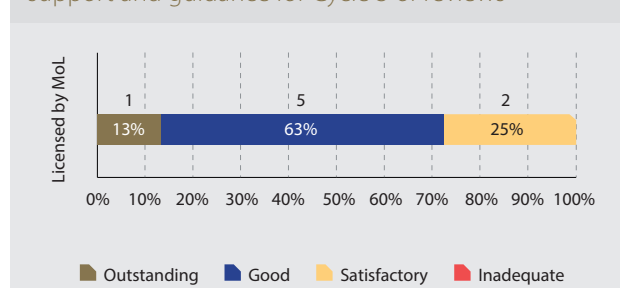


LEARNERS' SUPPORT AND GUIDANCE

In evaluating Main Question 4, reviewers focus on the availability of an effective mechanism for support and guidance to help learners achieve better outcomes. This criterion is the limiting criteria of this main question. Reviewers also evaluate the availability of initial advice and guidance, information about opportunities for future studies and employment, the quality and impact of the learning environment and the effectiveness of communication channels with stakeholders to keep them acquainted with the learners' achievement and support given to them.

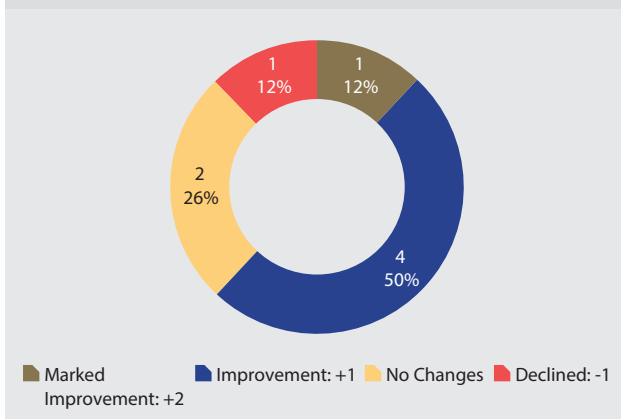
Figure (24) outlines the grades awarded for this main question, relating to the quality of learners' support and guidance provided by the providers reviewed during the first phase of Cycle 3 in 2014-2015 academic year. All providers subject to reviews during this period were judged 'satisfactory' and above. Five out of the eight providers received a 'good' judgment, one institute was graded 'outstanding' and two were judged 'satisfactory' under this main question.

Figure (24): Analysis for grades awarded for learners' support and guidance for Cycle 3 of reviews



When comparing the providers' results for learners' support and guidance in Cycle 3 over Cycle 2 results, five institutes (62%) of the total training institutes were awarded at least one grade higher than the grade they received in their second review. Grades awarded for two institutes (26%) remain unchanged in this main question as shown in Figure (25). The grades of one institute, however, dropped by one grade and received a 'satisfactory' judgment for this aspect. During Cycle 3 of reviews, the most effective institutes were able to provide clear, effective and official support and guidance mechanisms to learners to help them achieve better, which has had a positive impact on their learning experience and achieving their potential.

Figure (25): Changes in the outcomes from Cycle 2 to Cycle 3 for learners' support and guidance

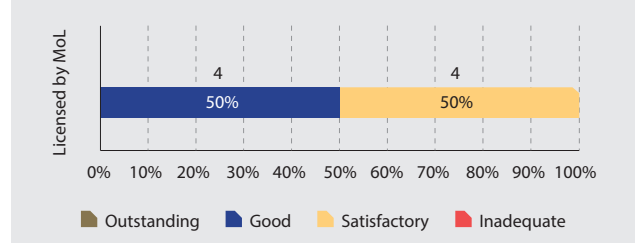


EFFECTIVENESS OF LEADERSHIP, MANAGEMENT AND GOVERNANCE

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 effectiveness of the provider's vision and mission statements relating to the strategic planning that focusses on raising learners' achievement and rigorousness, regularity and accuracy of self-evaluation process to inform the improvement decisions. Both criteria as well as monitoring the performance of trainers and employees are the weighing of the judgment on this main question. Reviewers also evaluate the appropriateness and impact of the adopted structures and processes on meeting the provider's goals. They evaluate the ability of the provider's management team to ensure the quality of the provision and its 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, high quality and well-resourced environment.

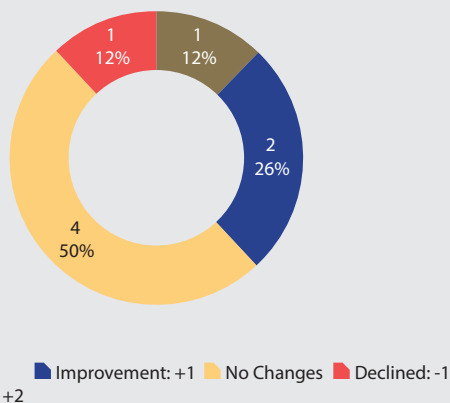
Figure (26) highlights the grades awarded for this main question relating to the effectiveness of leadership, management and governance of the providers reviewed during the first phase of Cycle 3 in 2014-2015 academic year. All providers subject to reviews during this period were judged 'satisfactory' and above. Four out of the eight providers received a 'good' judgment, the remaining institutes were graded 'satisfactory' in this main question.

Figure (26): Analysis for grades awarded for effectiveness of leadership, management and governance for Cycle 3 of reviews



When comparing the providers' results for the effectiveness of leadership, management and governance of the providers reviewed in Cycle 3 over Cycle 2 results, three institutes (38%) of the total training institutes were awarded at least one grade higher than the grade they received in their second review. Grades awarded for four institutes (50%) were unchanged in this main question, whereas two of them received a 'satisfactory' judgment for their effectiveness of leadership and management during Cycle 3 of reviews, as indicated in Figure (27). Reasons for this steadiness and decline of the outcomes of some training institutes during Cycle 3 of reviews mainly include a lack of a comprehensive internal quality assurance system to ensure continuous improvement of the quality of provision and follow up the implementation of action plans, as well as a lack of sufficient lesson observations and a monitoring system to guide and foster the quality of trainers performance. In addition, systems to analyse learners' prior attainment and achievement are insufficient.

Figure (27): Changes in the outcomes from Cycle 2 to Cycle 3 for effectiveness of leadership, management and governance



AFTER THE REVIEW

Regardless of the outcome of the review, training institutes should prepare an action plan based on the recommendations published in the review report. The DVR reviews the institutes' action plans and 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 institutes in their continuing efforts to improve their provision. In addition, those institutes which were judged to be 'inadequate' for their overall effectiveness undergo up to two monitoring visits by the DVR review teams to assess their progress and how effectively they are implementing their action plan and addressing the review recommendations. An institute's progress is judged using a three-point scale:

A: Sufficient progress

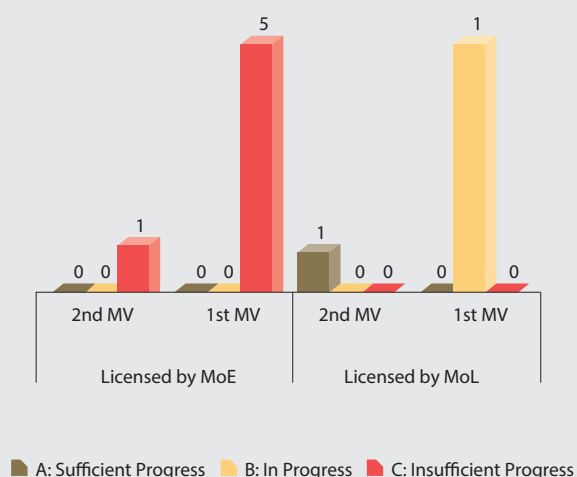
B: In progress

C: Insufficient progress.

During the 2014-2015 academic year, eight monitoring visits were conducted and the outcomes are summarised in Figure (28). One institute licensed by the MoL has shown an improvement in addressing the recommendations of the review reports upon successfully passing the first and second monitoring visits. These improvements are mainly

due to the development of a detailed action plan by the leadership and management. On the other hand, six institutes licensed by the MoE were subject to monitoring visits, but none has shown an improvement in addressing the recommendations of the review reports. This is mainly due to a lack of clear action plans, failure of the institutes' leadership and management teams in the follow-up of continuous improvement and ensuring the quality of provision.

Figure (28): Grades awarded for monitoring visits for academic year 2014-2015

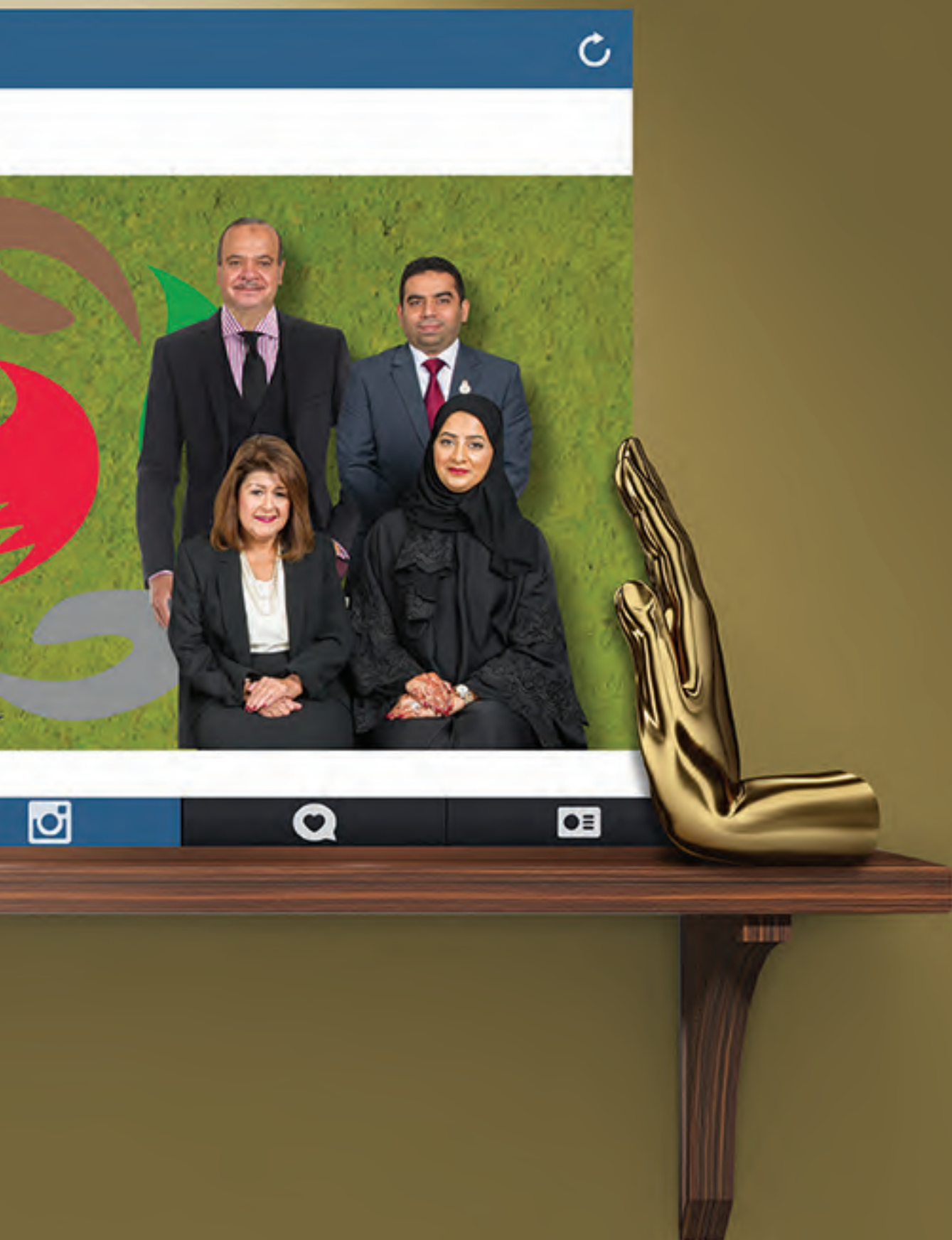


THE DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS



"Education is not preparation for life;
education is life itself."

John Dewey



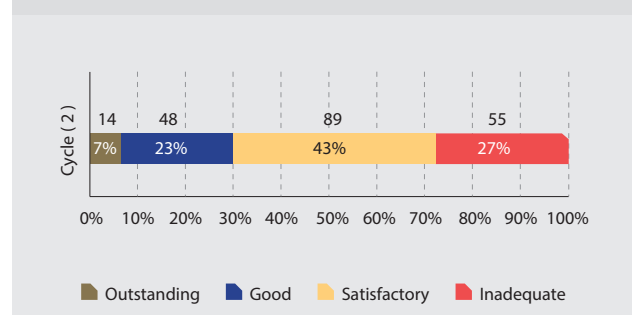
INTRODUCTION

The Directorate of Government Schools Reviews (DGS) completed the second cycle of reviews in December 2014. This brings the number of government schools reviewed in this cycle (Cycle 2) to 206 schools: 132 primary schools and primary-intermediate schools; 38 intermediate schools; and 36 secondary schools and Intermediate-secondary schools.

The first section of this report presents a comparison between the government schools performance in both Cycles 1 and 2, while analysing their performance, and identifying their strengths and areas for improvement. Additionally, the process of updating the new framework is explained in the second section. The final section demonstrates the results of the first phase of Cycle 3 of government schools reviews conducted between April and May 2015, while explaining the progress made by 35 'inadequate' schools that underwent monitoring visits in 2014-2015.

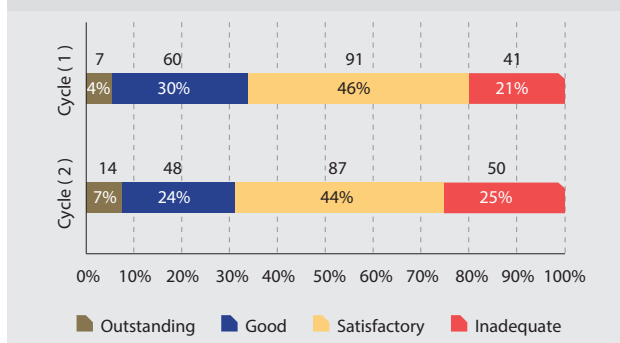
The overall effectiveness of government schools during Cycle 2 was judged as follows: 7% 'outstanding'; 23% 'good'; 43% 'satisfactory' and 27% 'inadequate' as illustrated in Figure (29).

Figure (29): Overall Effectiveness - Overview of 206 schools reviewed in Cycle 2



When comparing the outcomes of both cycles of reviews with the exception of the results of seven new government schools that had not been reviewed during Cycle 1, this report will compare a total of 199 schools. Cycle 2 witnessed an increase in polarity in grades, as indicated in Figure (30). Schools receiving an 'outstanding' judgement and those receiving an 'inadequate' judgement both increased at the expense of schools that received 'good' and 'satisfactory' judgements.

Figure (30): Overall Effectiveness – Comparing 199 schools reviewed in Cycle 1 and Cycle 2



With regard to the overall performance of various school stages, improvement in the secondary stage is the most significant success story in Cycle 2 compared to Cycle 1 of reviews. Primary schools set a clear example of polarity of grades; the ratings of 'outstanding' schools and 'inadequate' schools almost doubled in Cycle 2. The intermediate stage is still causing concerns as well. With a decrease in the number of 'satisfactory' schools by 9%, and increase of the number of 'inadequate' schools by 8% totaling 37% of the intermediate schools, 'good' and 'outstanding' schools have not made any progress.

Table (3) below shows in detail the general distribution of schools according to stage and gender. The girls' schools maintained their positive progress over the boys' schools in 'outstanding' and 'good' ratings. There are more boys' schools judged as 'satisfactory' in the primary stage and 'inadequate' in all stages than the girls' schools.

Table (3): Overall Effectiveness - General distribution of effectiveness of 206 government schools according to stage and gender

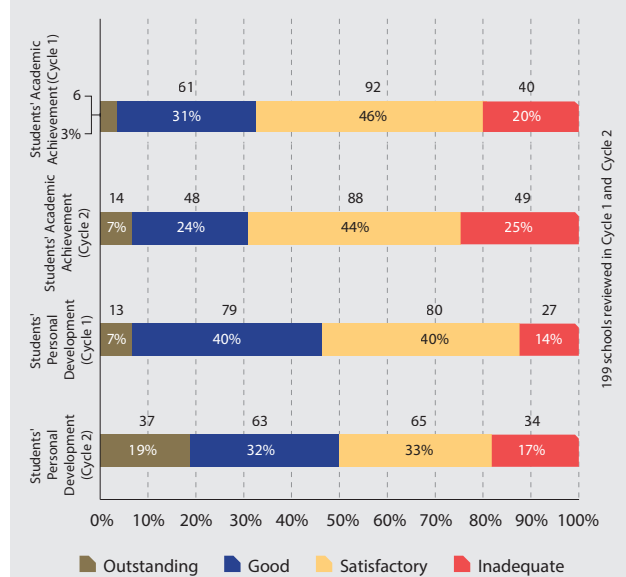
Stage	Outstanding		Good		Satisfactory		Inadequate		Total
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	
Primary	10	2	30	4	20	35	2	29	132
Intermediate	1	-	6	1	12	4	2	12	38
Secondary	1	-	6	1	11	7	2	8	36
Total schools according to Gender	12	2	42	6	43	46	6	49	206
Grand Total	14		48		89		55		

Comparison of the performance of government schools between Cycle 1 and Cycle 2 of reviews

Quality of learning outcomes

Schools reviews mainly focus on two learning outcomes; namely, students' academic achievement in terms of attainment, mastery and school progress levels; and students' personal development. As illustrated in Figure (31), when comparing the first and second cycles of reviews, there is a 4% increase in the percentage of 'outstanding' judgement in students' academic achievement, and 5% increase in the percentage of 'inadequate' judgement. On the other hand, students' progress in personal development looks better with 12% increase in 'outstanding' judgement while the 'inadequate' judgement increased by 3%.

Figure (31): Quality of learning outcomes - Comparing 199 schools reviewed in Cycle 1 and Cycle 2



The positive trend of schools that secure 'outstanding' learning outcomes is the result of a comprehensive school system that focuses on the students in the overall school's operations, the support provided to raise the standards, implementation of distinctive educational practices by teachers, and technical and administrative performance monitoring. All these factors affect well the students'

levels and enhance their academic progress. However, in the remaining schools, it is noted that students' standards are lower in English than in the rest of the core subjects; especially in writing skill, and the progress of male low achievers according to their ability in lessons was less than female low achievers. Moreover, students' standards in the scientific stream are better than those in the remaining streams even in the 'satisfactory' and 'inadequate' schools; in addition to weak learning levels, particularly when moving to new cycles of education. The positive change in 'outstanding' schools improved students' personal development, where students show high levels of awareness, self-confidence, taking on responsibility and remarkable leadership abilities. Nevertheless, decline of students' motivation and self-confidence, lack of activation of their roles and failing to deal with behaviour problems in the remaining schools are factors that contributed to the increase of the schools that are judged as 'inadequate' in Cycle 2.

Inconsistency still exists between the results achieved in both the schools' internal tests and the external examinations conducted by the MoE or the QQA National Examinations. The standards of internal tests do not match the students' achievement in lessons or reflect their expected standards in a large number of schools that received 'satisfactory' or 'inadequate' judgements.

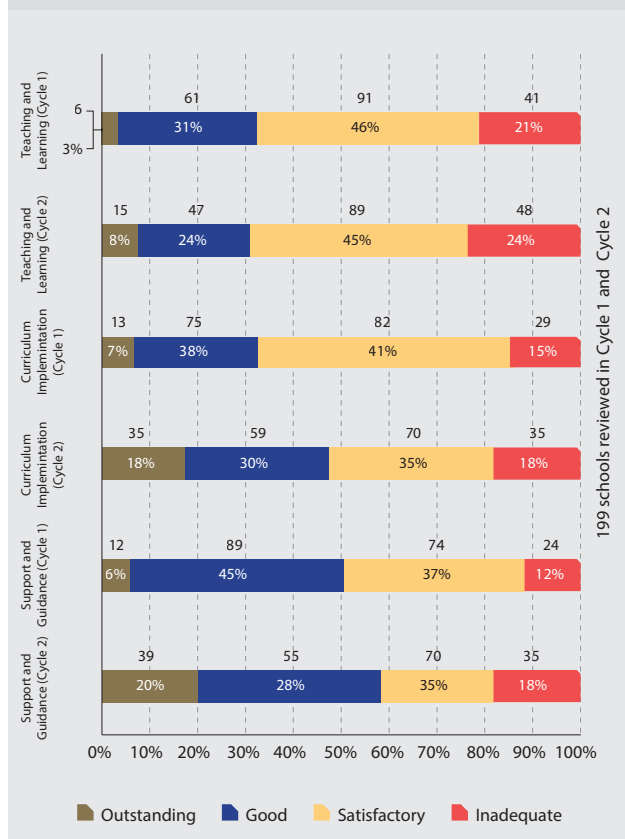
Quality of main processes

Schools carry out a number of operations to raise their learning outcomes, whether it is the level of students' academic achievement or personal development. These processes include teaching and learning processes with all their relevant elements such as teaching strategies, class management, assessment of performance, and curriculum enhancement and enrichment of all students' learning experiences. This is in addition to the support and guidance processes that mainly aim to assist students in their academic progress and overcome any personal problems during their learning process.

In comparing both cycles of reviews in terms of teaching and learning processes, improvement in the 'outstanding' teaching rating increased by 5%, and 'inadequate' teaching rating increased by 3% as well, as illustrated in Figure (32). The most important characteristics of 'outstanding' and 'good' schools in both cycles in terms of teaching practices

are the use of strategies that are student-centered, promoting higher order thinking skills and challenging students' abilities continuously. In addition, assessments are effective and meet students' various learning needs. In 'good' and 'outstanding' schools, expectation that students standards will be high, are reflected in high levels of performance they achieve during their learning experience.

Figure (32): Quality of processes - Comparing 199 schools reviewed in Cycle 1 and Cycle 2



Reasons that schools judged as 'satisfactory' and 'inadequate' in this aspect mainly include teachers' failure to enable students to acquire the basic skills, namely in English; and in particular the writing skills, followed by science and mathematics and finally Arabic. Some schools encounter the problems of providing educational support for students, especially for low achievers. Assessments are mainly oral or given to groups of students and lack

constructive feedback. In addition, class management is usually an issue affecting lessons' activities; some teachers lack teaching experience or have never taught in Bahraini schools and consequently their teaching strategies are inconsistent with the prevailing practices in the Kingdom's education system.

Regarding curriculum implementation and enrichment and support and guidance provided to students, the number of 'outstanding' schools during Cycle 2 witnessed a marked increase by 11% and 14% respectively, as illustrated in Figure (32). This increase in 'outstanding' ratings in both aspects is due to curriculum review, development of students' understanding of their rights and duties, effective students' follow-up in terms of their personal development and safe and secure environment overall. Slight increase in 'inadequate' schools under both aspects is mainly due to the challenges that still exist from Cycle 1 with regard to linking between subjects and educational experience in these schools; in addition to ineffective academic support provided to students and follow-up of its impact.

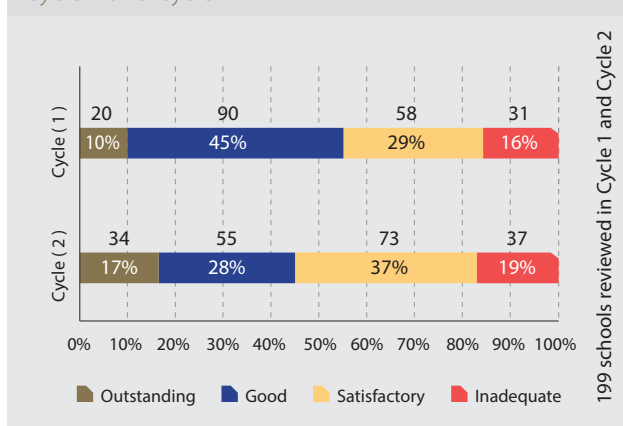
Quality assurance of learning outcomes and processes

The efforts of school's leadership and management are considered the quality control and follow-up activities of all its processes to raise students' academic achievement and personal development levels. School leadership and management witnessed an increase in 'outstanding' rating in Cycle 2 by 7% compared to Cycle 1 over an increase in 'inadequate' rating by 3%, as indicated in Figure (33).

'Outstanding' and 'good' schools have the ability to translate their vision and mission statements into actions through their implementation in various aspects of the school work, and their ability to conduct accurate self-evaluation has resulted in formulating strategic plans ensuring the progress of students' academic achievement and personal development. Additionally, these schools provide technical and administrative support for school staff along with a focus on class practices. On the other hand, schools were consistently judged as 'inadequate' in both Cycle 1 and Cycle 2 for the following reasons; failure to follow up the impact of teachers' professional development programmes, and subsequently their effect on the students' performance in lessons. Moreover, their self-evaluation lacks rigor and strategic planning lacks

Key Performance Indicators (KPIs). The implementation and monitoring processes of plans are ineffective, and the leadership and management have poor awareness of the schools' strengths and areas for improvement. In addition, continuous change of management teams has affected the development of effective practices and measures in some schools.

