

**Kingdom of Bahrain
Education & Training Quality Authority
Annual Report 2016**



Lifelong Learning



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
مملكة البحرين - Kingdom of Bahrain



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



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



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

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The Education & Training Quality Authority (BQA) 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 and training 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

As an independent entity, 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 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



Any vigilant reader of the history of ancient and modern civilizations will certainly conclude that education has always been the foundation of their development, prosperity, wellbeing, knowledge and economic and cultural advancement. No one can deny that the rise of any contemporary nation is attributed to its recognition of the importance of education in leading social and economic development. Thus, all civilized nations have diligently and persistently sought to develop education, improve its mechanisms, and enhance the performance of education and training institutions at the theoretical level by developing educational curricula, and at the applied level by promoting scientific and technological strategies and mechanisms in implementation and operation. Civilized nations also unlocked their potential to shape the future through education.

It is not surprising that there are many countries which do not only consider education as their strategic or economic vision but they have established institutions and bodies to evaluate outcomes and control performance according to accurate and transparent scientific standards and mechanisms. This is the basis of future economic visions, including Bahrain Vision 2030. The Kingdom of Bahrain truly believes that education is the right track for human development, and the only way to progress and prosperity.

Recognising the role of teaching and learning in improving the performance of education and training outcomes, the Kingdom of Bahrain has been active in establishing professional bodies and entities to monitor and evaluate the performance of education and training institutions, ensure the quality of their outcomes at the scientific and practical levels, and fulfil the domestic, regional and international requirements of the labour market.

In accordance with these visions and initiatives of reform and development, the Education & Training Quality Authority (BQA) has become an independent corporate entity launched by the Kingdom of Bahrain in 2008 to evaluate the performance of education and training

institutions in the Kingdom. Since its inception, the Authority has been working to ensure that the Bahraini graduate is highly competent and qualified to meet the requirements of the labour market and relevant parties, and to be an effective contributor to the development and progress of our country.

The national crucial role played by the Authority in carrying out its tasks, achieving its objectives in the short and long term, disseminating the culture of quality among education and training institutions, and listing and placing institutions according to the National Qualifications Framework has been indisputably evident in the way by which the stakeholders and those interested in the education and training system and decision makers have taken in the BQA's reports' findings and judgments, and the keenness they have shown in carrying out its recommendations. There is no doubt that supporting and equipping Bahraini educational outcomes with state-of-the-art scientific tools and technologies according to this vision will enable them to cope with the latest developments and achievements, keep pace with peers in the field and significantly contribute to our nation's development and progress. In addition, the reviews conducted by the Authority's directorates of the performance of all education