Figure (33): Effectiveness of leadership, management and governance - Comparing 199 schools reviewed in Cycle 1 and Cycle 2



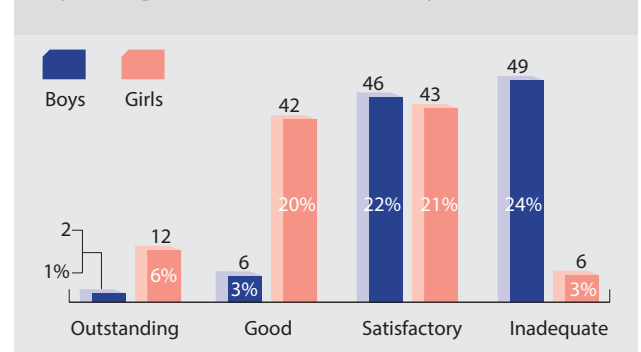
Performance of government schools during Cycle 1 and Cycle 2 of reviews: Analytical Review

The most influential factors that affected the performance of government schools are as follows:

A number of schools, especially in schools that are struggling, witnessed changes in their administrative staffing covering both senior and middle management positions; there were up to three changes or more between the first and second cycles of reviews. This hindered the schools' ability to develop effective management and quality assurance systems to secure development and progress. Some newly appointed senior leaders focused on the improvement of the school environment and resources rather the basic school practices. This is in addition to the changes that affected the teaching staff which constituted a burden on the school management in relation to professional development and its impact on teachers' performance. Results showed the best performing schools were the ones that had stable management for a period ranging from 2 to 6 years.

Overall, the gap in performance between boys and girls remains wide in Cycle 2. While this is a source of concern for all international educational systems in general, its impact increases in this current stage in the Kingdom. 'Outstanding' girls' schools are six times more than boys' schools and 'inadequate' girls' schools is 3% against 24% boys' schools; and its consequences will be reflected on society in general, employment opportunities, and higher education sector in particular. It is worth mentioning here that management and teaching staff of 'outstanding' and 'good' primary schools are female staffing.

Figure (34): Overall Effectiveness – Comparing 206 boys' and girls' schools reviewed in Cycle 2



The Kingdom's school environment is secure and has equal infrastructure and learning resources in most schools. This helped increase equal learning opportunities for all students. On the other hand, some schools still lack some facilities such as sports halls and science and computer laboratories, others still encounter many challenges relating to the safety of buildings or hazards surrounding the schools, threatening the safety of students, and affecting their learning experience.

Students in the commercial track outperformed their peers in the technical track. The disparity in students' basic skills in English and mathematics was the main reason for students' weak acquisition of skills in the specialized commercial courses. Meanwhile, students in the technical track performed well in the practical lessons, but they have not met the desired expectation in the theoretical lessons, especially in English.

Parents' awareness of their significant role in influencing the quality teaching and learning processes to better standards is still insufficient,

despite the schools efforts in setting and activating the parents' councils, and collecting and implementing parents' suggestions as much as possible. Although more than a quarter of schools are judged as 'inadequate', the parents' satisfaction received an 'inadequate' judgement mounted to 1% only. This indicates that parents either are not aware of the importance of their participation or lack of motivation towards it.

The gap existing between the schools' inputs and human resources development and induction programmes.

Additionally, there is a lack of efforts to support students' with special needs, and lack of proper teachers' training to deal with such categories of students which form an obstacle towards their progress.

Despite the availability of computer laboratories in the vast majority of schools, their utilisation in the teaching and learning processes varies greatly.

In numerous schools, the available technology is used as electronic projectors only. Overall, students showed that they have IT skills, something which can be built on and benefited from in the teaching and learning processes on a larger scale. The use of available technology was best used in the primary schools where e-learning is much better employed there than in the intermediate and secondary stages.

An increase in the number of 'inadequate' schools from 41 schools in Cycle 1 compared to 55 schools in Cycle 2 is due to a number of challenges encountered the schools in raising students' academic achievement and skills, development of teaching and learning processes and school leadership. What causes concern is that 19 schools were graded as 'inadequate' in both cycles. Therefore, immediate intervention actions must be taken by the concerned body to raise the standard of such schools from 'inadequate' to a better standard. Moreover, a segment of students will receive their learning in 'inadequate' schools throughout their school educational stages.

General Recommendations

1. Continue to apply and develop the distinguished practices in 'outstanding' schools to sustain the quality

of high performance, benefit other schools and disseminate such practices.

2. Focus on developing students' skills in core subjects, particularly in English in various school stages and streams.
3. A range of immediate intervention actions must be taken by the concerned body to raise 'inadequate' schools to a better standard, especially the schools that are graded as 'inadequate' in both cycles of reviews.
4. Taking the stability of schools' administrative and teaching staffing into account and seeking to bridge the shortages in human resources, senior teachers and core subject teachers in particular.
5. Bridge the gap between boys' and girls' levels of performance and academic achievement in general, and seek to promote their motivation towards learning.
6. Exert close efforts to support students' with special needs and improve teachers' professional development and training programmes.
7. Fill in shortages in the schools' facilities, utilities and learning resources such as multi-purpose sports halls and science and computer laboratories to secure students' quality learning experience, and ensure safety of building that it is free from any hazards threatening students' safety when they report to or leave schools.
8. Seeking to raise parents' level of understanding and awareness of the importance of their participation in the learning process.
9. Disseminating e-learning culture among students and use of computer laboratories and education technology to serve teaching and learning process to a maximum extent.

Updating the Review Framework of the Directorate of Government Schools Reviews (DGS) and Directorate of Private Schools & Kindergartens Reviews (DPS)

The Directorate of Government Schools Reviews (DGS) and the Directorate of Private Schools & Kindergartens Reviews (DPS), and effective of October 2013, have developed an action plan to update the schools review framework for use in the third cycle of reviews. This is done prior to the completion of the second cycle of government schools reviews and the first cycle of private schools reviews. In preparation for Cycle 3 of reviews and addressing the requirements to update the schools review framework. Various consultancy sessions were held with reviewers, team leaders and quality assurance directors to benefit from their cumulative experiences, discuss the then Cycle 2 schools review framework and record their significant notes regarding the schools review process in terms of procedures, aspects, assessment criteria and judgements. Correspondence was exchanged and meetings were held with key partners and relevant stakeholders; mainly, the Ministry of Education, Economic Development Board, and private schools to achieve the same purpose. In addition, the proposed schools review framework was benchmarked with international frameworks to ensure the framework compatibility with international standards. Amendments to the proposed schools review framework were included based on the said views and the first draft was issued.

The most significant amendments to the new schools review framework focus on assessment of schools performance according to their learning outcomes, key processes and their quality assurance. In addition, the curriculum implementation and enrichment aspect is no longer applied and its criteria are distributed among the remaining aspects with amendments. Key criteria are also determined for each aspect and latest education and learning rubrics and concepts are updated as well. Moreover, international experts were also consulted as experienced external consultants in the field of education to collect their views and suggestions regarding the new schools review framework and the necessary amendments were made thereto.

Later, the draft schools review framework was translated and edited in both Arabic & English. Upon confirming its readiness for use and preparing all relevant documents,

the new schools review framework was approved by the QQA Board of Directors and endorsed by the Prime Minister Cabinet, and published in the Official Gazette. In parallel with the above procedures, DGS and DPS invited the directors of educational directorates, schools senior leaders and relevant specialists to take part in the induction session for Cycle 3 Schools Review Framework, and held training workshops on self-evaluation processes and how to fill in SEFs for the schools that will be subject to reviews during the first phase of Cycle 3 of reviews. In addition, both Directorates trained all their staff members including team leaders and reviewers on the practical aspect and vocational experiences of reviewers as well as integrating their views and concepts regarding review criteria and procedures covered by the new schools review framework to help induct and prepare them for a new stage of quality and excellence during Cycle 3 of reviews. Based on the relevant stakeholders' recommendations, DGS and DPS changed the review report form and production in line with the regional and international review reports standards to attract more readers and facilitate understanding of the contents.

Cycle 3 of Reviews – Government Schools

The Directorate of Government Schools Reviews (DGS) commenced the conduct of Cycle 3 of government schools reviews in April and May of the 2014-2015 academic year, and reviewed 20 schools in accordance with the new Cycle 3 Schools Review Framework. Thirteen primary schools, five intermediate schools and two secondary schools were reviewed during the first phase of Cycle 3. The trend of improvement has been seen in five schools including one primary school whose grade was raised from 'satisfactory' to 'outstanding', whereas grades awarded for seven schools dropped and eight schools retained their overall effectiveness. The below section compares the performance of the schools reviewed in Cycle 2 and Cycle 3 of reviews.

Reviews are carried out in line with the 'Schools Reviews Handbook in the Kingdom of Bahrain 2015' procedures, and the review process assesses the following:

First: Quality of learning outcomes. It includes students' academic standards and their progress, and students' personal development.

Second: Quality of main processes. It evaluates teaching and learning processes and the quality of support and guidance for students.

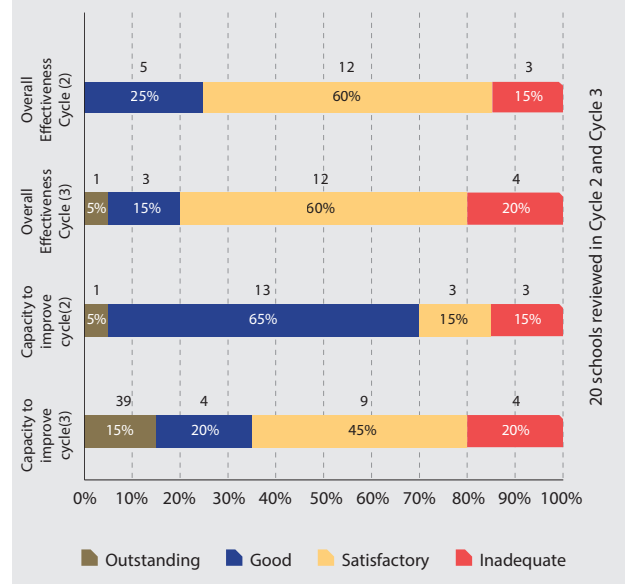
Third: Quality assurance of such processes by evaluating the effectiveness of leadership, management and governance.

Judgements for the schools overall effectiveness and capacity to improve are awarded on a four-point scale: 'outstanding', 'good', 'satisfactory', and 'inadequate'.

Overall effectiveness

During Cycle 3 of reviews, one primary school received an 'outstanding' judgement and the number of 'inadequate' schools increased by one school for their overall effectiveness, as illustrated in Figure (35). The trend of improvement was seen in five schools; two have been judged 'satisfactory' compared to 'inadequate' in their previous reviews, whereas two that were 'satisfactory' are now 'good', and one school that was 'satisfactory' is now 'outstanding' in Cycle 3. This progress is attributed to the schools leadership team efforts and their keenness to enhance their provision and focus on the quality of teaching and learning processes, which is reflected on students' academic achievement and personal development. Schools leadership teams also focused on the implementation of previous review report recommendations. Performance of seven schools dropped; four regressed from 'good' to 'satisfactory' and three that were 'satisfactory' are now 'inadequate'. This decline in performance is due to the decrease of students' academic achievement over the previous cycles of reviews in general, poor effectiveness of teaching and learning processes, poor teachers' professional development programmes, poor self-evaluation mechanisms and follow-up. Eight schools retained their standards with one of them being 'inadequate' in both cycles. Thus, this calls for immediate intervention actions by the concerned bodies. During Cycle 3, improvement has been seen in the primary stage, where 'inadequate' rating dropped and the number of intermediate and secondary schools that maintained their standards increased.

Figure (35): Overall effectiveness and the schools' capacity to improve – Comparing 20 schools reviewed in Cycle 2 and Cycle 3



Similarly, girls' schools' performance has improved over boys' schools as three girls' schools gained 'outstanding' and 'good' judgements against one boys' school, and all 'inadequate' schools in this cycle of reviews are boys' schools. Reasons for this include poor students' motivation, absence of effective teaching and learning processes to motivate students and, sometimes, poor follow-up from parents.

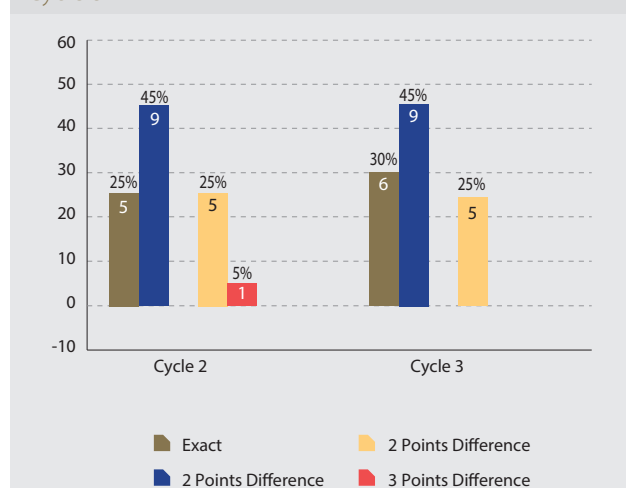
Schools' capacity to improve

Judgements of schools' capacity to improve are based on the school's history of high performance or continuous improvement in its work, along with focus on the role and effectiveness of leadership and management in assessing the current school situation, developing strategic plans and exploring future trend of performance. In comparing the results of Cycle 2 and Cycle 3 of reviews, as indicated in Figure (35), the number of the schools with 'outstanding' as well as 'satisfactory' and 'inadequate' capacity to improve rose, whereas schools with 'good' capacity to improve declined. Reasons for this decline are some schools encounter many challenges relating to inputs, facilities and utilities, school environment and stability of

teaching and administrative staff, the safety of buildings or hazards surrounding the schools, threatening the safety of students, and affecting their learning experience.

Figure (36) shows that 30% of schools conducted accurate self-evaluation. A match between judgements drawn by schools and review teams can be seen. Confidence can be drawn in these schools' capacity to improve once they have the appropriate tools. The remaining schools reviewed in this Cycle still need to have accurate understating of the review criteria set forth in the "Schools Reviews Framework in the Kingdom of Bahrain" to achieve the expected levels of improvement. Stability of schools leadership plays a critical role in conducting an accurate and genuine self-evaluation process.

Figure (36): Comparison between judgments in SEFs and Grades for 20 schools reviewed in Cycle 2 and Cycle 3

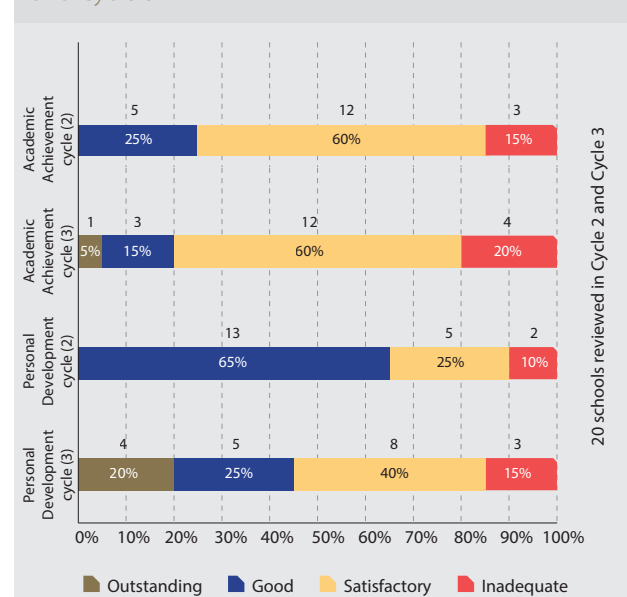


Quality of learning outcomes

The review process focuses on how the school's processes and quality assurance practices affect their learning outcomes, students' academic achievement and personal development in particular. When comparing the performance of the schools reviewed during Cycle 3, students' personal development was better than their levels of academic achievement; 20% gained 'outstanding' judgement for students' personal development against 5% for students' academic achievement, as shown in Figure (37). This is in line with the results of previous cycles

of reviews where the impact of the schools' processes is largely reflected in the students' behaviour, their self-confidence and enthusiastic participation in various school life. The results achieved in the schools' internal tests do not match the students' achievement levels of the expected standards in lessons, especially in English and mathematics in all stages of education. These are seen as the most significant aspects for improvement with regard to students' academic achievement.

Figure (37): Quality of learning outcomes—Comparing 20 schools reviewed in Cycle 2 and Cycle 3

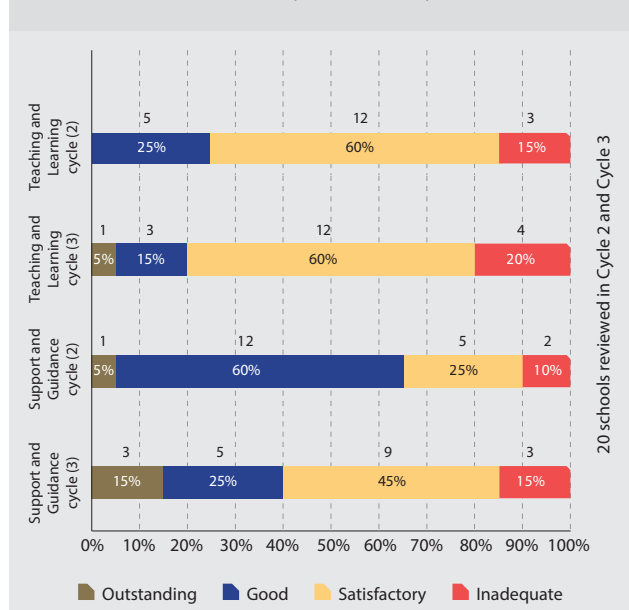


Quality of main processes

In evaluating the schools' quality of main processes, reviewers focus mainly on teaching and learning processes and the quality of support and guidance for students. Figure (38) compares the results of both aspects during the previous cycles of reviews. Students' support and guidance was better than the quality of teaching and learning. The most common aspects for improvement of both processes include class management, differentiation, assessment for learning, provision of support for various categories of students, particularly academic support. The most important characteristics of 'outstanding' and good' schools are enrichment and effectiveness of teaching and learning strategies, and continuous support for

various categories of students to address their academic and personal needs. A decline of students' behavioural problems inside and outside classrooms was observed in outstanding schools.

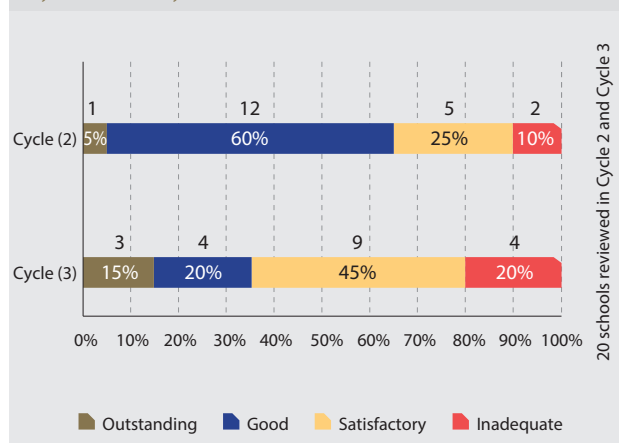
Figure (38): Quality of main processes – Comparing 20 schools reviewed in Cycle 2 and Cycle 3



Quality assurance of learning outcomes and main processes

In evaluating the schools' leadership, management and governance aspect, reviewers focus mainly on strategic planning, managing, developing and monitoring staff performance, school leaders' capacity to motivate teaching staff and delegation of powers. These factors are closely linked with the schools' capacity to raise students' academic and personal development standards. Figure (39) demonstrates an increase of the ratings of 'outstanding' schools by 10% over the previous cycle of reviews; however, the percentage of 'inadequate' schools score the same increase in percentage. The schools' capacity to develop an integrated education and management system plays a significant role in passing the judgement on this aspect. In addition, schools' leadership that focused on developing class practices and implementing teachers' professional development programmes to serve such practices were able to influence their learning outcomes more effectively.

Figure (39): Effectiveness of leadership, management and governance – Comparing 20 schools reviewed in Cycle 2 and Cycle 3

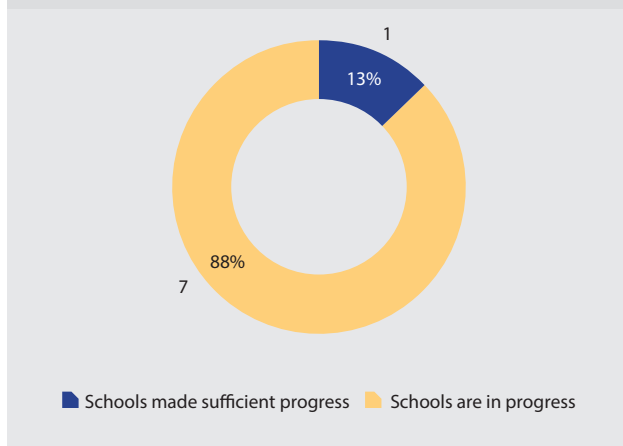


Monitoring visits

In the case of schools where overall effectiveness is 'inadequate', the DGS undertakes monitoring visits within six months to a year to assess the schools' progress towards addressing those areas which were identified as being in need of improvement in their review reports. Schools that made 'sufficient progress' in their monitoring visits are included once more in the regular cycle of school reviews, whereas schools graded as 'in progress' or 'insufficient progress' are subject to the second monitoring visit. During 2014-2015 academic year, the Directorate carried out 35 monitoring visits to those schools judged 'inadequate'.

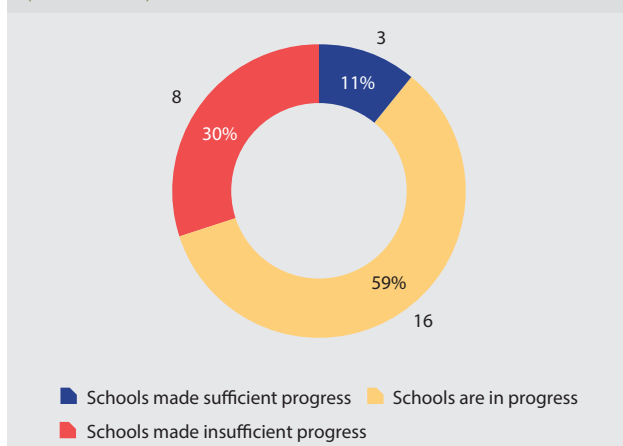
Figure (40) shows that the eight schools that were 'inadequate' in their Cycle 2 received their second monitoring visit. One school made 'sufficient progress', whereas seven were found 'in progress'; and out of those seven schools, one school was judged 'inadequate' during Cycle 1 and Cycle 2 of reviews.

Figure (40): Schools judged 'Inadequate' during Cycle 2 and progress made at their second monitoring visit (2014-2015)

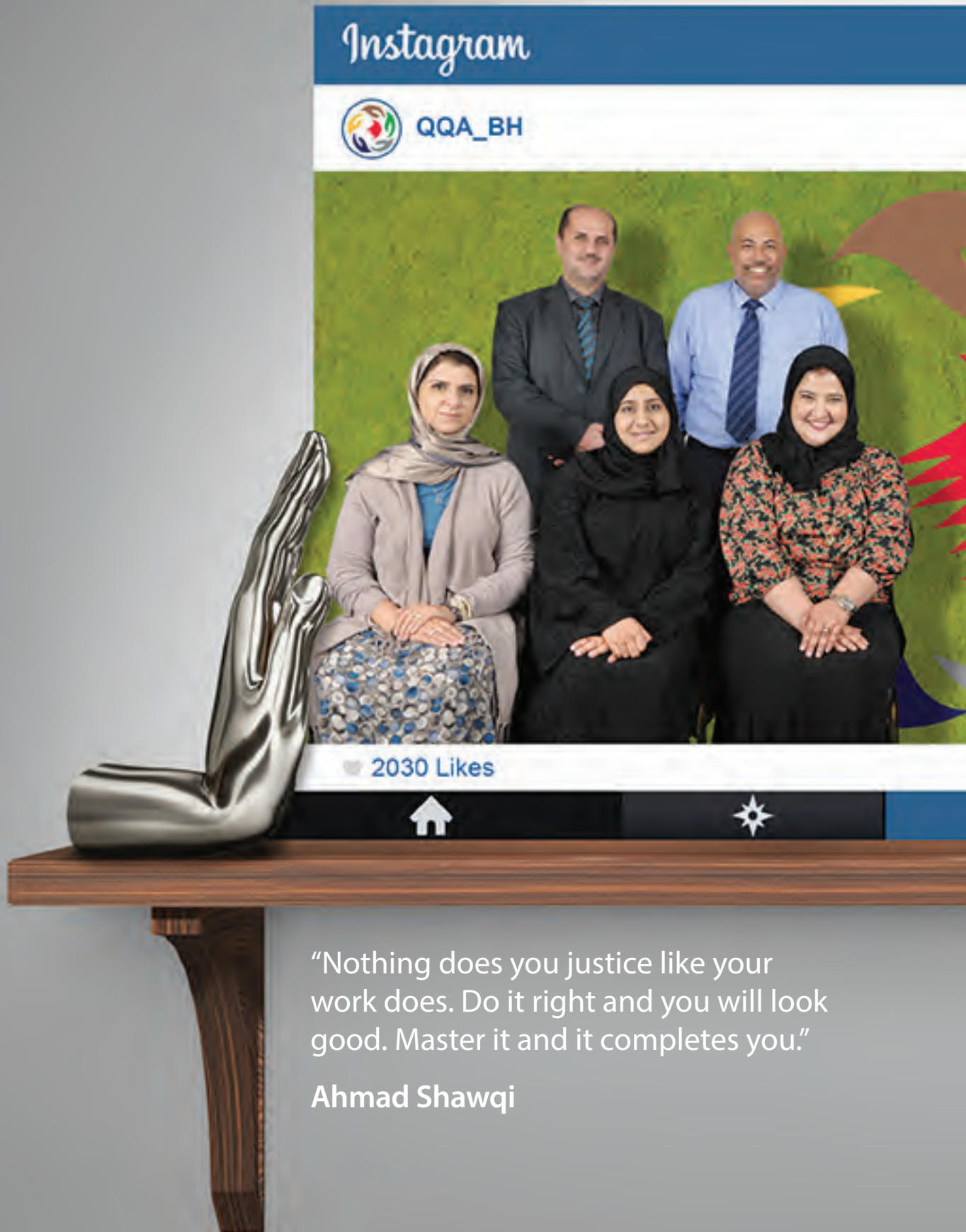


Twenty seven schools that were judged 'inadequate' in the academic year 2014-2015 in Cycle 2 received their first monitoring visit. Three of those schools (11%) made 'sufficient progress', 16 schools (59%) were 'in progress' and the remaining eight schools (30%) made 'insufficient progress'. These schools will receive a second monitoring visit in the academic year 2015-2016, as shown in Figure (41).

Figure (41): Schools judged 'Inadequate' during Cycle 2 and progress made at their first monitoring visit (2014-2015)



THE DIRECTORATE OF PRIVATE SCHOOLS & KINDERGARTENS REVIEWS



“Nothing does you justice like your work does. Do it right and you will look good. Master it and it completes you.”

Ahmad Shawqi



INTRODUCTION

The Directorate of Private Schools & Kindergartens Reviews (DPS) completed the first cycle of reviews in December 2014. This brings the number of private schools reviewed in this first cycle (Cycle 1) to 62 schools. The vast majority of private schools reviewed are of mixed gender. The distribution of private schools according to licensing are: 34 national schools and 28 foreign schools; and according to school stages: 16 primary schools, 10 primary-intermediate schools and 36 schools offering the three stages of education primary-intermediate-secondary.

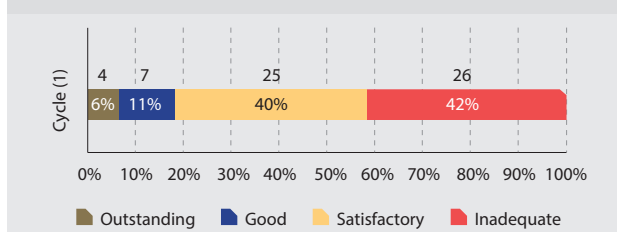
This report highlights the performance of the private schools reviewed in Cycle 1 that started in September 2011, analyses their performance, and identifies their strengths and areas for improvement. It also demonstrates the results of the first phase of Cycle 2 of private schools reviews conducted from April to May 2015, and explains the progress being made by 13 schools that were 'inadequate' when reviewed, and have subsequently received the required additional monitoring visit during 2014-2015.

Results of Cycle 1 of reviews – Private Schools

Overall effectiveness

The vast majority of private schools are judged 'satisfactory' and 'inadequate' for their overall effectiveness. The proportion of both grades is 82%, with 40% judged as 'satisfactory' and 42% as 'inadequate'. This high proportion of 'satisfactory', 'inadequate' schools raises concerns, and immediate follow-up is required by the concerned bodies to raise their standards. 'outstanding' and 'good' overall effectiveness schools represent 17% out of 62 schools reviewed by the end of Cycle 1, as illustrated in Figure (42). In 'outstanding' and 'good' overall effectiveness schools, higher levels of variety, enrichment and use of resourcing play a significant role. 'Inadequate' schools suffer mainly from poor school leadership and management at all levels, and poor teaching and learning processes which directly impact their learning outcomes.

Figure (42): Overall Effectiveness – 62 private schools reviewed in Cycle 1



Schools' capacity to improve

Judgements on schools' capacity to improve are based on the school's ability to introduce the necessary improvements to raise and develop its standard. As shown in Figure (43), the capacity to improve in almost two third of private schools varies according to the accuracy of their self-evaluation, qualified teaching and administrative staff and available learning resources. More than one third of private schools still face difficulties in improving their current situation and dealing with challenges, as they were judged 'inadequate' in the reviews. This group with 'inadequate' capacity to improve causes concern; they need external support to raise their level of performance in most cases.

Private schools' beliefs about their performance remain highly at variance with the review teams judgements. Figure (44) indicates the variance between judgements drawn by schools in their SEFs and those of the review teams. While almost one fifth of schools draw almost identical self-evaluation judgments with those of the review teams, the variances between remaining schools self-evaluation and DPS judgements are at times of three grades difference. This high difference is attributed to school leaders' insufficient understating of the review criteria and evaluation requirements.

Figure (43): Schools' Capacity to improve – 62 private schools reviewed in Cycle 1

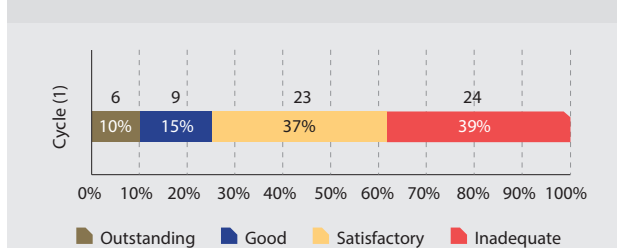
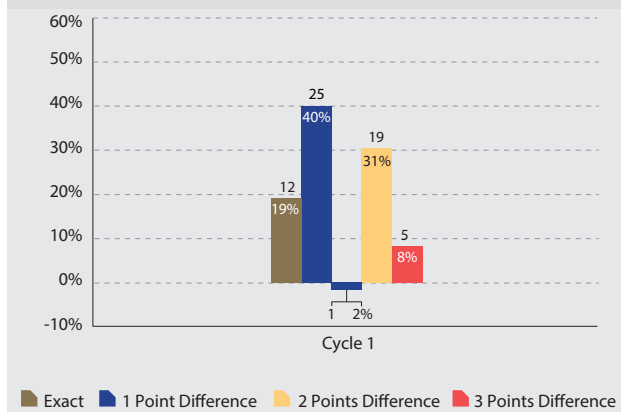


Figure (44): Comparison between judgements in SEFs and Team Judgements for 62 private schools reviewed in Cycle 1

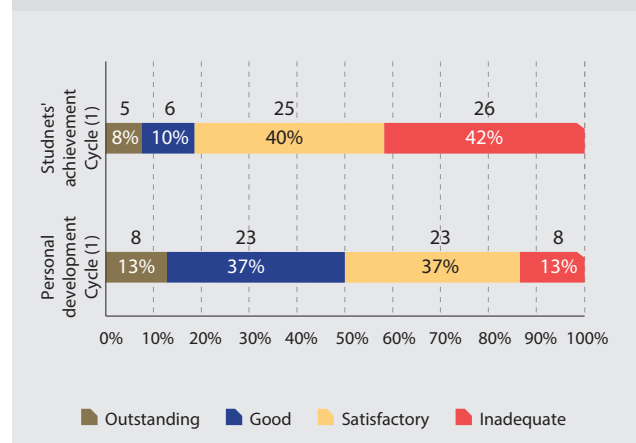


Quality of learning outcomes

Students' academic achievement is judged based on their standards and progress in various school stages. According to the 'Review Framework', there is a close correlation in grades between the schools' overall effectiveness and students' academic achievement. Upon completing the review of 62 private schools by the end of Cycle 1, 11 schools were graded 'good' or better for students' academic achievement, as indicated in Figure (45). The results achieved in the schools' internal tests and exams do not match with the students' achievement levels of the expected standards in lessons in many cases. This is clearly reflected in the 26 schools that received 'inadequate' judgement. Therefore, the match between the levels of schools' internal tests and exams and the levels of the required competencies to be achieved based on the national curriculum must be reviewed.

Students' personal development is the better aspect in the schools reviewed during Cycle 1 with 50% being judged 'good' or 'outstanding', 37% as 'satisfactory' and 13% as 'inadequate', as shown in Figure (45). This 'good' or better performance in this aspect is due to students' ability to work well together, their self-confidence, participation in the school life and adopting citizenship values. For the same reasons indicated in the previous annual reports, schools being judged 'inadequate' in this aspect have to exert the best to improve students' behaviour and motivation towards learning, and provide the appropriate circumstances to positively participate in the school life.

Figure (45): Quality of outcomes - 62 private schools reviewed in Cycle 1



Quality of main processes

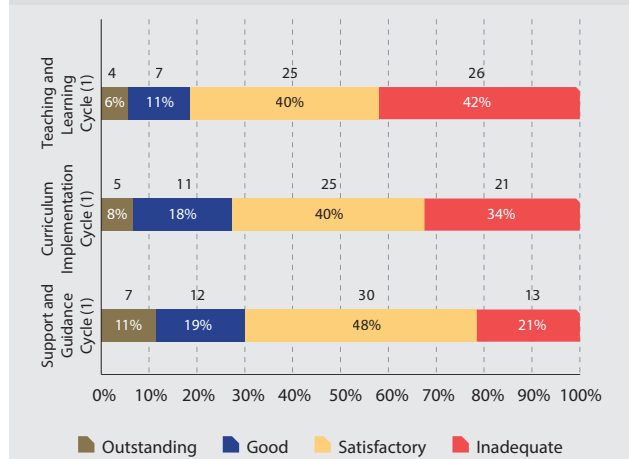
Out of the 62 schools reviewed, the high proportion of schools (82%) received 'satisfactory' and 'inadequate' judgements for the quality of teaching and learning aspect. The impact of teaching and learning processes is directly linked to students' academic achievement, as shown in Figure (46). There is considerable room for improvement in the educational practices in the 42% 'inadequate' reviewed schools that are closely related to teaching and learning strategies, the rigor and variety of assessment, support provided for various categories of students in classrooms, and class management. In the 'good' and better schools (17%), the interplay of effective teaching and learning with a relevant curriculum contributed to the high achievement reported. There are distinguished practices that helped challenge students' abilities, enhance their learning experience and promote their self-learning skills.

With regard to curriculum implementation and enrichment, and according to the Review Framework, private schools have greater freedom in their choice of curriculum, and focuses on curriculum implementation and enrichment mechanisms and their impact on learning outcomes. Private schools offer a wide variety of different international curriculum models adapted to meet the needs of students studying in Bahrain. Figure (46) shows that 26% of schools are judged 'good' or better, 40% as 'satisfactory' and 34% as 'inadequate' in this aspect. The quality of curriculum implementation and enrichment

generally correlates with the judgements in teaching and learning aspect. This situation still causes serious concern with regard to the 'inadequate' schools' ability to broaden students' understanding and develop their skills by diversifying their learning experience. Whereas, when curriculum implementation is judged as 'good' or better, then extra-curricular activities generally enhance the curriculum, and are implemented effectively in these schools to enrich the learning process.

In this cycle of reviews, the quality of support and guidance for students is not solely confined to the classroom teaching situations, which has positive impact on the academic achievement of various categories of students in classrooms. Figure (46) shows that students are cared for and guided to at least a 'satisfactory' level in 78% of schools, whereas 21% received 'inadequate' judgement. Although the school environment is usually secure in the private schools overall, and infrastructure is often available, a number of schools still lack some fundamental infrastructure and security and safety aspects, especially the schools that use insufficient school facilities for their learning processes.

Figure (46): Quality of processes - 62 private schools reviewed in Cycle 1

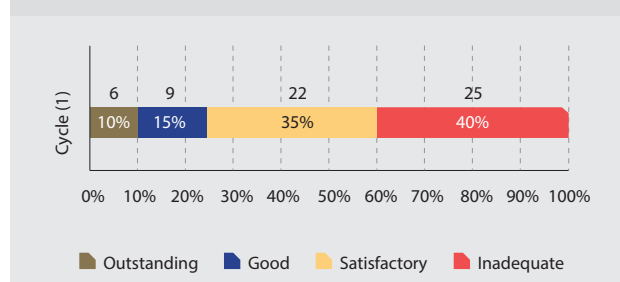


Quality assurance of outcomes and processes

The effectiveness of a school's leadership, management and governance is not up to the desired expectation, where 40% of schools being judged 'inadequate' and

35% as 'satisfactory', as illustrated in Figure (47). This low percentage is a concern because this aspect is crucial in driving the school's development process and is directly linked with the school's capacity to improve. Strategic planning and self-evaluation processes are not up to the expected levels, namely due to inaccurate self-evaluation processes and strategic and action plans having no clear KPIs and objectives. This has negatively affected addressing the school's priorities. Where leadership, management and governance are 'good' and 'outstanding', in 25% of the reviewed schools, there are efficient quality assurance systems that are effective in realizing the school's vision and ensuring that students receive good standard of education to drive the expected levels of achievement.

Figure (47): Effectiveness of leadership, management and governance - 62 private schools reviewed in Cycle 1



Performance of private schools during Cycle 1 of reviews: Analytical Review

The most influential factors that affected the performance of private schools are as follows

In 'outstanding' and 'good' schools, there seems to be higher levels and variety of enrichment resources and effective use of them, in particular those schools which hire experienced and high qualified teachers. In addition, schools leaders are qualified and efficient and their efforts focus on achieving the main objective of teaching and learning strategies to secure raising students' learning outcomes, in particular those that relate to students' academic achievement and personal development.

Poor performance of a number of private schools leaders, where some leaders are newly appointed with less experience in leadership and management. This hinders the schools' ability to develop efficient

and effective quality assurance system to ensure their development and progress.

Administrative and teaching staff is not stable in private schools. Changes in administrative and teaching staff in the Kingdom's private schools are due to various reasons. This constitutes a burden on the school management in terms of teachers' professional development and follow on how it impacts the development of teachers' performance in classrooms.

Although the school environment is usually secure in the private schools overall, and infrastructure is often available, a number of schools still lack some fundamental infrastructure and security as well as safety aspects and exits, especially the schools that use inappropriate facilities for their learning processes.

A number of 'inadequate' schools made remarkable progress in their monitoring visits. Out of the nineteen schools which received their monitoring visits, eight schools made 'sufficient progress', seven schools received 'in progress' judgement and the remaining four schools made 'insufficient progress'. This reflects schools' ability to improve by benefitting from their review reports.

Parents' awareness of their significant role in driving the quality teaching and learning processes to better standards is still below the expectation. Though some schools set the parents' councils, and are keen on collecting their suggestions, parents' participation in the school life is below expectations. Moreover, parents' weak awareness of the importance of their role and low drive to participate in the development of schools has been reflected in their high satisfaction of the school, which does not match the schools' performance in many cases.

General recommendations:

1. Maintain excellence in 'outstanding' schools to sustain the quality of high performance through the exchange of experiences and provision of motivating and enriching learning environment that benefit other schools.
2. Support the school leadership in implementing a comprehensive strategic plan informed by accurate self-evaluation, and strongly focused on improvement.

3. Seek to develop students' skills, understanding and knowledge in different school stages and focus on developing Arabic skills.
4. Develop students' self-directed learning skills to enable them to be independent lifelong learners.
5. Provide professional development programmes for teaching and administrative staff based on their needs and follow up their impact on students' learning.
6. Apply various and effective teaching strategies that involve students in their learning and develop their various skills.
7. Employ effective assessment methods and benefit from their results in planning lessons and meeting students' various needs.
8. Ensure parents' participation in the learning process through raising their awareness of the importance of their roles in the learning process.
9. Follow up the security and safety procedures to ensure that schools are free from any hazards threatening the safety of staff and students.

Cycle 2 of Reviews – Private Schools

The Directorate of Private Schools and Kindergartens Reviews (DPS) commenced Cycle 2 of private schools reviews in April 2015 in accordance with the third version of the Schools Review Framework, which is used by the DGS as well. There were five private schools reviewed in the first phase of Cycle 2 which are of mixed gender; three of them are offering the three phases of education, whereas one is a primary school, and the other is a primary-intermediate school. This section of the report highlights a comparison between the performance of those schools in the two cycles.

Overall effectiveness

Figure (48) illustrates the overall effectiveness for the schools reviewed during Cycles 1 and 2, where improvement has been seen in most schools. Two schools were judged 'satisfactory' compared to 'inadequate' in their previous reviews, and one that was 'good' is now

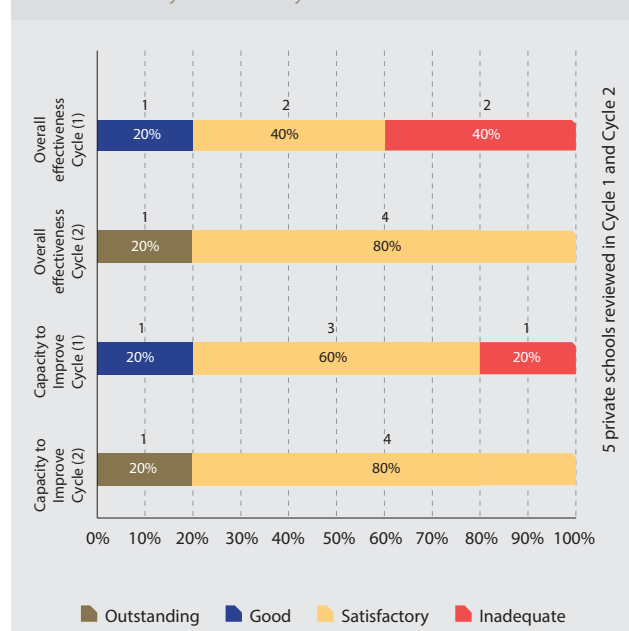
‘outstanding’, whereas two schools remain ‘satisfactory’ during both cycles and none of these five schools was judged ‘inadequate’. This progress is attributed to the schools leadership use of their previous review experience and implementation of their review report recommendations.

Schools’ capacity to improve

Judgements about schools’ capacity to improve are based on the schools’ continuous improvement in their work taking into account the circumstances surrounding schools and their ability to face such circumstances and challenging with strategic planning informed by self-evaluation processes, the quality of identifying improvement priorities and follow-up of school performance.

As shown in Figure (48), two schools made progress in their capacity to improve, where one that was ‘good’ is now ‘outstanding’, and the other that was ‘inadequate’ is now ‘satisfactory’ and the remaining schools maintained their ‘satisfactory’ judgements.

Figure (48): Overall effectiveness and the schools’ capacity to improve – Comparing 5 private schools reviewed in Cycle 1 and Cycle 2

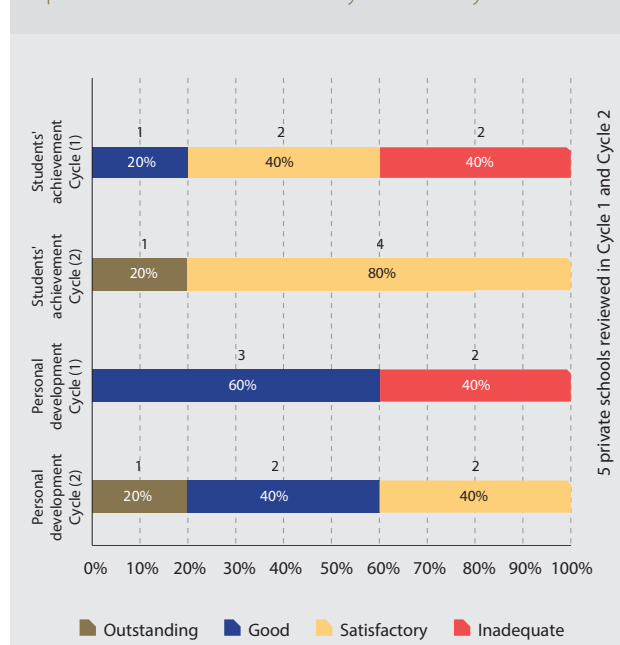


Quality of learning outcomes

When comparing the students’ achievement in the five private schools reviewed during both cycles, students’ academic achievement rose in most schools compared to Cycle 1, as illustrated in Figure (49). One school that was judged ‘good’ is now ‘outstanding’; two schools that were ‘inadequate’ are now ‘satisfactory’, whereas two schools remain ‘satisfactory’ during both cycles.

In comparing students’ personal development in both cycles, there are no significant differences between the results of both cycles for this aspect, as indicated in Figure (49). Nevertheless, one school that was judged ‘good’ is now ‘outstanding’ for students’ personal development to keep abreast with the school’s outstanding judgements in all aspects; whereas the remaining schools maintained their ratings at ‘good’ and ‘satisfactory’ judgements. Overall, judgements about students’ standards of personal development are better than their levels of academic achievement.

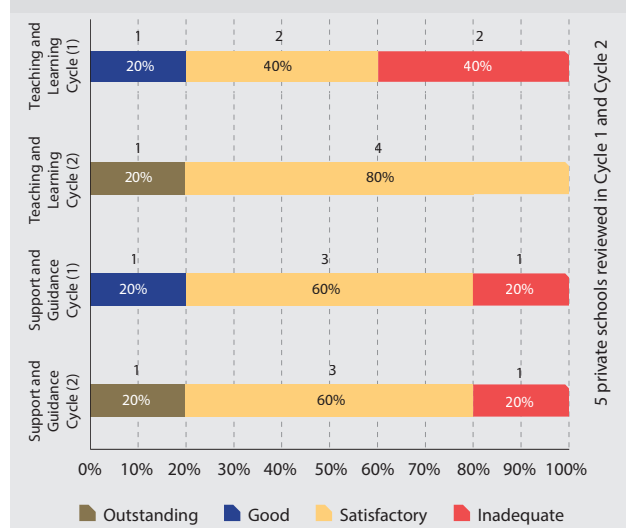
Figure (49): Quality of learning outcomes – Comparing 5 private schools reviewed in Cycle 1 and Cycle 2



Quality of main processes

In both cycles, the progress made by the schools for the quality of teaching and learning aspect is consistent with the progress made for students' academic achievement aspect, as illustrated in Figure (50). This is mostly due to the match between the judgements given to both aspects, where the progress made by most schools reviewed in Cycle 2 compared to Cycle 1 is evident. However, when comparing the results of support and guidance for students during both cycles, there is slight progress in the schools results, as shown in Figure (50). One school was awarded 'outstanding' compared to 'good' in its previous review, whereas the remaining schools were judged 'satisfactory' in most cases, and one of them was judged 'inadequate' in this aspect in spite of the progress it made in other aspects. The school's results under this aspect are impacted by some security and safety issues which are emphasised by the Schools Review Framework as a main criteria affecting the judgement about this aspect.

Figure (50): Quality of main processes – Comparing 5 private schools reviewed in Cycle 1 and Cycle 2

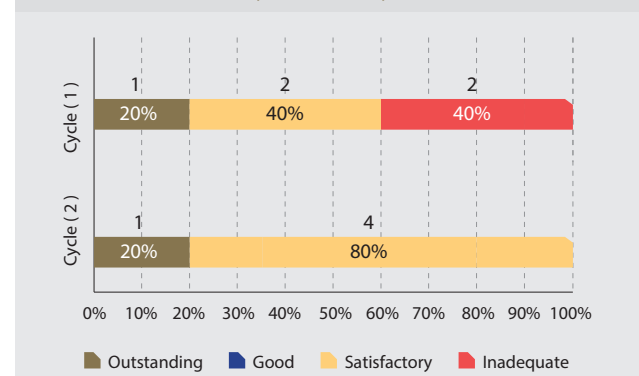


Quality assurance of outcomes and processes

Judgements about schools' leadership, management and governance are based on the schools' capacity to improve their learning outcomes and quality assurance of their

main processes. Therefore, judgement for this aspect is closely linked to judgements on students' academic achievement and the quality of teaching and learning aspects. The majority of schools reviewed during Cycle 2 made progress that is similar to the remaining aspects compared to Cycle 1, as shown in Figure (51).

Figure (51): Quality of effectiveness of leadership, management and governance – Comparing 5 private schools reviewed in Cycle 1 and Cycle 2

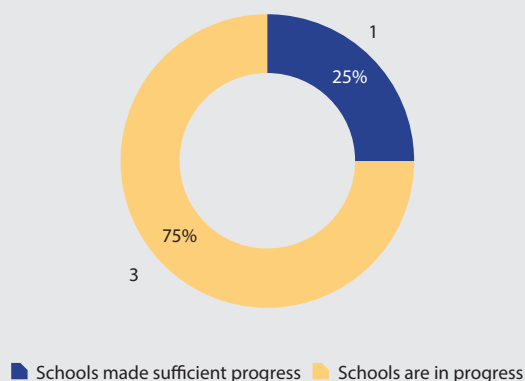


Monitoring visits

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 those areas which were identified as being in need of improvement in their review reports. During 2014-2015 academic year, the Directorate carried out 13 monitoring visits to those private schools judged 'inadequate'.

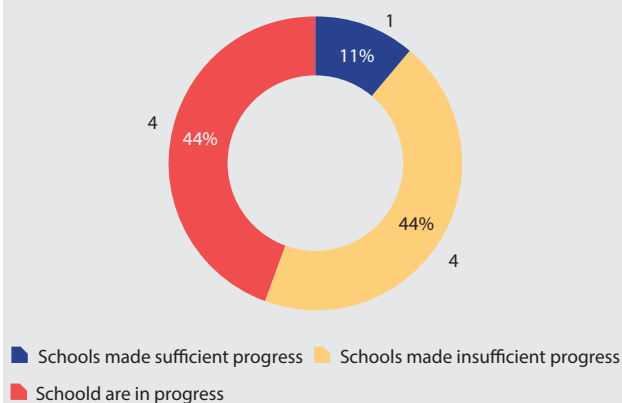
Figure (52) shows that the four schools that were 'inadequate' in their Cycle 1 received their second monitoring visit. One school of them (25%) made 'sufficient progress', whereas three (75%) received 'in progress' judgements. Schools that received two monitoring visits are to be included in Cycle 2 of private schools reviews.

Figure (52): Schools judged 'Inadequate' during Cycle 1 and progress made at their second monitoring visit (2014-2015)



The remaining nine schools that were judged 'inadequate' in their first cycle of reviews received their first monitoring visit. One of those schools (11%) made 'sufficient progress', four schools (44%) received 'in progress' judgement and the remaining four schools made 'insufficient progress', as shown in Figure (53).

Figure (53): Schools judged 'Inadequate' during Cycle 1 and progress made at their first monitoring visit (2014-2015)



THE DIRECTORATE OF NATIONAL EXAMINATIONS



"Do your duty and a little more and the future will take care of itself."

Andrew Carnegie



INTRODUCTION

Directorate of National Examinations (DNE) conducted 2015 national examinations across the Kingdom of Bahrain, whereas Grade 3 students took the national examinations for the seventh time and Grade 12 students took them for the third time.

According to the new decision to execute the national examinations on annual rotating alternate basis for the three basic cycles of education effective from 2015, the seventh national examinations session was conducted for Grade 3 students in 2015, whereas the eighth national examinations session will be carried out for Grade 6 students in 2016, and the ninth national examinations session will be executed for Grade 9 in 2017. The DNE will execute the national examinations for Grade 12 students on an annual basis.

In May 2015, the seventh national examinations session was carried out for Grade 3 students in all government schools. Sixteen private schools participated on a voluntary basis. Overall, a total of 11,414 students from government schools sat for the examinations and 1,085 students from private schools. Grade 3 students sat the national examinations in three subjects: Arabic, Mathematics and English. Grade 3 students sat for the national examinations in English for the second time since it was decided to execute it in the sixth national examination session in 2014.

At a later stage of the execution of the national examination, where government schools and participating private schools fully co-operated with the Directorate of National Examinations in administering them, the DNE started to mark the examinations in line with the QQA's policies and procedures. The examination papers were marked in the Kingdom of Bahrain during the period from May to June 2015, and the majority of students' marks were captured at the level of question paper totals. However, for each subject of the three subjects, marks were also captured at the item level for a common sample of 10% of the total cohort of 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 analysis of the May 2015 examinations, and any relevant comparisons with the 2011 to 2015 sessions.

Some of the results analysis are based on the performance of the total cohort, while some results analysis are based on the analysis of the performance of the 10% random sample of the same cohort.

Due to the few number of students participating from private schools in Grade 3 national examinations, a separate detailed analysis cannot be conducted. Therefore, Grade 3 private school students results will be included within the government school students' results. Moreover, the results of private school students cannot be compared to the government school students as well.

In 2015, the DNE executed the national examinations for Grade 12 in all government schools for the third time in limited cooperation with Cambridge International Examinations, University of Cambridge, UK. Thirty six secondary government schools participated in the national examinations, while nine private schools joined the national examinations on a voluntary basis. A total of 9,962 government schools students and 410 private schools students sat the examinations.

The following outlines the performance scores baselines and a detailed analytical explanation of the students' performance in the national examinations for Grades 3 and 12 for 2015 national examinations.

GRADE 3 EXAMINATIONS

PERFORMANCE SCORES 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.

The national average performance score was defined as 4.0 in the first year of assessment 2009 for Grade 3 (in Arabic and Mathematics), 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 the examination', 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 2015 are statistically comparable to all previous years' results.

GRADE 3 STUDENT PERFORMANCE

Students' performance scores are reported for the last five years (2011-2015) in Table (4) below.

Table (4): Grade 3 mean performance scores for the last five years & the differences in students' performance scores between (2014-2015)

Grade	Subject	2011	2012	2013	2014	2015	Difference between 2014 and 2015
3	Arabic	3.70	2.69	1.99	1.65	2.13	+0.48
	Mathematics	3.40	2.05	1.52	1.41	0.94	-0.47
	English	-	-	-	4.00	4.09	+0.09

Figure (54): Grade 3 mean performance scores in subjects for the last five years

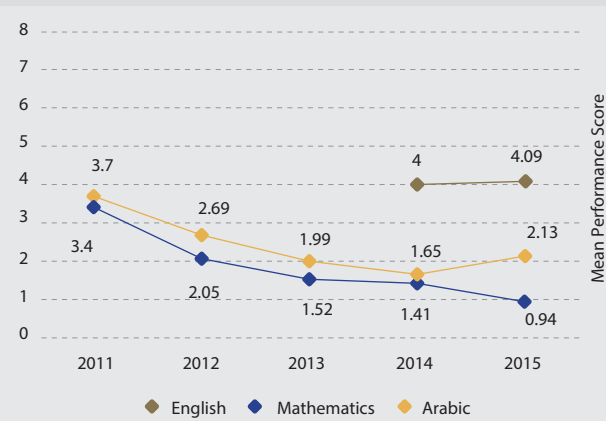


Table (4) and Figure (54) show that the mean performance scores increased in languages against a decrease in Mathematics compared to the mean performance score in 2014. In 2015, the highest mean performance score is in English and the lowest is in Mathematics, whereas the best improvement in the mean performance scores is in Arabic.

Table (5) shows the cumulative percentages of performance scores in the different subjects, while Figures 55-57 illustrate the same percentages over the period 2011 and 2015.

The highlighted cells in Table (5) highlights shows the performance at 4.0, which is the baseline from which measurement of performance started in the first year of the national examinations. The falling cumulative percentages at the performance score 4.0 in 2015 in Arabic and Mathematics indicate that few students are producing work of this standard. The cumulative percentages at 4.0 and above are almost 22% in Arabic, almost 2% in Mathematics, whereas it is almost 55% in English.

The purpose of using this baseline is to ensure that work of the same standard is given the same performance score in different years.

Table (5): Grade 3 cumulative percentage of performance scores in the subjects 2011 – 2015

Performance Score	Arabic					Mathematics					English				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
0.0	100	100	100	100	100	100	100	100	100	100	-	-	-	100	100
1.0	88.4	79.3	66.9	64.1	66.9	89.0	74.8	64.8	62.4	49.8	-	-	-	93.8	93.8
2.0	79.7	64.9	53.3	48.8	53.9	78.2	50.9	38.6	37.6	25.9	-	-	-	88.1	84.5
3.0	64.9	46.1	38.8	34.9	38.7	58.6	25.6	15.9	14.7	7.3	-	-	-	74.0	70.9
4.0	46.8	21.2	23.4	22.5	21.7	35.0	8.4	4.4	2.8	1.9	-	-	-	55.2	54.9
5.0	28.5	6.9	14.7	14.0	9.6	15.6	1.8	1.4	0.5	0.5	-	-	-	32.5	35.4
6.0	13.9	1.6	7.0	6.0	3.1	5.3	0.3	0.3	0.1	0.1	-	-	-	14.7	18.6
7.0	3.7	0.5	2.0	2.3	0.7	1.5	0.0	0.0	0.0	0.0	-	-	-	4.7	8.6
8.0	1.5	0.1	1.0	1.0	0.2	0.3	0.0	0.0	0.0	0.0	-	-	-	0.8	1.9

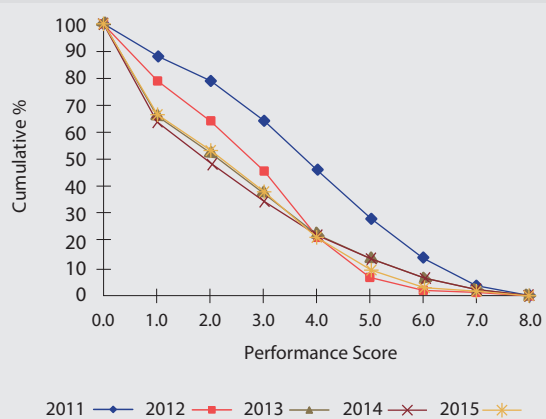
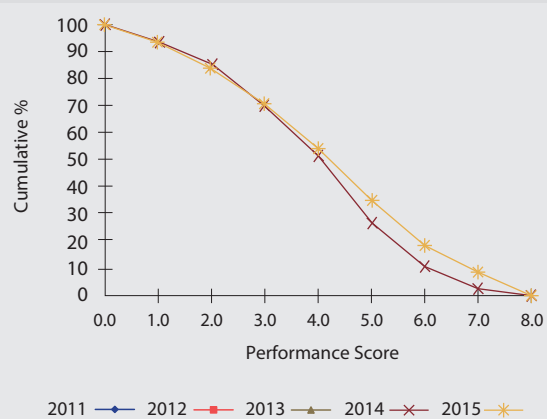
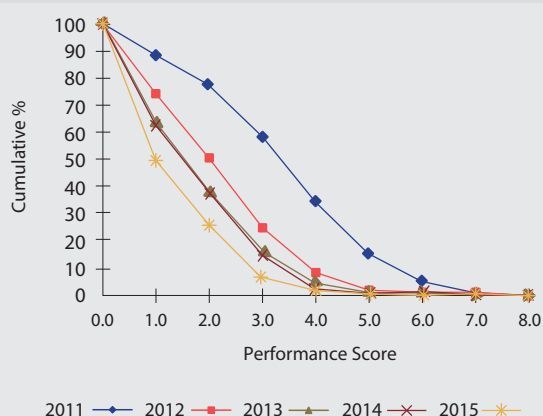
Figure (55): Performance scores in Grade 3 Arabic

Figure (56): Performance scores in Grade 3 English


Figure (57): Performance scores in Gade 3 Mathematics

Tables (6-7-8) are for "Topics", "Skills" and "Competencies" in the subjects in which Grade 3 students sat for the national examinations.

Tables below indicate the performance score in subjects, reported on a scale of 0.0 to 8.0. It should be noted that the performance score of the subject is different than the performance scores of Topics or Skills or Competencies. The national average performance score of the subject is calculated from the whole cohort data, while the Topic and Skills and Competencies performance scores are calculated from the 10% sample. The general comments below are also based solely on data taken from the 10% random sample of all students in the cohort.

Table (6): Grade 3 arabic results by skills and competencies 2011 – 2015

		2011	2012	2013	2014	2015
Skills	Writing	4.0	3.3	4.1	3.8	3.5
	Reading	3.7	2.1	1.6	1.5	1.4
	Listening	4.0	2.4	1.8	2.0	2.7
Competencies	Write a short story	4.1	3.7	5.0	4.7	4.2
	Write a simple letter	3.8	2.9	4.2	4.5	4.1
	Use correctly the various vocabulary he gained	4.0	N/A	4.7	4.5	4.1
	Use the language grammar he learned	4.0	2.5	3.6	3.2	3.0
	Understand implicit meaning	3.3	1.9	2.0	2.6	1.5
	Appreciate the writer's language to express his ideas	3.0	2.6	2.2	1.9	1.6
	Add new idea through analyzing the text and suggesting what happen next	2.2	2.6	2.5	2.6	2.0
	Understand explicit meaning	4.8	2.1	3.0	2.8	3.3
	Select/retrieve information	5.1	2.8	3.0	4.3	4.2
	Give meaning of words	2.9	2.3	1.7	2.1	1.8
	Punctuation and vocalization	4.4	2.9	2.4	2.3	2.2
	Main ideas of conversation	4.7	4.2	5.6	4.7	6.0
	Detect tone of voice	4.1	2.5	2.1	3.0	4.7
	Detail of the conversation	4.5	6.0	5.3	4.8	3.5
	Follow detail or instructions	5.3	3.9	5.3	4.9	5.8
	National Performance for the subject	3.7	2.7	2.0	1.7	2.1

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

- In 2015, the national performance for all students increased compared to 2013-2014.
- In 2015, students' performance in 'Writing' was considerably better than in 'Reading and Listening'.
- In 2015, students' performance in 'Listening' improved compared to 2014.
- Competencies, in which students show well performance include: Main ideas of the conversation, Follow detail or instructions and Detect tone of voice.
- Competencies, in which students show low performance include: Understand implicit meaning, Appreciate the writer's language to express his ideas, and Give meanings of words as they appear in the text.

Table (7): Grade 3 English results by skills and competencies 2011 – 2015

		2014	2015
Skills	Writing	3.4	3.6
	Reading	4.1	4.1
	Listening	4.1	4.0
Competencies	Writing words with the correct spelling	2.4	2.7
	Writing simple phrases and linked sentences about familiar topics based on a picture	3.3	3.5
	Understanding signs, notices, instructions, comics and messages	4.5	4.2
	Understanding and identifying key ideas and details	4.5	4.4
	Using of language in context	3.8	3.9
	Identifying specific lexis related to colours, objects and prepositions	4.2	4.5
	Identifying and understanding specific information	3.8	4.2
	Understanding short monologue	4.3	4.5
	Understanding details and gist	4.1	4.1
	Understanding short dialogues	3.8	3.8
National Performance for the subject		4.0	4.1

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

- The national average was slightly increased compared to 2014.
- In 2015, students' performance in 'Reading and Listening' was the best.
- Students' performance in 'Writing' seemed to be slightly improved.
- Competencies, in which students show well performance include: Identifying specific lexis related to colours, objects and prepositions, Understanding short monologue, and Understanding and identifying key ideas and details.
- Competencies, in which students show low performance include: Writing words with the correct spelling, Writing simple phrases and linked sentences about familiar topics based on a picture, and Understanding short dialogues.

Table (8): Grade 3 Mathematics results by topics and skills 2011 – 2015

		2011	2012	2013	2014	2015
Topic	Geometry and measurement	3.4	2.0	1.8	1.6	1.2
	Numbers and algebra	3.3	2.0	1.7	1.6	1.1
	Data analysis*	3.3	2.1	1.9	2.1	2.1
Skills	Mathematical knowledge	3.3	2.0	1.7	1.7	1.2
	Using and Applying Mathematics	3.3	1.9	1.7	1.6	1.1
	National Performance for the subject	3.4	2.1	1.5	1.4	0.9

* Previously 'Statistics and probability'

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

- The national average of the performance for the subject continues to decrease.
- Students' performance was almost identical in topics and skills except in the topic 'Data analysis'.
- Students' performance decreased in all topics and skills over the previous years except in to this is the topic for 'Data analysis'

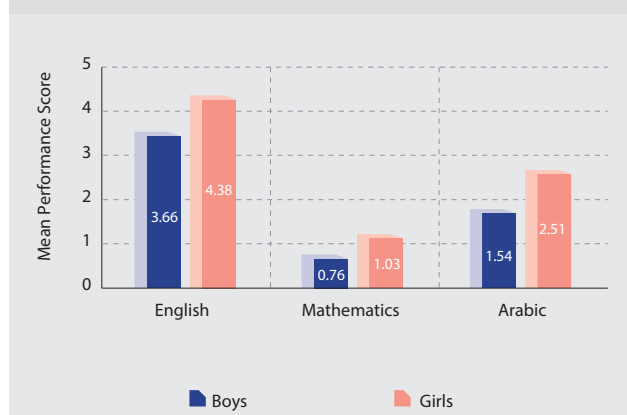
PERFORMANCE BY GENDER

Table (9) and Figure (58) below show the mean Performance Scores for girls and boys, and the differences between them in 2015. The mean Performance Scores are calculated based on the marks of all students from the entire national cohort in 2015.

As was the case in previous years, girls outperform boys in all subjects. The difference is smaller in Mathematics than in languages, and the greatest difference is in Arabic.

Table (9): Gender differences in mean performance score

Grade	Subject	Mean Performance scores for girls	Mean Performance scores for boys	Difference between boys and girls
3	Arabic	2.51	1.54	0.97
	Mathematics	1.03	0.76	0.27
	English	4.38	3.66	0.72

Figure (58): Grade 3 gender differences in mean performance score by subject in 2015

The values of (α) for the 2011 to 2015 examinations are given in Table (10) 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 examinations were good, and examination results can be treated with confidence. On average, the standard deviations remained stable.

The mean scores are almost 50% of the maximum mark. Generally, students continue either to find the national examinations difficult or to make little effort to get high marks.

THE STANDARDS OF THE EXAMINATIONS

The most common internationally established measure of the reliability of an examination is Cronbach's Alpha (α). 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 (α) should not be lower than 0.7. Values above 0.8 indicate strong internal reliability.

The value of (α) 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.

Table (10): Means and standard deviations 2011 – 2015; Cronbach's alpha 2015

Grade	Subject	Max. raw marks		Mean raw mark					Standard deviation					Cronbach's alpha 2015
		2009-2011	2012-2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	
3	Arabic	45	45	49%	45%	51%	54%	53%	24%	22%	24%	26%	24%	0.92
	Mathematics	60	60	38%	42%	47%	41%	46%	21%	20%	21%	22%	23%	0.93
	English	-	52	-	-	-	45%	51%	-	-	-	21%	22%	0.91

GRADE 12 EXAMINATIONS

STUDENT PERFORMANCE BASELINES

The Directorate of National Examinations conducted the third national examinations for Grade 12 students in Arabic, English and Problem Solving. The national examinations 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 national examinations are designed based on international standards and benchmarked against international qualifications – Arabic and Problem Solving against the UK international (AS) Level, and English against the Level B2 of the Common Europeans Framework of Reference for Languages (CEFR) - as these are the standards also expected in the Bahraini curriculum. The Problem Solving examination is offered in Arabic version to government school students, and private school students have the option to do the Arabic or English version of the Problem Solving examination.

Grade 12 examinations follow an assessment model of five grades of success, and each grade is set by boundaries of uniform marks. Such 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 students' answer 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 (11).

Table (11): Grades and uniform marks for Grade 12 examinations

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

G12 STUDENT PERFORMANCE

Grade 12 national examinations in its third session were marked by teachers from government and private schools. The result of students performance in Arabic and Problem Solving was better in 2015 than in 2014, while the performance decreased in English.

The Figures (59 - 67) below show the performance of Grade 12 government and private school students 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 small. The students from the private schools are also not necessarily a representative sample of Bahrain's private student cohort. Therefore, care should be taken upon generalizing the findings.

PERFORMANCE OF GOVERNMENT SCHOOLS STUDENTS

Arabic:

In Arabic, as can be seen in Figure (59), 41% of government students achieved a pass grade, while 59% of them did not pass. In comparing the results of students in Arabic, as in Figure (60), there is an increase in the pass rate from 38% in 2014 to 41% in 2015. Only 1% of government school students achieved Grade (A) in 2015 compared to 0.4% in 2014, and it is difficult to represent this percentage diagrammatically.

English:

In English, as can be seen in Figure (59), 12% of government school students achieved a pass grade, while 88% of them did not pass. In comparing the results of students in English, as in Figure (60), there is a decrease in the pass rate from 17% in 2014 to 12% in 2015. Only 1% of government school students achieved a Grade (A) in 2015 compared to 2% in 2014.

Problem Solving:

In Problem Solving, as can be seen in Figure (59), 10% of government school students attained a pass grade, while 90% of them did not pass. Overall, the Problem Solving examination was a challenge for students in the

government schools, as a few number of them achieved Grades (A) and (B) by 0.2% and 0.3% respectively and it is difficult to represent these percentages diagrammatically. In comparing the results of students in Problem Solving, as in Figure (60), there is an increase in the pass rate from 4% in 2014 to 10% in 2015.

Figure (59): Grade 12 Arabic, English and Problem Solving results by Grade for government school students in 2015

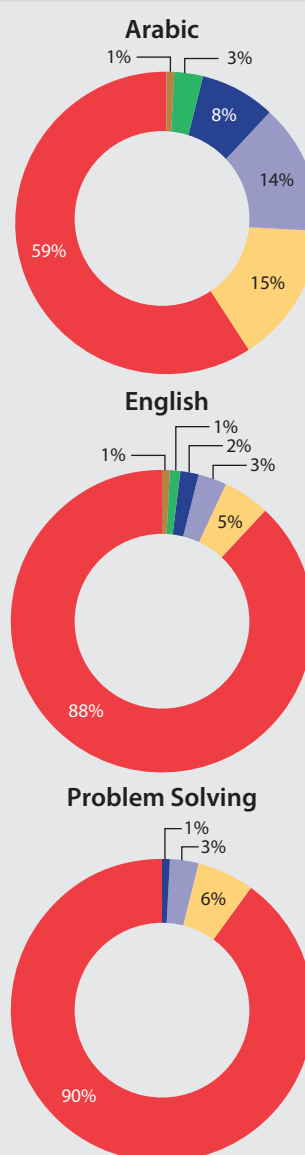
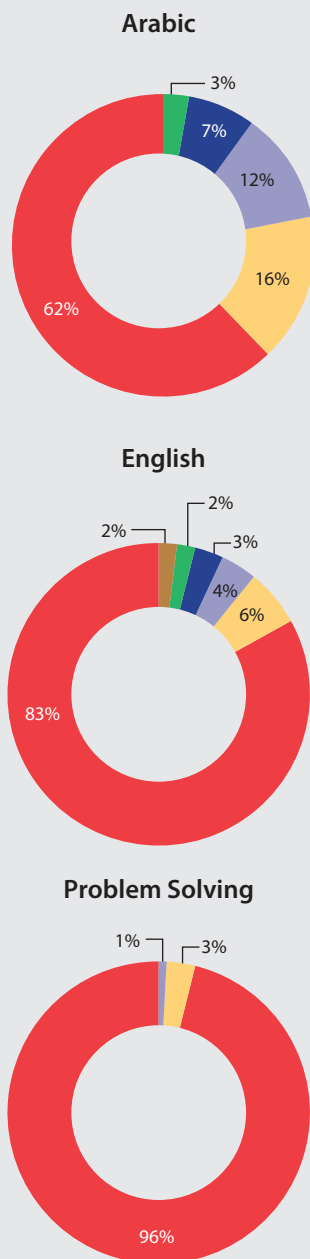


Figure (60): Grade 12 Arabic, English and Problem Solving results by Grade for government school students in 2014



PERFORMANCE OF PRIVATE SCHOOLS STUDENTS

Arabic:

In Arabic, as in Figure (61), 53% of the participating private school students achieved a pass grade, while 47% of them did not pass. Only five private school students achieved Grade (A) and (B) by 0.3% and 1% respectively. It is difficult to represent Grade (A) percentage diagrammatically.

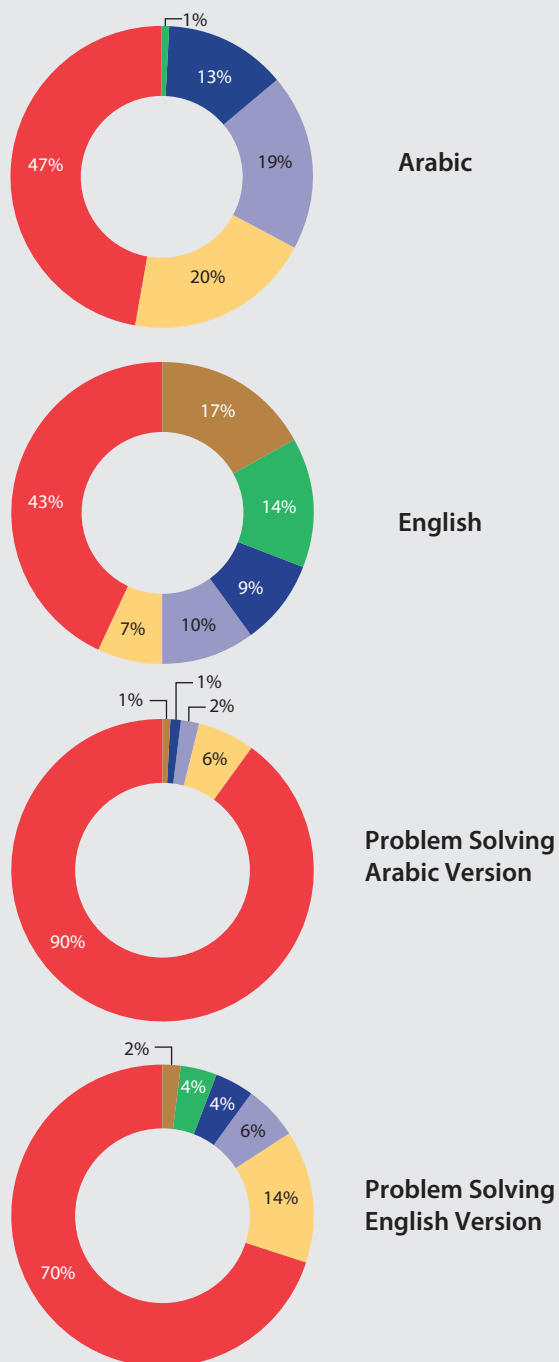
English:

In English, as in Figure (61), 57% of private school students achieved a pass grade, and only 17% of them attained Grade (A) and 14% achieved Grade (B), while 43% of them did not pass.

Problem Solving:

In Problem Solving, for private school students, who sat the Arabic version of this examination, 10% achieved a pass grade, and 1% of them attained Grade (A). 30% in the English version achieved pass grades, and 2% of them attained Grade (A), as in Figure (61).

Figure (61): Grade 12 Arabic, English and Problem Solving results by Grade for private school students in 2015



PERFORMANCE BY GENDER

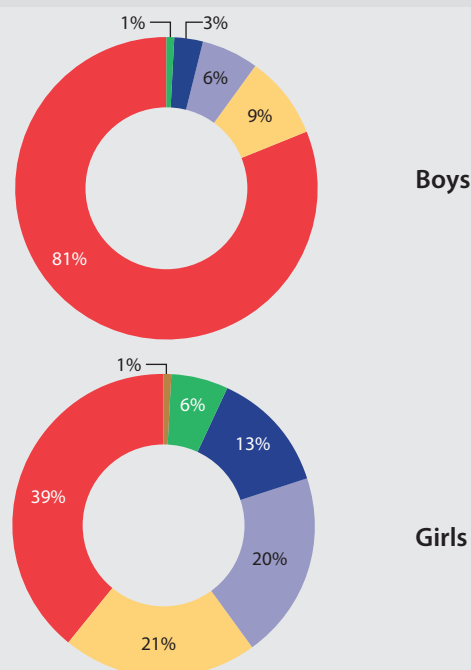
Results on the performance by gender are illustrated in the Figures (62 - 68) below. In the Arabic examination both government and private school girls performed better than boys. The same pattern can be seen in the English examination.

However, in Problem Solving (Arabic version) in government schools, girls achieved pass rate 11% and boys 9%. In private schools, 21% girls achieved a pass rate that is double than boys' pass rate 10% in Problem Solving (Arabic version). However, in Problem Solving (English version), boys outperformed girls, where 38% of boys against 23% of girls attained a pass rate.

It should be remembered that the private school cohort is very small with 410 students in total. Therefore, care should be taken upon generalizing the findings.

Government Schools

Figure (62): Grade 12 Arabic results by gender in Government Schools



A B C D E U

A B C D E U

Figure (63): Grade 12 English results by gender in Government Schools

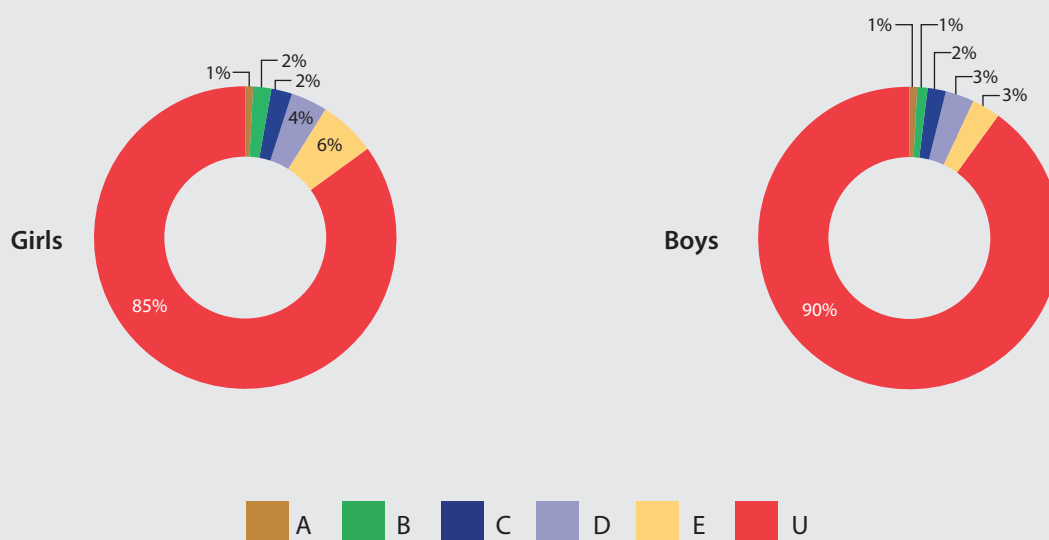
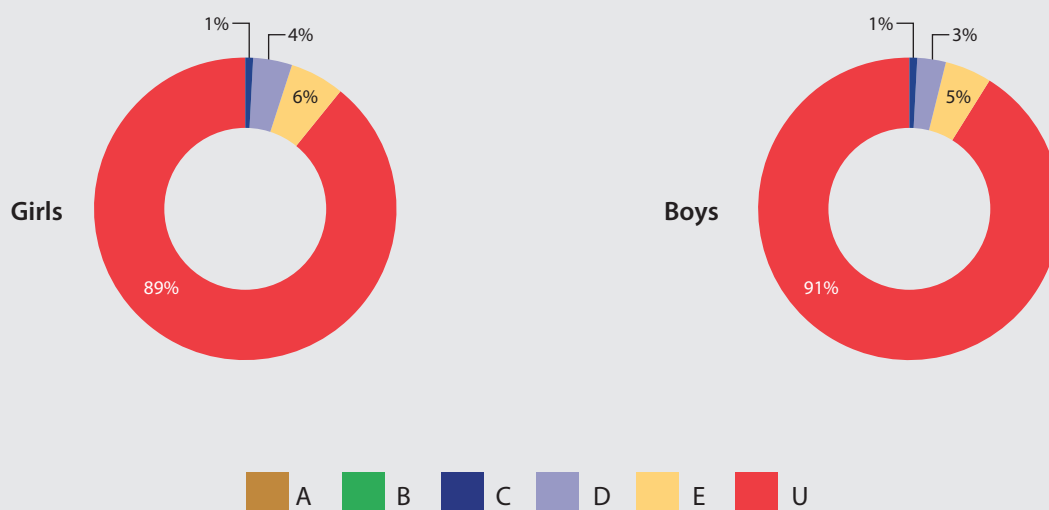


Figure (64): Grade 12 Problem Solving (Arabic version) results by gender in Government Schools



Private Schools

Figure (65): Grade 12 Arabic results by gender in Private Schools

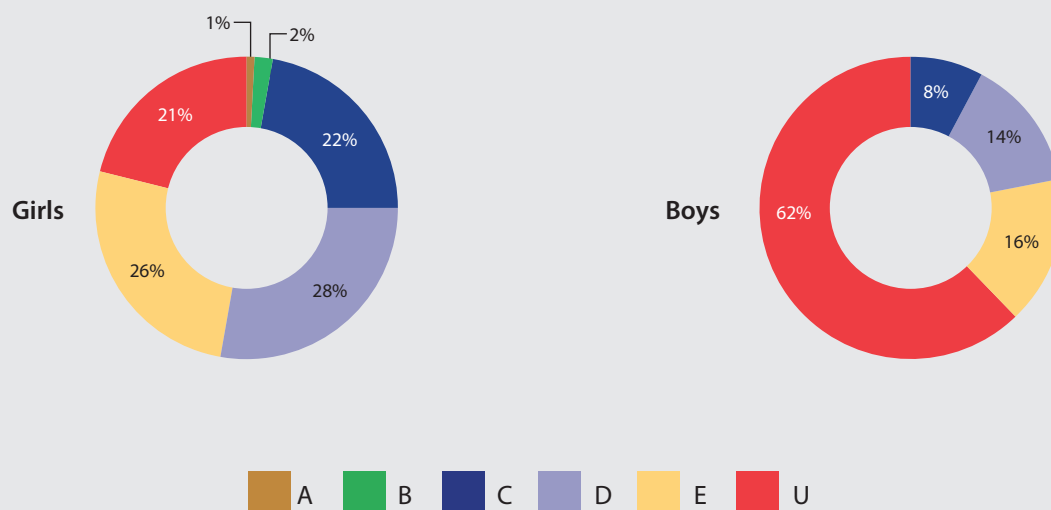


Figure (66): Grade 12 English results by gender in Private Schools

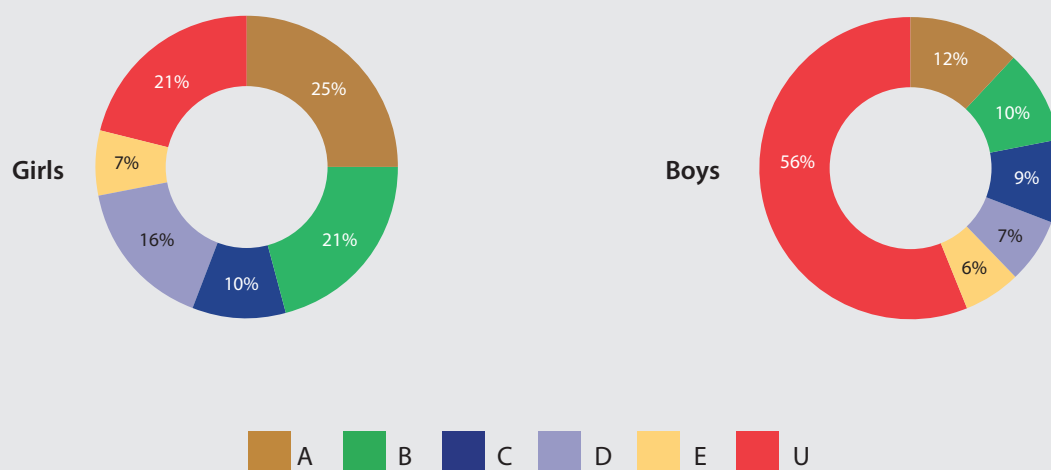


Figure (67): Grade 12 Problem Solving (Arabic version) results by gender in Private Schools

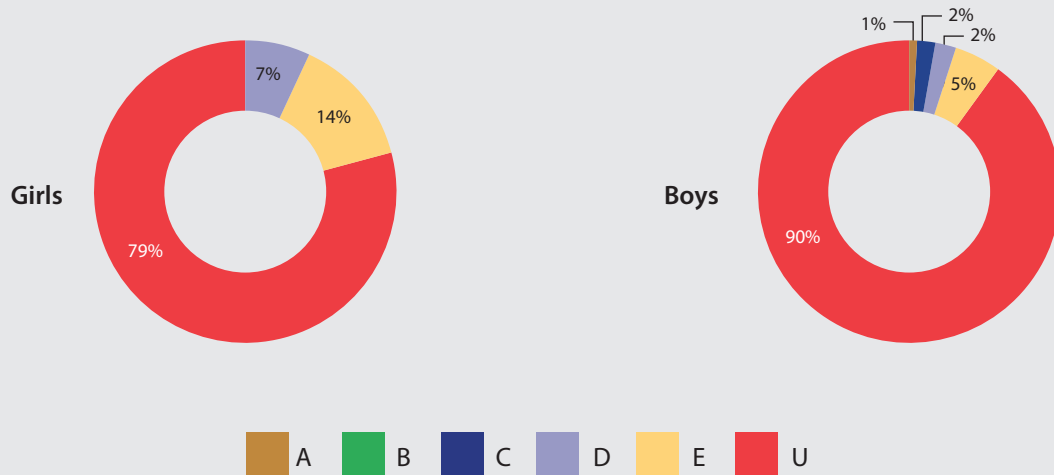
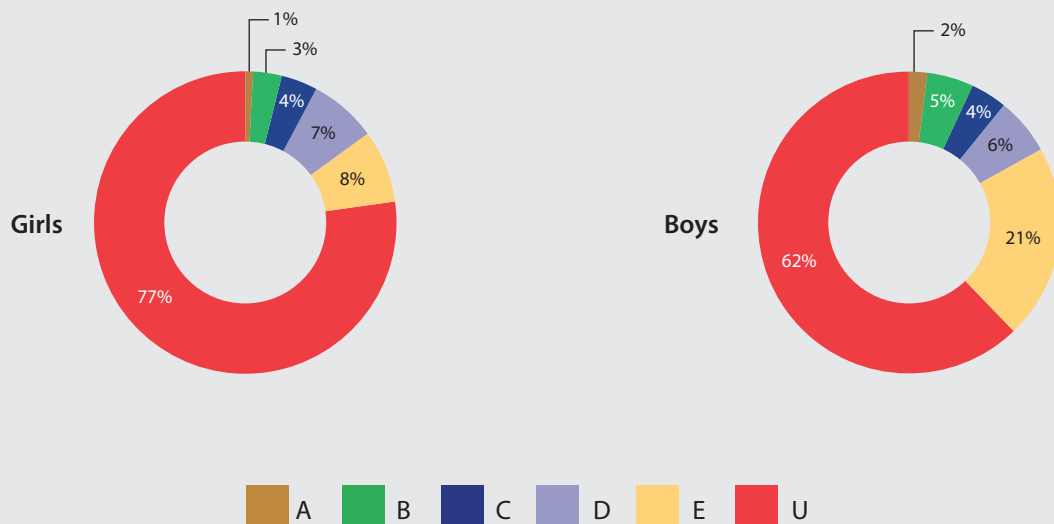


Figure (68): Grade 12 Problem Solving (English Version) results by gender in Private Schools



CONCLUDING REMARKS

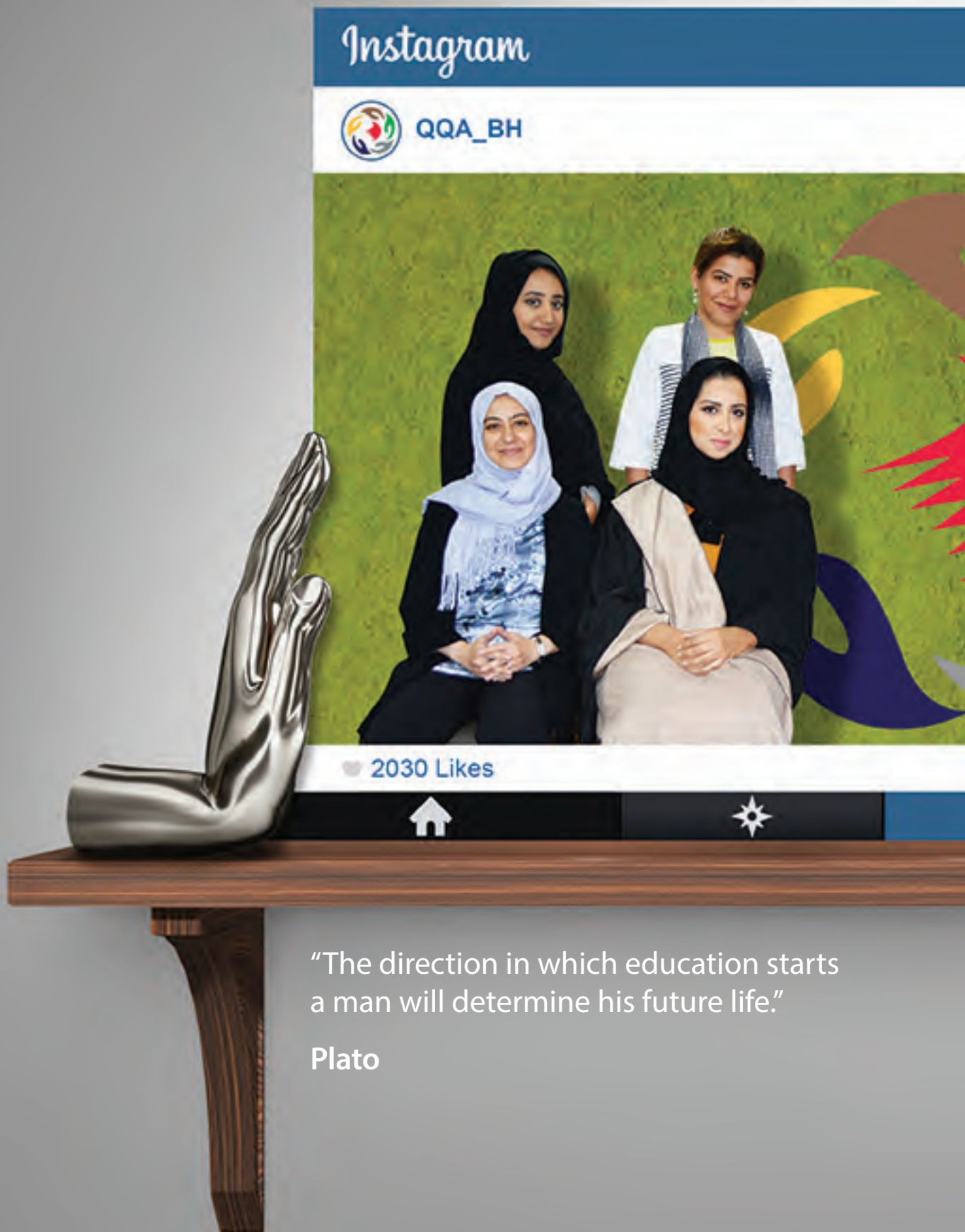
In 2015, Grade 3 student results show that the mean performance scores increased in languages against a decrease in Mathematics compared to 2014. In 2015, the highest mean performance score is in English and the lowest is in Mathematics, whereas the best improvement in the mean performance scores is in Arabic.

As was the case in previous years, Grade 3 girls outperform boys in all national examinations subjects. The difference is smaller in Mathematics than in languages, and the greatest difference is in Arabic.

Grade 12 students' performance in 2015 was better than 2014; in Arabic and Problem Solving, while it decreased in English.

Upon gender comparison of performance in Grade 12 national examinations, in both government and private schools, girls performed better than boys in Arabic. 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 version) in government and private schools, girls performed better than boys, while boys outperformed the girls in the private schools in Problem Solving (English version).

THE GENERAL DIRECTORATE OF NATIONAL QUALIFICATIONS FRAMEWORK



"The direction in which education starts
a man will determine his future life."

Plato



INTRODUCTION

The National Qualifications Framework (NQF) is a framework comprehensive of all education and training sectors (general education, vocational education and training and higher education) and recognises all types of learning: formal, non-formal, and informal learning. The NQF comprises 10 levels each is identified by a set of level descriptors. In order to place a qualification on an NQF level, the learning outcomes of each unit comprising a qualification and the overall qualification learning outcomes are mapped against the Level Descriptors. Figure (69) depicts the structure of the 10 NQF levels, whilst Figure (70) illustrates the level descriptors strands to place the national qualifications on the NQF levels. Each of the level descriptors comprises three separate strands covering Knowledge, Skills and Competence. Within the three strands for Knowledge, Skills and Competence there is a further subdivision into five sub-strands.

Figure (69): The Structure of the Ten Levels of the National Qualifications Framework (NQF)



The NQF is a compulsory qualifications framework to place all national qualifications offered by education and training institutions. According to the Royal Decree No. (83) of 2012 on the organization of the QQA, 'All education and training institutions are required to coordinate with the Authority to place their national qualifications on the NQF, in accordance with the Authority's regulations.'

Figure (70): Level descriptor strands to determine national qualifications level on the NQF



NQF General Policies

The NQF general policies help to confirm the roles and responsibilities of the relevant stakeholders that are concerned with the implementation of the NQF as approved by the Cabinet Resolution No. (12) of 2015. These policies can be summarised in 10 main policies explaining the institutional listing and qualification placement processes and their alignment with the NQF requirements, the need to validate qualifications, empowerment of learners with special needs and lifelong learning. These policies also cover the enhancement of the national communication and cooperation among the relevant stakeholders, referencing the NQF with other national and regional frameworks, alignment of foreign qualifications to the NQF and continuous quality

improvement. The following provides an overview of these policies and their objectives:

Policy 1: Listing Institutions in the NQF Register: institutions are required to be listed in the NQF register prior to submitting their qualifications for placement on the NQF.

Policy 2: Qualifications Compliance with NQF Requirements: qualifications placed on the NQF must comply with NQF and regulatory bodies' requirements.

Policy 3: Qualification Placement on the NQF: all national qualifications are placed on the NQF according to the process for 'Qualification Placement'.

Policy 4: Validation of Qualifications: all qualifications placed on the NQF must be validated to ensure that they are fit-for-purpose and meet validation standards.

Policy 5: Enabling Learners with Special Needs: enabling learners with special needs by integrating them within the education and training systems and recognising their achievements on the NQF.

Policy 6: Promoting Lifelong Learning: promoting the concept of Lifelong Learning which aims to recognise prior learning, and to further enhance progression pathways between education and training sectors.

Policy 7: Communication and National Cooperation: communication and national cooperation is essential for raising public awareness about the aims, benefits and principles of the NQF, and for ensuring the readiness of institutions to implement it.

Policy 8: Referencing the NQF: referencing the NQF is an activity that leads to international recognition for the national qualifications.

Policy 9: Alignment of Foreign Qualifications: alignment of foreign qualifications enhances the comparability between foreign and national qualifications.

Policy 10: Continuous Quality Improvement: continuous quality improvement to ensure the value and credibility of the NQF and its relevance to education and training requirements within the Kingdom of Bahrain.

The General Directorate of National Qualifications Framework (GDQ)

The General Directorate of National Qualifications Framework (GDQ) was established as one of the responsibilities entrusted to the QQA under the Royal Decree No. (83) of 2012. The core responsibility of the GDQ is to implement and operate the NQF in line with the NQF General Policies approved by the Cabinet Resolution No. (12) of 2015.

The GDQ comprises two directorates, namely: **Directorate of National Framework Operations (DFO)**, and **Directorate of Academic Cooperation & Coordination (DAC)**. Both directorates cooperate with various education and training institutions to list them and evaluate their national qualifications in order to place them on the NQF.

The **Directorate of National Framework Operations (DFO)** is responsible for evaluating institutional listing and qualification placement applications. The DFO receives and evaluates institutional listing and qualification placement applications, and consequently checks the applications compliance with the submission criteria prior to presenting the application to experts panels. The panels comprise experienced experts to evaluate each application according to the standards set forth in the NQF General Policies to develop learning outcomes and bridge the gap between qualifications and labour market needs.

The **Directorate of Academic Cooperation & Coordination (DAC)** focuses on providing technical support for all education and training institutions through the organisation of capacity-building workshops and the conduct of readiness visits to raise the institutions' awareness of the tools that enable them to meet the NQF requirements. In addition, the DAC organizes NQF awareness workshops for various targeted groups, and participates in the exhibitions in which the QQA seeks to raise the public awareness of the Authority's different services in the fields of qualifications and quality assurance of education and training sectors. The Directorate also trains the quality assurance and subject specialist in areas related to the qualifications to be placed on the NQF, to take part in the institutional listing and qualification placement panels. The Directorate

tasks also include coordination with other national and regional qualifications frameworks, signing memoranda of cooperation and understanding and seeking to reference the NQF with other frameworks to globally gain international recognition and develop the NQF.

The NQF Advisory Committee

The NQF Advisory Committee was established pursuant to the Cabinet's Resolution No. (52) of 2013. It oversees all NQF activities; particularly making recommendations regarding policies related to the listing of institutions and qualifications placement outcomes. These recommendations are then presented to the QQA Board of Directors for final approval, and then for endorsement by the Cabinet before being published on the NQF Register on the QQA's website. Moreover, the Advisory Committee is responsible for reviewing the NQF plans and policies, in addition to reviewing and amending the institutional listing and qualification placement guidelines and standards. The Advisory Committee is chaired by the Chief Executive of the QQA. The Committee includes representatives from the Ministry of Education, Ministry of Labour and Social Development, Higher Education Council, Civil Service Bureau, public universities, private universities, private institutes and the private sector.

Key Milestones:

The following provides an overview of the GDQ milestones during the academic year 2014-2015:

1. The NQF Forum

Under the patronage of HE Mr. Abdul Aziz bin Mohammed Al Fadhel, Chairman of the QQA Board of Directors, and upon the completion of the Setup Phase, the NQF was launched in a Forum, which was held in cooperation with the NQF project international partner, the Scottish Qualifications Authority (SQA) under the theme of "National Qualifications Framework: A New Dimension to Knowledge Economy" on 22 and 23 October 2014. The forum was attended by many experts in the field of qualification frameworks. The Forum's agenda discussed the Bahraini NQF characteristics and benefits, and was enriched by vibrant discussions on the Bahraini NQF model with presentation from the education and training institutions which have participated in the NQF

Pilot. Additionally, the Gulf Qualifications Framework, various types of qualifications frameworks worldwide, reasons for establishing qualifications frameworks in different countries, methods of referencing qualifications frameworks to gain the international recognition of the national qualifications frameworks and the European Qualification Framework were discussed.

2. Capacity-Building Workshops & Institutions' Readiness Visits

The **Directorate of Academic Cooperation & Coordination (DAC)** organises capacity-building workshops for the education and training institutions staff members to train them on the institutional listing and qualification placement processes. The Directorate also trains the quality assurance and subject specialist in areas related to the qualifications to be placed on the NQF, to take part in the institutional listing and qualification placement panels. To achieve this, the Directorate held a number of workshops in which six higher education institutions and twenty-six vocational education and training institutions took part. This brings the total number of participants to ninety-five staff members of the higher education institutions and eighty-eight staff of the vocational education and training sector, as shown in Table (12). The Directorate also trained fifty quality assurance and qualifications subject specialist members to take part in the evaluation panels.

Table (12): Number of higher education and vocational training sectors participants in Capacity Building

Sector	No. of Participants
Higher education	95
Vocational education and training	88
Total	183

The Directorate communicates with the education and training institutions scheduled to submit their institutional listing and qualifications placement applications through the conduct of readiness visits to these institutions. This is to evaluate how prepared these institutions are and to clarify the requirements needed to support this process

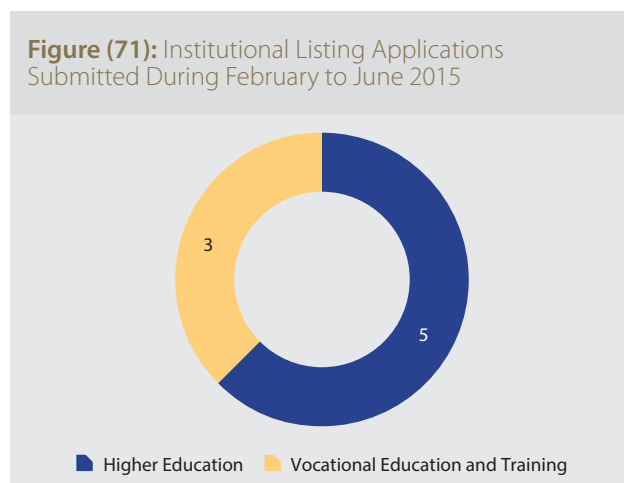
and to guide the institutions to be eligible to submit their applications to the NQF. Such visits do not judge on the submission or provide any indication of the outcomes of the institutional listing evaluation panels or validation panels. However, they merely provide an overall eligibility evaluation of the applications, show how familiar these institutions are with the requirements of the NQF, and their readiness for the actual application of these practices.

3. NQF Operations (Institutional Listing & Qualifications Placement)

Institutional Listing

All education and training institutions offering national qualifications in the Kingdom of Bahrain have to meet the institutional listing requirements and submit their applications for listing in the NQF Register. Institutional listing ensures that the institution has a suitable institutional environment, as well as appropriate policies, procedures and operations to offer national qualifications. In order to list an institution, the institutional listing application must fulfill the submission requirements and institutional listing standards. The institutional listing evaluation panels evaluate the applications. The panels comprise qualified and experienced members in the field of operations, institutional governance and quality assurance in the same sector. During the period from February to June 2015, the DFO received eight institutional listing applications from higher education and vocational education and training institutions. Figure (71) illustrates the number of institutional listing applications submitted by higher education and vocational education and training institutions to the DFO.

Figure (71): Institutional Listing Applications Submitted During February to June 2015



The five institutional listing standards are as follows:

- Access, Transfer and Progression;
- Qualification Development, Approval and Review;
- Assessment Design and Moderation;
- Certification and Authentication; and
- Continuous Quality Improvements.

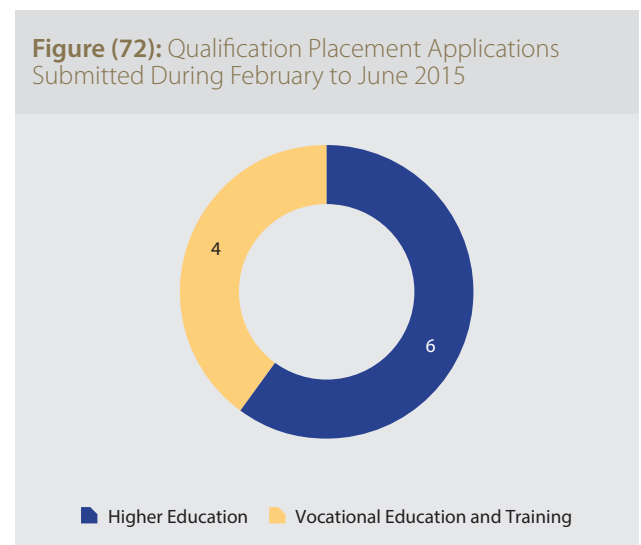
During February to June 2015, two higher education institutions met all the institutional listings standards; namely: Royal University for Women and Ahlia University.

National Qualifications Placement

Placement of qualifications is a means to bridge the gap between qualifications and labour market needs, provides better understanding of the value of national qualifications and ensures that the national qualifications that have been placed on the NQF, have met all the quality assurance standards. Listed institutions are eligible to submit qualification placement applications, and qualifications are placed after ensuring that they have fulfilled the submission requirements and validation standards.

During February to June 2015, the DFO received ten qualification placement applications from higher education and vocational education and training institutions, as illustrated in Figure (72).

Figure (72): Qualification Placement Applications Submitted During February to June 2015



Qualifications are validated using the following five standards:

- Justification of Need;
- Qualification compliance;
- Appropriateness of qualification design, content and structure;
- Appropriateness of assessment; and
- Appropriateness of NQF Levels and Credit values.

Regional & International Cooperation and Strategic Links with other Qualifications Frameworks

The NQF gains more value through referencing processes with international qualifications frameworks. Such processes help recognize the national qualifications placed on the NQF, transfer experiences among countries, and establish basis for trust through understanding the offered qualifications by education and training systems in various countries.

Upon completing the comparison of the NQF with the National Framework of Qualifications of Ireland (NFQ), the GDQ seeks to compare and reference the NQF with various qualifications frameworks which will contribute to developing the NQF. Moreover, the General Directorate has an active role in establishing the Gulf Qualifications Framework (GQF)—which links the Bahrain NQF with other Gulf Cooperation Council countries' qualifications frameworks, enhances transparency among the Gulf education and training systems, allows the freedom of transfer of learners by unifying qualifications referencing standards, and enhances the concept of lifelong learning.

In seeking to strengthen the ties of mutual -cooperation with other qualifications frameworks and formulate joint strategic vision contributing to raising the education and training standards and exchanging experiences, the QQA signed a number of Memorandum of Understanding (MoUs) with-peer authorities. The QQA has signed MoUs with the National Qualifications Authority in UAE and Malaysian Qualifications Agency (MQA).

Moreover, GDQ staff members participated in a number of regional and international conferences and workshops

to present the Bahrain's leading NQF model. Some staff members were also selected as members in the advisory committees of NQF projects in the Kingdom of Saudi Arabia and Sultanate of Oman.

Spread of the NQF Culture

In seeking to spread the culture and awareness of the NQF developments and its importance to assure the quality of qualifications offered by different education and training institutions, the General Directorate, under the umbrella of the QQA, participated in a number of public and specialized education and training exhibitions in the Kingdom of Bahrain. These are the National Day Festival in Bahrain International Circuit, Bahrain Private Schools Fair in Bahrain International Exhibition & Convention Centre, and e-Government Authority Exhibition in Bahrain International Circuit.

The Directorate of Academic Cooperation & Coordination (DAC) conducted NQF induction workshops in which it linked the NQF processes with the education and training institutions practices. It also organised some specialised workshops for various education and training specialist bodies across the Kingdom of Bahrain, official delegates, professional societies and various targeted committees that will benefit from the NQF.

The DAC published the NQF forms and guidelines, level descriptors, institutional listing standards, and the NQF General Policies on the QQA website: www.qqa.gov.bh, and these documents are updated periodically.

Concluding Remarks:

The GDQ will continue its initiatives and operations relating to the conduct of capacity building workshops for the members of education and training institutions as well as training of different specialised members to take part in the institutional listing evaluation and qualification placement validation panels. Institutional listing and qualification placement applications will be received from the scheduled education and training institutions upon their submission of the registration in the NQF request, where the GDQ will process and evaluate the applications before being placed on the NQF. In cooperation with the relevant stakeholders, the GDQ will commence the credit framework project that will effectively contribute to the qualifications design and development.

CONCLUSION



"The achievements of an organization are the results of combined efforts of each individual."

Vince Lombardi



Directorate of Human Resources
& Financial Affairs

More than seven years after its establishment, the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) continues in its work of reviewing performance and promoting the quality assurance concept and culture. This applies not only among education and training institutions but also among other stakeholders and parties concerned with the education process. QQA is driven by its belief in the nobility of its objective and its sincerity in ensuring job sustainability, carrying out its mandate to create world class education and training sectors.

In line with its objectives and duties, the magnitude of QQA's achievements is apparent in its reviews of the performance of education and training institutions, whether pre-university or higher education, and in the conduct of national examinations. The functions of the National Qualifications Framework (NQF) have been assigned to QQA in 2012 and has been operating under its umbrella since late 2014, further emphasising QQA's importance, originality and inevitability of its work and the fairness in its judgments and descriptions of the educational system in the Kingdom. Its honesty, transparency and frankness are clearly demonstrated in its annual reports, manuals, publications and press releases. QQA's achievements were further confirmed in the forums and three conferences it has organised to discuss quality assurance issues in education, alongside sustainability and linking education outcomes with local, regional and international labour markets. In its determination to fulfill its mission, QQA's efforts focus on raising awareness of the meaning of quality in education and training, and in promoting and sustaining it. This supports its vision of being a leader in "fostering sustainable quality enhancement for world-class education and training sectors in Bahrain" and a driving force in achieving Bahrain's Economic Vision 2030.

Looking back at QQA's journey over the last few years and the developments in the education and training sectors, the conclusions provided in QQA's reports reveal differences between sectors and institutions in terms of quality achievement and sustainability. Effective management is needed to ensure quality of the educational system adopted by institutions with respect to their educational inputs and outputs, including curricula. Teachers, learning resources and aids, assessment methods and so on are all key to the success of education systems. The more efficient the management is, the more competitive the

educational system can become and the more consistent with the needs of local, regional and international labour markets its educational outputs are.

As we all know, education and training institutions vary in their ability to achieve credible levels of performance. It is apparent that, the more quality assurance support is received by institutions from licensed agencies, the more material and moral incentives they are provided with. Similarly, the more dominant the spirit of participation and work integration between institutions and relevant authorities is, the faster institutions can progress. This is exactly what is reflected in the report which compares the results reviewed in this report.

Nevertheless, the reports issued by QQA still indicate that many education and training institutions encounter ongoing challenges. Institutions which have achieved outstanding performance still face challenges related to maintaining their levels and sustaining performance quality. Institutions which do not achieve outstanding performance face greater challenges in striving to ensure consistency between systems and supporting policies and resources, to connect the efficiency of their performance with quality assurance processes in order to enhance and then sustain this efficiency.

During the last three years QQA has succeeded in convincing several institutions to reconfigure their qualifications in order to bring them to the desired level in line with the national framework and international standards. This has been achieved through the assignment of the National Qualifications Framework to QQA in late 2012, expansion in quality assurance, and QQA's development of a comprehensive framework for all levels of national qualifications and pilotry on a number of education and training institutions. In addition QQA has developed the necessary standards, policies and procedures for placing qualifications on the national qualifications framework. Therefore, by reviewing the performance of education and training institutions, conducting the national examinations and operating the National Qualifications Framework, QQA has played a key role in restructuring and driving the education and training systems toward the levels sought by the Kingdom of Bahrain in its Economic Vision 2030. However, QQA still has a long way to go in order to achieve the desired model for education in terms of our institutions and their educational outcomes.

This brings us to a number of conclusions regarding the progress and improvements required in the performance of education and training institutions in the Kingdom. Also considered are the challenges which institutions are still facing and striving to overcome, with the need to establish institutionalised beliefs in quality assurance and sustainability in line with the concepts broadly referred to in various parts of this report.

The Directorate of Higher Education Reviews (DHR) completed the first phase of programme reviews in 2011 and the first cycle of institutional quality reviews in 2013. The second phase of the academic programme reviews started in May 2012 and will end in 2017. By 2015, programmes of Medicine, Health Sciences, IT, Business Administration and Law have been reviewed. At institutional level, QQA had completed one cycle of quality reviews of higher education institutions where the effectiveness of quality assurance procedures was in place in each institution. The results of follow-up reviews to assess each institution's level of addressing QQA's recommendations indicate that improvements have been made in a number of areas, with almost half of the higher education institutions achieving 'sufficient progress' or better. There is also major progress in developing frameworks, policies and mechanisms as identified in QQA's reports. It is worth mentioning that all higher education institutions, including those which received 'insufficient progress' judgments in QQA's monitoring visits, have developed and implemented internal quality assurance systems, although the effectiveness of these systems in achieving sustainable quality varies.

The outcomes of published academic programmes reviews show improvement in their quality. A notable percentage of programmes show progress in satisfying the four key Indicators which revolve around the learning programme, its efficiency, the academic standards of graduates and the effectiveness of quality assurance management. This can be attributed to these institutions benefiting from the implementation of recommendations of previous reviews. Closing down a number of underperforming programmes has also helped improve the general image of programmes currently offered by higher education institutions. However, generally speaking there are still challenges, referred to in the review reports and emphasised in the recommendations related to the importance of working toward developing an integrated

framework for improving underperforming programmes. These include clearly defining desired and appropriate learning outcomes; adopting admission policies that are suitable for the programme needs; providing appropriate infrastructure and faculty to ensure the quality of the provision; ensuring that assessment tools are in line with programme levels, subjects and intended learning outcomes to ensure academic standards of the graduates; ensuring sustainable development of the programmes so that they can graduate Bahraini citizens who can compete in regional and international labour markets.

In October 2014 **the Directorate of Vocational Reviews (DVR)** completed the second review cycle it started in January 2012, having reviewed 99 training institutions, and initiated the third review cycle (first stage). The results of the quality assurance review reports in the second cycle, which were published by QQA, indicate that training institutions achieved remarkable improvements in their performance as compared to the first cycle. The percentage of institutions which received 'good' or higher judgments doubled. The results also show an increase in the percentage of training institutions receiving 'satisfactory' or higher judgments in terms of the effectiveness of teaching and learning processes, and offering programmes which better meet life skills and employment requirements in line with international standards while developing better assessment methods. By comparing trainees' achievements, the effectiveness of teaching and learning, support and guidance, and leadership and management, the percentage of institutions which received satisfactory or higher judgments in the second review cycle regarding the quality of programmes offered was very high. By comparing the results of the first and second cycles we find that most progress was concentrated in the quality of programmes offered and the effectiveness of trainees' support and guidance. This shows awareness of the quality assurance culture by education and training institutions in general. The results of the second cycle also indicate a remarkable improvement in the quality of self evaluation conducted by institutions. This supports one of the main requirements in vocational training institutions according to QQA's reports, being the need to develop and increase trainees' competencies in line with labour market requirements. Other key needs are improving and constantly monitoring training, guidance and assessment processes in order to introduce the necessary improvements that will ensure

outcomes' quality and efficiency. Partners particularly the Ministry of Labour, played a key role in this remarkable improvement due to linking the development of training institutions' performance with training levy; which helped these institutions improve their performance in order to stay in the market and have a share of said levy.

In December 2014 **the Directorate of Government Schools Review (DGS)** completed the second review cycle, having reviewed 206 government schools. The recommendations to schools encompassed in the reports on these reviews highlight and incorporate strengths and areas for improvement. The results of the comparison between the first and second review cycles also emphasise several aspects, the most important of which is the need to develop strategic and action plans for schools which received 'Satisfactory' and 'Inadequate' judgments. These will directly contribute to the improvement and development of the schools, which also need to focus on benefiting from the best practices of good and outstanding schools in order to develop students' skills in core subjects, particularly English. The results of schools with 'Inadequate' performance in both cycles also emphasise the need for immediate intervention by stakeholders to ensure that students receive quality education, particularly in schools which retained their 'Inadequate' levels in both cycles; this is inconsistent with achieving the objectives of Bahrain's Economic Vision 2030. We should not forget the impact of educational and administrative staff stability on the quality of provision and this must, therefore, be improved in order to ensure a positive and sustainable change. Equally important is filling any shortage in human resources, particularly of senior teachers and teachers of core subjects, while developing policies that ensure that the performance gap between boys and girls is minimised. Of particular importance, in the ability to improve students' academic achievement by working to increase boys' motivation to learn, meet their different educational needs in line with their age groups, and develop teaching methods, new management techniques, human resources professionalism and training methods. The reports also indicate the need for developing the school environments in certain schools, including improving the shortfalls in facilities and learning resources and ensuring the safety of facilities in general.

In December 2014, the Directorate of Private Schools and Kindergartens Review (DPS) completed the first

cycle of private schools reviews, having reviewed 62 private schools most of which are co-educational. The second review cycle was initiated in April 2015. In its reports on these schools, QQA was keen to highlight strengths and areas for improvement. Among the main positive results of the first review cycle in good and outstanding schools were the effectiveness of school leadership, efficiency of human resources and richness and good utilisation of learning resources. However, the percentage of schools which received an 'Inadequate' judgment is worrying and presents a challenge that drives boards of directors and other stakeholders of private schools to improve overall performance and address and overcome challenges. More than one third of private schools face difficulties in terms of their capacity to improve. The reports also show that students' achievement in lessons and assignments mostly does not correlate with the high results shown in school tests or internal and external examinations. This requires private schools and their technical departments to conduct more thorough reviews of the tests and examinations development processes. Students' personal development in private schools was prominent due to their good teamwork abilities and confident participation in school life. This aspect, as a key output, is inconsistent with schools' processes, which requires them to employ this progress in the development of teaching and learning processes. Students' support processes were even less effective. The areas in which private schools can further improve their processes include teaching practices associated with teaching and learning strategies, assessment techniques and accuracy, support provided to students of various needs and abilities both in and outside classrooms, classroom management and relevant processes, and diversification of extra-curricular activities and curriculum provision methods. Leadership and management results indicate major room for improving practices in these areas in schools which received 'Inadequate' judgments, particularly in aspects relating to strategic planning processes, self-assessment, development of strategic and operational objectives and performance indicators and their accuracy. Private schools have the opportunity to improve their performance by establishing internal quality departments within their organisational structures, to monitor internal quality control processes.

In the Directorate of National Examinations (DNE), the efforts exerted in conducting the national examinations



2015 for Grade 3 and Grade 12 were prominent. QQA's reports on the results of national examinations for Grade 3 students show that the national average performance score in 2015 was 2.13 in Arabic, 0.94 in mathematics and 4.09 in English; and although the highest average performance score in 2015 was in English, the biggest improvement in this year compared to the last year was in Arabic. The results of cumulative percentages relating to subject-specific performance scores for Grade 3 students indicate that more than half the students who took part in national examinations managed to almost achieve the performance score of 4.0 or higher in English. In Arabic less than one quarter of participating students managed to achieve this level, and only a very small group of students managed to achieve this level in mathematics. While in Arabic, the average performance in 'writing' skills was somewhat better than that in 'reading and listening', whereas the results in English were the opposite as students' best performance was in 'reading and listening' with a minor improvement in the average performance score in 'writing'. The results of Grade 3 in mathematics continued to fall in both mathematical knowledge and the use and application of mathematics. Grade 12 students' performance level in 2015 was better than in 2014 both in Arabic and problem solving, while the performance in English showed a minor decline. Overall, and despite the improvement in certain national examinations in 2015 compared to 2014, the educational outputs, at least for Grades 3 and 12, have not yet reached the expected level. By comparing the performance of Grades 3 and 12 male and female students in government schools, it is seen that girls outperform boys in all national examinations. These results in general highlight the importance of focusing on developing students' key skills, in line with their cognitive development and QQA's recommendations in school review reports.

The General Directorate of National Qualifications Framework (GDQ) was established in late 2012 and started operating the National Qualifications Framework in late 2014 in accordance with the Framework's general policies. Two higher education institutions managed to satisfy all institutional listing requirements during the period from February to June 2015. GDQ also strives to promote the culture of and introduce the National Qualifications Framework by organising workshops introducing its work and linking it with the practices of education and training institutions. Meanwhile it has been receiving institutional

listing applications from other education and training institutions in the Kingdom of Bahrain, seeking to obtain institutional listing and qualifications placement within the National Qualifications Framework.

QQA continues to work hard toward achieving its vision of sustainable quality and development of education and training institutions while enhancing the quality of their outcomes and linking them to labour market requirements and needs. This will better enable the institutions to participate in supporting comprehensive development of the Kingdom of Bahrain and regional and international markets in line with the Economic vision 2030. QQA continues to build on the results of the efforts of previous years by participating in various initiatives, which will be discussed in detail in later sections. These include organising, in February 2015, its third conference in the Kingdom of Bahrain under the patronage of His Highness Sheikh Mohammad Bin Mubarak Al-Khalifa, the Deputy Prime Minister and Chairman of the Supreme Council of Education and Training Development (SCETD). QQA also participates with its partners in international forums and regional and international quality assurance networks, thereby winning the bid to host the conference of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) to be held in the Kingdom of Bahrain at the same time as QQA's fourth conference in 2017. In order to enhance confidence in its efforts and in line with its vision and objectives, QQA underwent an external review by INQAAHE which confirmed QQA's full compliance with ten of INQAAHE's guidelines for good practices and best practices guidelines for its reviews of education and training institutions in the Kingdom. In the upcoming year of 2016, QQA will continue its journey toward fulfilling its mission by performing its main functions and building the capacities of its internal directorates and local partners according to their respective needs. Five local forums will be organised on various subjects relating to quality in education and training.



المؤتمر الثالث
للهيئة الوطنية
للمؤهلات وضمان جودة
التعليم والتدريب

THE THIRD
QA
CONFERENCE

Under the patronage of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training, the Third Conference of the National Authority for Qualifications & Quality Assurance of Education & Training (QQA) titled: 'Quality Education & Training: Sustainability & Employability', was held in the Kingdom of Bahrain on 18 and 19 February 2015.

The Conference aimed at exploring the importance of the sustainability of quality and development in the education and training institutions, as well as enhancing the quality of their learning outcomes and linking them to the labour market needs and requirements. This is to contribute to the support of the total development of the Kingdom of Bahrain and the regional and global labour market in line with the Bahrain Economic Vision 2030. The Conference provided a real opportunity for educators and experts to keep abreast with the latest local, regional and international practices in the field of quality assurance of education and training and the results of their application; and the mechanisms of enriching the Bahrain model through the application of international best practices.

The following themes were discussed in the Conference sessions:

- The Idea of a Qualifications Framework (NQF).
- Setting New Directions for EQA in Education: Balancing the Competing Needs of Diverse Stakeholders.
- Developing of the Labour Market Infrastructure.
- Bridging Gaps between Research, Policy and Practice to Build 21st Century Education Systems.
- The Role of Tamkeen in Support & Capacity Building in Bahrain.
- Using TIMSS to Consider Education Achievements and Aspirations in Bahrain.
- Educational Leadership and Policy: Addressing Gaps for Sustainability.
- Global Economics Changes and Local Market.

- The Role of External Review Activities in Supporting Sustainable Quality Systems in Higher Education.
- How Can VET Contribute to Addressing the Needs of Industry and Business World?

Over 600 participants, interested in improving the quality of education and from a number of countries, took part in the Conference. There were delegates from schools, vocational providers, higher education institutions, and national examinations centres. A group of regional and international experts from education and training institutions and quality assurance agencies contributed also.

The Conference Agenda included four presentations for keynotespeakers. These were on the following topics:

- H.E. Jameel Humaidan, Minister of Labour & Social Affairs discussed "The Development of the Labour Market Infrastructure" and reviewed the initiatives and projects of the Government of the Kingdom of Bahrain over the past few years and their role in the development of the labour market and the work force
- Shaikh Mohamed Bin Essa Al Khalifa, Chairman of Labour Fund "Tamkeen", discussed the "Support for Bahrainis and Enhancing their Capacity", and the efforts exerted by Tamkeen through partnerships with various institutions and authorities in the public and private sectors to address the challenges facing the labour market in the Kingdom by "bridging gaps, gaining skills and providing job opportunities for Bahrainis in both sectors".
- Under the theme "Educational Leadership and Policy: Addressing Gaps for Sustainability", Shaikh Hisam Al Khalifa, Undersecretary for Resources and Services, Ministry of Education, discussed the national initiatives to develop the Kingdom's education and training sectors. These initiatives include the development of vocational secondary education, Bahrain Teacher's College (PTC), Bahrain Polytechnic, and the National Authority for Qualifications & Quality Assurance of Education & Training.
- Mr. Ausamah Al Abssi, Chief Executive of LMRA reviewed "The Global Economic Changes and Local

Labour Market" and discussed the impact of the regional and international changes on the Kingdom's economy taking into account the competition between the local and expatriate workers.

The Conference Agenda included the organisation of five conference-related workshops in which a vast group of participants interested in education and training sectors across the Kingdom and from abroad took part. They covered topics on the importance of the quality assurance of education and training sectors, realization of the sustainable quality in the labour market, and the review of various quality assurance applications and mechanisms to enhance the quality assurance practices in the education and training institutions. The following topics were discussed:

- The DGS and DPS workshop was organised under the title 'Leadership for sustainability: Schools as 21st Century Learning Environments'. It was delivered by Prof. Clive Dimmock, professor of leadership and professional learning from Robert Owen Centre for Learning Transformation.

The focus was on the role of effective school leadership in driving the school improvement and development. This role is considered one of the most significant factors in creating a supporting and motivating learning school environment which contributes in turn to creating innovative and creative learning communities in the 21st century.. So that it is in those schools the link between the education policies and teaching practices is established, along with the optimum employment of available resources, in order to achieve the desired improvements.

- The DVR workshop was presented by Mr. David Collins, Director of United Pioneers System and CEO of Chapel House Training and Consultancy, UK. Its theme was 'Innovative Methods in Teaching and Training'. He reviewed the latest international trends in developing training and quality assessment methods. Mr. Collins also presented the most effective training methods and the most important models in this field to enhance the participants' experiences.
- The DHR organised a workshop entitled "Benchmarking in Higher Education". It focused on the theme of 'benchmarking' as a continuous and systematic

process of providing basic information and data that help the institute improve its overall performance. The participants took part in a number of practical activities on benchmarking as well.

- The DNE workshop was held under the theme 'Using TIMSS to Consider Education Achievements and Aspirations in Bahrain'. The workshop was delivered by Prof. Ina V.S. Mullis, CEO of the International Study Center, Boston University, and Mr. Michael O. Martin, CEO of TIMED Tests, the International Study Center, Boston University. They presented a brief on TIMSS assessment frameworks in mathematics and science for Grades 4, 8 and 12 with a special focus on TIMSS items in mathematics and science within the international assessment frameworks and achievements.

The history of the development of such frameworks in collaboration with 60 countries worldwide was explored. Also, a detailed description of curriculum and educational practices that provide a strong basis for the first cycles of education was provided. These curriculum are important to achieve excellence in the subsequent cycles of education and enhance the future employability of students. The facilitators also reviewed the overall performance of Bahrain's students by presenting TIMSS items and comparing them with other countries.

- The GDQ workshop was organised under the theme 'Qualifications for Employability'. It discussed the most significant challenges the NQF seeks to resolve by linking the national qualifications and the labour market needs. Mr. Simon Peters, an expert in validation standards and judgments from TRIBAL Est., UK, displayed the international models of validation of qualifications and explored the importance of the used tools to activate the validation of qualifications. Participants took part in a number of practical activities on how to validate qualifications by 'the validation of qualifications simulation' exercise using the NQF validation standards.

In addition to the above-mentioned workshops, the Conference Agenda included 15 parallel sessions on all aspects of education and training sectors, as well as poster sessions in which participants from the QQA staff and other institutions took part.

The 4th QQA Conference will be held in 2017 concurrently with the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Conference scheduled for the same year and which will be hosted by the QQA. The QQA participated in the INQAAHE 2015 Conference in the United States, which led to awarding the QQA the right to organize the INQAAHE 2017 Conference in the Kingdom of Bahrain.

The INQAAHE Conference is the biggest scientific gathering in the field of quality assurance and attracts thousands of quality assurance experts across the world.

The QQA took part in the 2nd Arab Network for Quality Assurance in Higher Education (ANQAHE) Conference. The 2nd ANQAHE Conference titled 'Quality Assurance of Education in the Arab World' was held in collaboration with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the German Academic Exchange Service (DAAD), the Supreme Council of Universities, the National Authority for Quality Assurance and Accreditation of Education (ANQAHE) in the Arab Republic of Egypt during 6-8 June 2015.

In her capacity as the president of the Arab Network for Quality Assurance in Higher Education (ANQAHE), Dr. Jawaher Al Mudhahki, QQA CEO, Kingdom of Bahrain, stressed the importance of the development of higher education sector in the Arab region, and the significance of bringing about a qualitative leap in this sector. In light of the on-going economic globalization, the global competitiveness index makes it imperative for countries to work in order to bring up a generation of citizens who are capable of carrying out their tasks and duties effectively and efficiently. Moreover, they should adapt to the increasing changes, which are characteristics of the global competitiveness and establish a rigorous and reliable education and training system.

The QQA presented three papers in the 2nd (ANQAHE) Conference:

- The first QQA paper was presented by Dr. Tariq Al Sindi, GDQ General Director and ANQAHE Secretary-General. He reviewed the analytical findings of the study on Cross-Border Higher Education (CBHE) Project. The study assesses the situation of Quality Assurance in Cross-Border Higher Education (QA-CBHE) in the Arab region in terms of legal framework, criteria and procedures used, and how they differ from those used for traditional higher education delivery forms. It also assesses the role of national QA agencies in QA-CBHE, identifies good practice in existing collaboration between these agencies, and in collaboration between QA agencies in developed countries and between institutions; identifies the main obstacles and challenges in QA-CBHE and examines ways of addressing these issues.
- Dr. Wafa Almansoori, Senior Director at DHR, presented the second QQA paper. She pointed out that since

the beginning of the year 2000; quality assurance has become one of the main topics for discussion amongst higher education institutions, academic bodies and decision makers. This need to ensure quality is attributed in fact to the increased demand for higher education and the increasing pressure on higher education intuitions. According to Dr. Al-Mansoori, the demand for higher education has currently reached an unprecedented growth resulting in the establishment of new higher education institutions operating in the Arab region, most of which are private institutions. Youth, under the age of 25 are estimated to represent 60% of the overall population of the region. This puts increasing pressure on the higher education sector to grow at a greater rate. Therefore, there is an urgent need to ensure the quality of provision and outcomes offered by these institutions.

- The third QQA research paper was presented by Esmat Jaffar, Director at GDQ. Mrs. Jaffar reviewed the Bahrain experience in the establishment and implementation of the National Qualification Framework (NQF) which was established to encounter the challenges faced in the education and training sectors, and to overcome them through the implementation of a comprehensive NQF that covers all sectors of education and training in the Kingdom of Bahrain. She stated that the NQF achieves quality learning outcomes, enhances the value of qualifications, and contributes to creating competitive opportunities in the labour market. Consequently, the education and training sectors will be developed and the national workforce will help achieve a sustainable economy and Bahrain's Economic Vision 2030.

Over 135 participants, interested in the higher education and from a number of Arab and foreign countries, took part in the Conference six sessions; namely: Egypt, Kingdom of Bahrain, Sultanate of Oman, Jordan, Kuwait, UAE, Canada, France, Germany, England, Sweden, and the United States of America.



Certificate of GGP Alignment

INQAAHE certifies that
**NATIONAL AUTHORITY FOR QUALIFICATIONS & QUALITY
ASSURANCE OF EDUCATION AND TRAINING (QQA),
KINGDOM OF BAHRAIN**

comprehensively adheres to
INQAAHE Guidelines of Good Practice (GGP)

Period of validity: from 6 July 2015 to 6 July 2020

Jagannath Patil
INQAAHE President, 2015-2018

The National Authority for Qualifications & Quality Assurance of Education & Training (QQA) applied for an external quality review by the International Network of Quality Assurance Agencies in Higher Education (INQAAHE). The Network was invited to assess QQA's performance and consistency in line with its Guidelines of Good Practice (GGP). This action underlines the values of transparency, credibility and professionalism which govern QQA's work and reaffirms the confidence it has gained from the education and training institutions in

the Kingdom of Bahrain. The QQA explained its practice and compliance with international quality assurance standards in the QQA's self-evaluation report submitted to the Network on 13 January 2015.

On 3-5 March 2015, the external quality Review Panel conducted a site visit at QQA to assess its compliance with GGP. During the site visit, the QQA practices were assessed, and interviews with QQA staff and representatives of the QQA main stakeholders were conducted. The judgments were as follows:

No.	Good Practice Standards	Judgment
1.	The Governance of the EQAA	Fully compliant
2.	Resources	Fully compliant
3.	Quality Assurance of the EQAA	Fully compliant
4.	Reporting Public Information	Fully compliant
5.	The Relationship between the EQAA and Higher Education Institutions	Fully compliant
6.	The EQAA's Requirements for Institutional / Program Performance	Fully compliant
7.	The EQAA's Requirements Institutional Self-Evaluation and Reporting to the EQAA	Fully compliant
8.	The EQAA's Evaluation of the Institution and/or Program	Fully compliant
9.	Decisions	Substantially compliant
10.	Appeals	Substantially compliant
11.	Collaboration	Fully compliant
12.	Transnational/Cross-Border Higher Education	Fully compliant

Based on the external quality Review Panel results, the meetings held at the QQA, and the Authority's self-evaluation report, the INQAAHE Board issued a certificate and a review report which states that the QQA has successfully passed the external review. The QQA was found fully compliant with ten out of the twelve standards included in the INQAAHE's Guidelines of Good Practice (GGP), and was fully committed to applying best practices GGP in reviewing the education and training institutions in Bahrain. The report also commended the good practices put in place by the QQA, and included areas for improvement.

As a result of the INQAAHE review, the QQA is accredited as an organization which satisfies the INQAAHE's good standards. The QQA review report is published on the INQAAHE website: www.inqaahe.org.

The INQAAHE was established in 1991 with only 8 members. Today, the number of its members exceeds 250, of which 14 members form the INQAAHE Board of Directors representing 14 quality assurance agencies in higher education all over the world.



"Communication is to satisfactory interpersonal relationships as breathing is to life. Effective communication can be both taught and learned."

Virginia Satir



Directorate of Communications
& Chief Executive Office

HIGHER EDUCATION INSTITUTIONS PUBLISHED REPORTS* 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	Royal College of Surgeons in Ireland - MUB	2011	5	9	23	Adequate progress
5	Delmon University	2011	0	9	32	Adequate progress
6	Gulf University	2011	1	4	40	Adequate progress
7	Arab Open University- Bahrain	2011	6	3	15	Inadequate progress
8	Royal University for Women	2011	3	2	19	Inadequate progress
9	Applied Science University	2012	2	7	34	Inadequate progress
10	Kingdom University	2012	1	3	36	Inadequate progress
11	University College of Bahrain	2011	2	2	41	Inadequate progress
12	AMA International University – Bahrain	2011	0	0	47	Inadequate progress
13	New York Institute of Technology – Bahrain	2009	0	1	42	Not applicable
14	Birla institute of Technology	2008	4	3	17	Not applicable

* Reports are published on the QQA website www.qqa.gov.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

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	University College of Bahrain	2011	2	Limited confidence	Successfully met recommendations	
6	Applied Science University	2010	2	Limited confidence	Successfully met recommendations	
7	Gulf University	2010	3	Limited confidence	Not Satisfactory	
8	Birla Institute of Technology - Bahrain	2009	3	Limited confidence	-	-
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 QQA website www.qqa.gov.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 (4 Indicators satisfied)
3	Kingdom University	2012	2	Limited confidence	Successfully met recommendations (4 Indicators satisfied)
4	Delmon University of Science and Technology	2010	0	No confidence	
5	Gulf University	2010	0	No confidence	

MASTER OF INFORMATION TECHNOLOGY

#	Institution	No. of Satisfied Indicators	Year of last review	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

HIGHER EDUCATION PROGRAMMES-WITHIN-COLLEGE REVIEWS*
FIELD OF MEDICINE AND HEALTH SCIENCES

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

* Reports are published on QQA website www.qqa.gov.bh



HIGHER EDUCATION PROGRAMMES-WITHIN-COLLEGE REVIEWS FIELD OF IT & COMPUTING

#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion	Follow-up Review Conclusion
1	University of Bahrain Bachelor of Science in Information System	4	2013	Confidence	
2	University of Bahrain Bachelor of Science in Computer Science	4	2013	Confidence	
3	University of Bahrain Bachelor of Science in Computer Engineering	4	2013	Confidence	
4	Ahlia University Bachelor in Distributed Systems and Multimedia	4	2013	Confidence	
5	Ahlia University Bachelor in Information Technology	4	2013	Confidence	
6	Ahlia University Master in Information Technology and Computer Science	4	2013	Confidence	
7	Arab Open University B.Sc. in Information Technology and Computing - Faculty of Computer Studies	4	2013	Confidence	
8	Royal University for Women Bachelor of Science in Computer Science - Faculty of Information Technology	1	2013	No confidence	
9	Royal University for Women Bachelor of Science in Information Technology- Faculty of Information Technology	1	2013	No confidence	
10	AMA International University – Bahrain Master of Science in Computer Science - College of Computer Studies	0	2013	No confidence	
11	Gulf University BSc in Computer Communications Engineering – College of Computer Engineering and Sciences	0	2013	No confidence	
12	Gulf University BSc in Computer Engineering and Information Systems– College of Computer Engineering and Sciences	0	2013	No confidence	
13	University College of Bahrain BSc in Information Technology	2	2015	Limited confidence	Inadequate Progress
14	AMA International University – Bahrain Bachelor of Science in Computer Science - College of Computer Studies	1	2015	No confidence	Inadequate Progress

HIGHER EDUCATION PROGRAMMES-WITHIN-COLLEGE REVIEWS FIELD OF BUSINESS

#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
1	University of Bahrain Bachelor of Science in Marketing	4	2014	Confidence
2	University of Bahrain Bachelor of Science in Business Management	4	2014	Confidence
3	University of Bahrain Bachelor of Science in Accounting	4	2014	Confidence
4	University of Bahrain Bachelor of Science in Banking and Finance	4	2014	Confidence
5	University of Bahrain Master in Business Administration	4	2014	Confidence
6	Ahlia University Bachelor Degree in Banking and Finance	4	2014	Confidence
7	Ahlia University Bachelor Degree in Economics and Finance	4	2014	Confidence
8	Ahlia University Bachelor Degree in Accounting and Finance	4	2014	Confidence
9	Ahlia University Bachelor Degree in Management Information Systems	4	2014	Confidence
10	Ahlia University Bachelor Degree in Management and Marketing	4	2014	Confidence
11	Ahlia University Master Degree in Business Administration	4	2014	Confidence
12	Arab Open University BA in Business Administration Systems	4	2014	Confidence
13	Arab Open University Master of Business Administration offered by (OUM) & hosted by AOU	4	2014	Confidence
14	Bahrain Polytechnic Bachelor of Business	4	2014	Confidence
15	Bahrain Polytechnic Bachelor of International Logistics Management	4	2014	Confidence

HIGHER EDUCATION PROGRAMMES-WITHIN-COLLEGE REVIEWS (Continued)
FIELD OF BUSINESS

#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
16	Royal University for Women Bachelor of Banking and Finance	4	2014	Confidence
17	Royal University for Women Bachelor of Human Resources	4	2014	Confidence
18	Royal University for Women Bachelor of International Business	4	2014	Confidence
19	Applied Science University Bachelor in Accounting	4	2014	Confidence
20	Applied Science University Bachelor in Accounting and Finance	4	2014	Confidence
21	Applied Science University Bachelor in Business Administration	4	2014	Confidence
22	Applied Science University Master in Business Administration	4	2014	Confidence
23	Applied Science University Master in Human Resources	4	2014	Confidence
24	Kingdom University Bachelor of Finance and Accounting	4	2014	Confidence
25	Kingdom University Bachelor of Finance and Banking	4	2014	Confidence
26	Kingdom University Bachelor of Business Management	4	2014	Confidence
27	Applied Science University Bachelor in Management Information Systems	3	2014	Limited Confidence
28	Applied Science University Bachelor in Political Science	3	2014	Limited Confidence
29	Applied Science University Master in Accounting and Finance	3	2014	Limited Confidence
30	AMA International University Bachelor of Science in Business Informatics	2	2014	Limited Confidence
31	University College of Bahrain Bachelor of Business Administration	2	2014	Limited Confidence

HIGHER EDUCATION PROGRAMMES-WITHIN-COLLEGE REVIEWS (Continued)
FIELD OF BUSINESS
















#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
32	AMA International University Master in Business Administration	0	2014	No Confidence
33	AMA International University Bachelor of Science in International Studies	0	2014	No Confidence
34	University College of Bahrain Master of Business Administration	0	2014	No Confidence

DIRECTORATE OF VOCATIONAL REVIEWS*

#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
1		Capital Institute	1: Outstanding	
2		British Language Centre	1: Outstanding	
3		Institute of Finance	1: Outstanding	
4		Bahrain Institute for Banking and Finance (BIBF)	1: Outstanding	
5		Genetech Training & Development	1: Outstanding	
6		Kumon- Bahrain	1: Outstanding	
7		Al Mashreq Training (previously Arabian East Training Center)	1: Outstanding	
8		Gulf Aviation Academy (GAA)	1: Outstanding	
9		Al Moalem Institute	2: Good	2: Good
10		Safety Training & Consultants Center	2: Good	2: Good
11		Bahrain International Retail Development Center (BIRD)	3: Satisfactory	2: Good
12		Human Performance Improvement (HPI)	3: Satisfactory	2: Good
13		The Training Centre of the Bahrain Society of Engineers	4: Inadequate	2: Good
14		Daar Al Maarefa Language Centre	2: Good	
15		Sylvan Learning Centre-Bahrain	2: Good	










* Reports are published on QQA website www.qqa.gov.bh

DIRECTORATE OF VOCATIONAL REVIEWS* (Continued)

#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
16		Bahrain Institute of Hospitality & Retail (BIHR)	2: Good	
17		Berlitz Training Centre	2: Good	
18		Gulf World Institute for Career Development & Quality	2: Good	
19		American Cultural & Educational Centre	2: Good	
20		Golden Trust for Management & Commercial Training & Consultancy	2: Good	
21		Gulf Insurance Institute	2: Good	
22		RRC Middle East	2: Good	
23		Victory Training & Development Institute (VTDI)	2: Good	
24		A.I.T Centre	2: Good	
25		Dynamics Training Institute	2: Good	
26		Berlitz Language Center - Bahrain	2: Good	
27		Impact Training Institute	2: Good	
28		Harvest Training Centre (Previously Al Hassad Training Center)	2: Good	
29		Neo vartis Training Centre	2: Good	
30		Yellow Hat Training s.p.c	2: Good	

* Reports are published on QQA website www.qqa.gov.bh

DIRECTORATE OF VOCATIONAL REVIEWS* (Continued)

#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
31		ILC Training	2: Good	
32		Emic Training	2: Good	
33		Logic Institute for Training & Human resource Development	2: Good	
34		Thinksmart for development & Training	2: Good	
35		Bridge Training Solutions	2: Good	
36		London Training Center	2: Good	
37		Taylos Human Development	2: Good	
38		Al-Wasat Training and Development institution	2: Good	
39		AlGadh Training Institute	2: Good	
40		Ernst and Young Training Center	2: Good	3: Satisfactory
41		Al Banna Training Institute	3: Satisfactory	3: Satisfactory
42		National Institute of Technology (NIT)	4: Inadequate	3: Satisfactory
43		National Institute for Industrial Training	3: Satisfactory	
44		Modern Institute of Science & Computer	3: Satisfactory	

* Reports are published on QQA website www.qqa.gov.bh

DIRECTORATE OF VOCATIONAL REVIEWS* (Continued)

#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
45		Bahrain Training Institute (BTI)	3: Satisfactory	
46		Excellence Training Solutions	3: Satisfactory	
47		Flextrain for Training & Development	3: Satisfactory	
48		Horizons for Human Resource Development	3: Satisfactory	
49		I Design Training centre	3: Satisfactory	
50		AI - Badeel for Training Development	3: Satisfactory	
51		Al Jazeera Modern Institute	3: Satisfactory	
52		Bait Al Taleem Institute	3: Satisfactory	
53		Deena Institute of Technology	3: Satisfactory	
54		Design Technology Training Center	3: Satisfactory	
55		Gulf International Institute	3: Satisfactory	
56		Industrial Petroleum Training Services (I.P.T.S.)	3: Satisfactory	
57		Leaders Institute for Training & Development	3: Satisfactory	
58		Osho Training	3: Satisfactory	
59		Projacs Training Centre	3: Satisfactory	

* Reports are published on QQA website www.qqa.gov.bh



DIRECTORATE OF VOCATIONAL REVIEWS* (Continued)

#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
60		Success Training Centre (STC)	3: Satisfactory	
61		Prestige Training Human Resources Institute	3 : Satisfactory	
62		Al Adwha Institute	3: Satisfactory	
63		Al Mawred Institute	3: Satisfactory	
64		Lingo Ease centre	4: Inadequate	
65		Al Amjaad Institute	4: Inadequate	
66		Global Institute for Management Science	4: Inadequate	
67		English Plus Institute	4: Inadequate	
68		Al Awael Learning Institute	4: Inadequate	
69		Inma Training and Development Centre	3: Satisfactory	
70		Score Training Institute	3: Satisfactory	
71		Marvel Management Training Institute	3: Satisfactory	
72		BAS Aircraft Maintenance Training (BAS-TC)	3: Satisfactory	
73		Beauty Face Institute	3: Satisfactory	
74		Investment for Training and development	3: Satisfactory	

* Reports are published on QQA website www.qqa.gov.bh

DIRECTORATE OF VOCATIONAL REVIEWS* (Continued)

#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
75		Novo-Tech Training	4: Inadequate	
76		Delmon Academy for Computer and Managerial Science (DACMS)	4: Inadequate	
77		Manama Training Centre	4: Inadequate	
78		Bahrain Institute	3: Satisfactory	
79		Bahrain Institute for Entrepreneurship & Technology (BIET) (previously Bahrain Institute for Technology)	3: Satisfactory	
80		Professional Training Institute/ (previously Al Amal Institute for Studies & Training)	3: Satisfactory	
81		Training Plus Institute (Previously New Horizons Computer Learning Centre)	3: Satisfactory	
82		Talal Abu-Ghazaleh Training Group	3: Satisfactory	
83		English Language Skills Centre	3: Satisfactory	
84		Aptech Computer Education	3: Satisfactory	
85		Hanan Training Institute	3: Satisfactory	
86		Management Development Centre	3: Satisfactory	
87		Future Institute for Training & Development (previously Al Meer Training Center)	4: Inadequate	
88		New Vision Training Institute (NTI)	4: Inadequate	
89		The Gulf Academy For Development of Human Resources	4: Inadequate	

* Reports are published on QQA website www.qqa.gov.bh



DIRECTORATE OF VOCATIONAL REVIEWS* (Continued)

#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
90		Al Hayat Institute for Human Resources Development	4: Inadequate	
91		Al Moheet Institute	4: Inadequate	
92		Brothers Training Development Institute	3: Satisfactory	
93		Regal Gulf Training Centre	3: Satisfactory	

* Reports are published on QQA website www.qqa.gov.bh

CULTURAL CENTRES

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








MONITORING VISITS TO INSTITUTIONS JUDGED 'INADEQUATE' *

#	Institutes receiving monitoring visits during Oct 2014- April 2015	First Monitoring visit**	Second Monitoring visit
1	Delmon Academy for Computer and Managerial Science	In progress	Sufficient progress
2	Global Institute for Management Science	Insufficient Progress	Insufficient Progress
3	Lingoease Language Centre for Young Learners and Adults	Insufficient Progress	
4	Al Hayat Institute for Human Resources Development	Insufficient Progress	
5	Al Awael Institute	Insufficient Progress	
6	Gulf Academy for development of Human Resources	Insufficient Progress	
7	English Plus Institute	Insufficient Progress	

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** 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.

DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS *

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

* Reports are published on QQA website www.qqa.gov.bh








DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
18		Hassan Bin Thabit Primary Boys School	3: Satisfactory	2: Good
19		Al-Mutanabbi Primary Boys School	2: Good	
20		Al-Manhal Primary Girls School	2: Good	
21		Al-Sanabis Primary Girls School	2: Good	
22		Zainab Intermediate Girls School	2: Good	
23		Al-Hidd Secondary Girls School**	2: Good	
24		Al-Safa Primary Girls School	2: Good	
25		Arad Primary Girls School	2: Good	
26		Al-Belad Al-Qadeem Primary Girls School	2: Good	
27		Fatima Bint Asad Primary Girls School	2: Good	
28		Gharnata Primary Girls School	2: Good	
29		Zubaidah Primary Girls School	2: Good	
30		Al-Zallaq Primary Intermediate Girls School	2: Good	
31		West Rifaa Primary Girls School	2: Good	
32		Zannoobia Intermediate Girls School	2: Good	
33		Al-Noaim Secondary Boys School	2: Good	
34		Al-Duraz Intermediate Girls School	2: Good	

* Reports are published on QQA website www.qqa.gov.bh

** Al-Hidd Intermediate Secondary Girls School Previously

DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
35		Jidhafs Secondary Girls School	2: Good	
36		Sitra Intermediate Girls School	2: Good	
37		Sitra Secondary Girls School	2: Good	
38		Omayma Bint Al-Noaman Secondary Commercial Girls School	2: Good	
39		Aali Intermediate Boys School	2: Good	
40		Sh. Mohamed Bin Isa Primary Boys School	2: Good	
41		Al-Qadsiah Primary Girls School	2: Good	
42		Al- Jazeera Primary Boys School	2: Good	
43		Almustaqbal Primary Girls School	2: Good	
44		Asma That Alnetaqain Primary Girls School***	2: Good	
45		Fatima Al-Zahra Primary Girls School	2: Good	
46		Hafsa Um Almoumineen Primary Girls School	2: Good	
47		Hamad Town Primary Girls School	2: Good	
48		Al-Muharraq Primary Girls School	2: Good	
49		Al-Nowaidrat Primary Girls School	2: Good	
50		Saar Primary Girls School	2: Good	
51		Sitra Primary Girls School	2: Good	

* Reports are published on QQA website www.qqa.gov.bh

*** Asma That Alnetaqain Primary Intermediate Girls School Previously

DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
52		Um Kalthoom Intermediate Girls School	2: Good	
53		Al-Daih Primary Intermediate Girls School	2: Good	
54		Al-Duraz Primary Girls School	2: Good	
55		Al-Nabeeh Saleh Primary Girls School	2: Good	
56		Al-Qudes Primary Girls School	2: Good	
57		Fatima Bint Alkhatab Primary Girls School	2: Good	
58		Qurtoba Intermediate Girls School	2: Good	
59		Sar Secondary Girls School	2: Good	
60		Sanad Primary Girls School	2: Good	
61		Shahrakan Primary Girls School	2: Good	
62		Bait Al-Hekmah Primary Girls School	2: Good	3: Satisfactory
63		East Rifaa Primary Girls School	2: Good	3: Satisfactory
64		Ruqaya Primary Girls School	2: Good	3: Satisfactory
65		Tubli Primary Boys School	2: Good	3: Satisfactory
66		Halima Al-Sa'adeyya Intermediate Girls School	3: Satisfactory	3: Satisfactory
67		Saba' Primary Girls School	3: Satisfactory	3: Satisfactory
68		Barbar Primary Boys School	3: Satisfactory	3: Satisfactory

* Reports are published on QQA website www.qqa.gov.bh

DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
69		Khadija Al-Kubra Intermediate Girls School	3: Satisfactory	3: Satisfactory
70		Um Al-Qura Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory
71		Al-Dheya Primary Boys School	3: Satisfactory	3: Satisfactory
72		Al- Alaa Alhadhrami Primary Boys School	4: Inadequate	3: Satisfactory
73		Al Wadi Primary Boys School	4: Inadequate	3: Satisfactory
74		Isa Town Intermediate Girls School	3: Satisfactory	
75		Mariam Bint Omran Primary Girls School	3: Satisfactory	
76		West Rifaa Intermediate Girls School	3: Satisfactory	
77		A'ali Primary Girls School	3: Satisfactory	
78		Safrah Primary Intermediate Girls School	3: Satisfactory	
79		Al-Khansa Primary Girls School	3: Satisfactory	
80		Balkees Primary Girls School	3: Satisfactory	
81		East Rifaa Primary Boys School	3: Satisfactory	
82		Hamad Town Primary Boys School	3: Satisfactory	
83		Jaw Primary Intermediate Girls School	3: Satisfactory	
84		Sar Primary Boys School	3: Satisfactory	
85		Salahuddeen Alayyoubi Primary Boys School	3: Satisfactory	

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DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
86		A'ali Primary Boys School	3: Satisfactory	
87		Ahmad Al-Umran Secondary Boys School	3: Satisfactory	
88		Al-Busaiteen Intermediate Girls School	3: Satisfactory	
89		Al-Yarmook Primary Boys School	3: Satisfactory	
90		Ibn Al-Nafees Primary Boys School	3: Satisfactory	
91		Al-Manama Secondary Girls School	3: Satisfactory	
92		Al-Sanabis Primary Boys School	3: Satisfactory	
93		West Riffa Secondary Girls School	3: Satisfactory	
94		Yathreb Intermediate Girls School	3: Satisfactory	
95		Alzallaq Primary Intermediate Boys School	3: Satisfactory	
96		Abu Alaala Almaari Primary Boys School	3: Satisfactory	
97		Alahd Alzaher Secondary Girls School	3: Satisfactory	
98		Al-Dair Primary Intermediate Girls School	3: Satisfactory	
99		Al-Hunaineya Primary Girls School	3: Satisfactory	
100		Al-Qayrawan Intermediate Girls School	3: Satisfactory	
101		Al-Imam Ali Primary Intermediate Boys School	3: Satisfactory	
102		Al- Rasheed Primary Boys School	3: Satisfactory	

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DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
103		Al-Razi Primary Boys School	3: Satisfactory	
104		Ibn Sina Primary Boys School	3: Satisfactory	
105		Jidhafs Secondary Technical School	3: Satisfactory	
106		Omar Bin Abdul Aziz Primary Boys School	3: Satisfactory	
107		Al-Rifaa Intermediate Boys School	3: Satisfactory	
108		Salmabad Primary Girls School	3: Satisfactory	
109		Hamad Town Secondary Girls School	3: Satisfactory	
110		Badr Al-Kobra Primary Boys School	3: Satisfactory	
111		Abdul Rahman Al-Nassir Primary Intermediate Boys School	3: Satisfactory	
112		Abu Bakr Al-Siddeeq Primary Boys School	3: Satisfactory	
113		Al-Jasra Primary Boys School	3: Satisfactory	
114		Al-Salmaniya Intermediate Boys School	3: Satisfactory	
115		Alta'awon Secondary Boys School	3: Satisfactory	
116		Buri Primary Boys School	3: Satisfactory	
117		Isa Town Primary Boys School	3: Satisfactory	
118		Al-Wafa'a Girls Secondary School****	3: Satisfactory	
119		Jaber Bin Hayian Primary Boys School	3: Satisfactory	

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**** Isa Town Secondary Commercial Girls School previously.

DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
120		Othman Bin Affan Intermediate Boys School	3: Satisfactory	
121		Sh. Isa Bin Ali Al-Khalifa Secondary Boys School	3: Satisfactory	
122		Al-Muharraq Secondary Girls School	3: Satisfactory	
123		Al-Ma'refa Secondary Girls School	3: Satisfactory	
124		Al-Salam Primary Girls School	3: Satisfactory	
125		Arad Intermediate Girls School	3: Satisfactory	
126		Askar Primary Intermediate Boys School	3: Satisfactory	
127		Khalid Bin Alwaleed Primary Boys School	3: Satisfactory	
128		Safeyia Bint Abdulmuttalib Primary Intermediate Girls School	3: Satisfactory	
129		Al-Sanabis Intermediate Girls School	3: Satisfactory	
130		Sakeena Bint Al-Hussain Primary Girls School	3: Satisfactory	
131		Tulaitela Primary Girls School	3: Satisfactory	
132		West Rifaa Primary Boys School	3: Satisfactory	
133		A'ali Intermediate Girls School	3: Satisfactory	
134		Abufiras Alhamadani Primary Boys School	3: Satisfactory	
135		Al-Busaiteen Primary Girls School	3: Satisfactory	
136		Al-Hedayah Al-Khalifia Secondary Boys School	3: Satisfactory	

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DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
137		Al-Hooraa Secondary Girls School	3: Satisfactory	
138		Al- Ja'afari Religious Institute	3: Satisfactory	
139		Al-Nuzha Primary Girls School	3: Satisfactory	
140		East Rifaa Intermediate Girls School	3: Satisfactory	
141		Jidhafs Primary Boys School	3: Satisfactory	
142		Nasiba Bint Ka'ab Primary Girls School	3: Satisfactory	
143		Primary Religious Institute	3: Satisfactory	
144		Al-Esteqlal Secondary Girls School	3: Satisfactory	
145		Isa Town Secondary Boys School	3: Satisfactory	
146		Isa Town Secondary Girls School	3: Satisfactory	
147		Omar Bin Al-Khattab Primary Intermediate Boys School	3: Satisfactory	
148		Um Alhassam Primary Boys School	3: Satisfactory	
149		Al-Hidd Intermediate Girls School	3: Satisfactory	
150		Al-Shorooq Secondary Girls School	3: Satisfactory	
151		Al-Qudaibia Primary Intermediate Boys School****	3: Satisfactory	4: Inadequate
152		Uqba Bin Nafe'a Primary Boys School	3: Satisfactory	4: Inadequate
153		Sh. Abdul Aziz Bin Mohd Al Khalifa Secondary Boys School	3: Satisfactory	4: Inadequate

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**** Al-Qudaibia Intermediate Boys School in Cycle 2.

DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
154		Tareq Bin Ziyad Intermediate Boys School	4: Inadequate	4: Inadequate
155		Arad Primary Boys School	4: Inadequate	
156		Al-Khalil Bin Ahmad Intermediate Boys School	4: Inadequate	
157		Al- Khamis Primary Boys School	4: Inadequate	
158		Ibn Rushd Intermediate Boys School	4: Inadequate	
159		Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	4: Inadequate	
160		Sitra Primary Boys School	4: Inadequate	
161		Ahmad Al-Fateh Primary Intermediate Boys School	4: Inadequate	
162		Al-Dair Primary Boys School	4: Inadequate	
163		Al-Hidd Primary Intermediate Boys School	4: Inadequate	
164		Ammar Bin Yaser Primary Boys School	4: Inadequate	
165		Ibn Tufail Primary Boys School	4: Inadequate	
166		Al-Duraz Intermediate Boys School	4: Inadequate	
167		Al-Farabi Intermediate Boys School	4: Inadequate	
168		Al Maamoon Primary Boys School	4: Inadequate	
169		Al- Hidd Primary Boys School	4: Inadequate	
170		Qalali Primary Boys School	4: Inadequate	
171		Abusaiba Primary Boys School	4: Inadequate	

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DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
172		Al-Busaiteen Primary Boys School	4: Inadequate	
173		Al-Khaleej Al- Arabi Primary Intermediate Girls School*****	4: Inadequate	
174		Al-Sehlah Primary Intermediate Boys School	4: Inadequate	
175		Al-Andalus Primary Girls School	4: Inadequate	
176		Al-Imam Al-Tabary Primary Boys School	4: Inadequate	
177		Al- Rawdha Primary Boys School	4: Inadequate	
178		Awal Intermediate Boys School	4: Inadequate	
179		Al-Budaiyya Primary Intermediate Girls School	4: Inadequate	
180		Hamad Town Intermediate Girls School*****	4: Inadequate	
181		Al-Imam Malik Bin Anas Primary Boys School	4: Inadequate	
182		Isa Town Intermediate Boys School	4: Inadequate	
183		Osama Bin Zaid Primary Boys School	4: Inadequate	
184		Sa'ad Bin Abi-Waqqas Primary Boys School	4: Inadequate	
185		Sanad Primary Boys School	4: Inadequate	
186		Abdul Rahman Al-Dakhel Intermediate Boys School	4: Inadequate	
187		Al-Imam Al-Ghazali Intermediate Boys School	4: Inadequate	
188		Al-Jabiriyia Secondary Technical School	4: Inadequate	
189		Al-Muharraq Secondary Boys School	4: Inadequate	

* Reports are published on QQA website www.qqa.gov.bh

***** Al-Khaleej Al-Arabi Intermediate Girls School Previously

***** Hamad Town Intermediate Secondary Girls School Previously

DIRECTORATE OF GOVERNMENT SCHOOLS REVIEWS * (Continued)

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
190		Arad Primary Intermediate Boys School	4: Inadequate	
191		Al-Belad Al-Qadeem Intermediate Boys School	4: Inadequate	
192		Al-Budaiya Primary Boys School	4: Inadequate	
193		East Rifaa Secondary Boys School	4: Inadequate	
194		Hamad Town Intermediate Boys School	4: Inadequate	
195		Hamad Town Secondary Boys School	4: Inadequate	
196		Jidhafs Intermediate Boys School	4: Inadequate	
197		Karzakan Primary Boys School	4: Inadequate	
198		Religious Intermediate Secondary Institute	4: Inadequate	
199		Safra Primary Intermediate Boys School	4: Inadequate	
200		Samaheej Primary Intermediate Boys School	4: Inadequate	
201		Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	4: Inadequate	
202		Shaikh Khalifa Bin Salman Institute of Technology Boys	4: Inadequate	
203		Al-Monthir Bin Sawa Al-Tamimi Primary Boys School	4: Inadequate	
204		Al-Wehda Secondary Boys School	4: Inadequate	
205		Al-Tadamon Secondary Girls School	4: Inadequate	
206		Ghazi Al- Qosaibi Secondary Girls School	4: Inadequate	

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MONITORING VISITS TO GOVERNMENT SCHOOLS JUDGED 'INADEQUATE' IN CYCLE 2*

#	Government schools receiving monitoring visits in 2014 - 2015	Monitoring visit 1**	Monitoring visit 2
1	Al Wadi Primary Boys School	Sufficient progress	-
2	Al- Alaa Alhadhrami Primary Boys School	Sufficient progress	-
3	Tareq Bin Ziyad Intermediate Boys School	Sufficient progress	-
4	Hamad Town Intermediate Girls School	Sufficient progress	-
5	Al-Busaiteen Primary Boys School	Sufficient progress	-
6	Al-Andalus Primary Girls School	Sufficient progress	-
7	Al-Dair Primary Boys School	In progress	Sufficient progress
8	Ibn Tufail Primary Boys School	In progress	In progress
9	Ammar Bin Yaser Primary Boys School	In progress	In progress
10	Ahmad Al-Fateh Primary Intermediate Boys School	In progress	In progress
11	Arad Primary Boys School	In progress	In progress
12	Al Maamoon Primary Boys School	In progress	In progress
13	Al-Farabi Intermediate Boys School	In progress	In progress
14	Al-Hidd Primary Intermediate Boys School	In progress	In progress
15	Sanad Primary Boys School	In progress	
16	Al-Muharrarq Secondary Boys School	In progress	
17	Osama Bin Zaid Primary Boys School	In progress	

* Reports are not published on QQA website www.qqa.gov.bh

** Sufficient progress: The school has fully addressed all the recommendations., In 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, 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 maximum when received or Insufficient progress.

MONITORING VISITS TO GOVERNMENT SCHOOLS JUDGED 'INADEQUATE' IN CYCLE 2* (Continued)

#	Government schools receiving monitoring visits in 2012-13	Monitoring visit 1**	Monitoring visit 2
18	Samaheej Primary Intermediate Boys School	In progress	
19	Al-Jabiriyia Secondary Technical School	In progress	
20	Karzakan Primary Boys School	In progress	
21	Abusaiba Primary Boys School	In progress	
22	Hamad Town Intermediate Boys School	In progress	
23	Al-Budaiya Primary Boys School	In progress	
24	Al-Wehda Secondary Boys School	In progress	
25	Al-Imam Al-Ghazali Intermediate Boys School	In progress	
26	Isa Town Intermediate Boys School	In progress	
27	Al-Monthir Bin Sawa Al-Tamimi Primary Boys School	In progress	
28	Religious Intermediate Secondary Boys Institute	In progress	
29	Sa'ad Bin Abi-Waqqas Primary Boys School	In progress	
30	Al- Rawdha Primary Boys School	In progress	
31	Qalali Primary Boys School	Insufficient Progress	
32	East Rifaa Secondary Boys School	Insufficient Progress	
33	Al-Tadamon Secondary Girls School	Insufficient Progress	
34	Jidhafs Intermediate Boys School	Insufficient Progress	

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** Sufficient progress: The school has fully addressed all the recommendations., In 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, 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 maximum when received or Insufficient progress.














MONITORING VISITS TO GOVERNMENT SCHOOLS JUDGED 'INADEQUATE' IN CYCLE 2* (Continued)

#	Government schools receiving monitoring visits in 2012-13	Monitoring visit 1**	Monitoring visit 2
35	Abdul Rahman Al-Dakhel Intermediate Boys School	Insufficient Progress	
36	Al-Belad Al-Qadeem Intermediate Boys School	Insufficient Progress	
37	Safra Primary Intermediate Boys School	Insufficient Progress	
38	Al-Imam Al-Tabary Primary Boys School	Insufficient Progress	

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** Sufficient progress: The school has fully addressed all the recommendations., In 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, 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 maximum when received or Insufficient progress.

DIRECTORATE OF PRIVATE SCHOOLS & KINDERGARTENS REVIEWS*

#		Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
1		Nadeen School	Grade 1 to 6	2: Good	1: Outstanding
2		The British School Of Bahrain	Grade 1 to 13	1: Outstanding	-
3		St Christopher's School	Grade 1 to 13	1: Outstanding	-
4		Ibn Khuldoon National School	Grade 1 to 12	1: Outstanding	-
5		Riffa Views International School	Grade 1 to 7	1: Outstanding	-
6		Modern Knowledge Schools	Grade 1 to 12	2: Good	-
7		Palms Primary School	Grade 1 to 6	2: Good	-
8		The French School	Grade 1 to 11	2: Good	-
9		The Bahrain Bayan School	Grade 1 to 12	2: Good	-
10		Al Noor International School	Grade 1 to 12	2: Good	-
11		Alia School	Grade 1 to 6	2: Good	-
12		Al Rawabi Private School	Grade 1 to 12	3: Satisfactory	3: Satisfactory
13		Middle East Educational Schools	Grade 1 to 12	3: Satisfactory	3: Satisfactory
14		Talent International and the Infant School - Manama	Grade 1 to 8	4: Inadequate	3: Satisfactory
15		Al Hekma International School	Grade 1 to 12	4: Inadequate	3: Satisfactory
16		Arabian Pearl Gulf School	Grade 1 to 12	3: Satisfactory	-
17		Dilmun School	Grade 1 to 6	3: Satisfactory	-

* Reports are published on QQA website www.qqa.gov.bh

DIRECTORATE OF PRIVATE SCHOOLS & KINDERGARTENS REVIEWS* (Continued)

#		Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
18		New Indian School	Grade 1 to 12	3: Satisfactory	-
19		Quality Education School	Grade 1 to 9	3: Satisfactory	-
20		Naseem International School	Grade 1 to 12	3: Satisfactory	-
21		International School of Choueifat	Grade 1 to 11	3: Satisfactory	-
22		Ibn Al-Hytham Islamic School	Grade 1 to 12	3: Satisfactory	-
23		Asian School	Grade 1 to 10	3: Satisfactory	-
24		Talent International and Infant School - Riffa	Grade 1 to 8	3: Satisfactory	-
25		Sacred Heart School	Grade 1 to 10	3: Satisfactory	-
26		Creativity Private School	Grade 1 to 9	3: Satisfactory	-
27		Tylos Private School	Grade 1 to 8	3: Satisfactory	-
28		Alfalah Private School - Muharraq - Boys	Grade 3 to 12	3: Satisfactory	-
29		Al-Eman School - Boys	Grade 1 to 12	3: Satisfactory	-
30		New Millennium School - Manama	Grade 1 to 12	3: Satisfactory	-
31		Alfalah Private School - Muharraq - Girls	Grade 1 to 6	3: Satisfactory	-
32		The Indian School - Sitra & Isa Town	Grade 1 to 12	3: Satisfactory	-
33		Al Raja School	Grade 1 to 12	3: Satisfactory	-

* Reports are published on QQA website www.qqa.gov.bh

DIRECTORATE OF PRIVATE SCHOOLS & KINDERGARTENS REVIEWS* (Continued)

#		Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
34		Shaikha Hessa Girls' School	Grade 1 to 12	3: Satisfactory	-
35		Abdul Rahman Kanoo International School	Grade 1 to 12	3: Satisfactory	-
36		Al-Eman School - Girls	Grade 1 to 12	3: Satisfactory	-
37		New Vision School	Grade 1 to 11	3: Satisfactory	-
38		Al Salam School	Grade 1 to 9	3: Satisfactory	-
39		Al-Maaly Gate School	Grade 1 to 6	4: Inadequate	-
40		Sanabil Private School	Grade 1 to 12	4: Inadequate	-
41		Al-Wisam International School	Grade 1 to 12	4: Inadequate	-
42		Al Majd Private School	Grade 1 to 9	4: Inadequate	-
43		Bangladesh School Bahrain	Grade 1 to 10	4: Inadequate	-
44		Pakistan School - Isa Town	Grade 1 to 12	4: Inadequate	-
45		Pakistan Urdu School	Grade 1 to 12	4: Inadequate	-
46		AMA International school	Grade 1 to 12	4: Inadequate	-
47		Al Mahd Day Boarding School – Saar	Grade 1 to 10	4: Inadequate	-
48		Almanar Private School	Grade 1 to 11	4: Inadequate	-
49		City International School	Grade 1 to 9	4: Inadequate	-
50		Al Mahd Day Boarding School – Samaheej	Grade 1 to 8	4: Inadequate	-

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DIRECTORATE OF PRIVATE SCHOOLS & KINDERGARTENS REVIEWS* (Continued)

#		Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
51		The New Horizon School – Janusan	Grade 1 to 6	4: Inadequate	-
52		Hawar International School	Grade 1 to 12	4: Inadequate	-
53		Ebenezer Private School	Grade 1 to 6	4: Inadequate	-
54		Alfalah Private School - Rifaa –Boys	Grade 4 to 12	4: Inadequate	-
55		Pakistan School - Manama	Grade 1 to 6	4: Inadequate	-
56		Alfalah Private School - A'ali – Girls	Grade 1 to 12	4: Inadequate	-
57		Eastern School	Grade 1 to 11	4: Inadequate	-
58		Quality Education School-Manama	Grade 1 to 4	4: Inadequate	-
59		Al Mahd Day Boarding School – Rifaa	Grade 1 to 6	4: Inadequate	-
60		The New Horizon School-Al Sugayah	Grade 1	4: Inadequate	-
61		Ahlia School	Grade 1 to 6	4: Inadequate	-
62		Modern Education School	Grade 1 to 6	4: Inadequate	-

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MONITORING VISITS TO PRIVATE SCHOOLS JUDGED 'INADEQUATE' IN CYCLE 1*

#	Private schools receiving monitoring visits in 2014-2015	Monitoring visit 1**	Monitoring visit 2
1	Alfalsh Private School - Rifaa - Boys	Sufficient progress	-
2	AMA International School	In progress	Sufficient progress
3	Pakistan School (Isa Town Branch)	In progress	In progress
4	Pakistan Urdu School	In progress	In progress
5	Bangladesh School Bahrain	In progress	In progress
6	The New Horizon School - Janusan	In progress	
7	Al Mahd Day Boarding School – Samaheej	In progress	
8	Hawar International School	In progress	
9	Alfalsh Private School - A'ali - Girls	In progress	
10	Almanar Private School	Insufficient progress	
11	City International School	Insufficient progress	
12	Ebenezer Private School	Insufficient progress	
13	Pakistan School - Manama	Insufficient progress	

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** Sufficient progress: The school has fully addressed all the recommendations., In 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, 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 maximum when received or Insufficient progress.





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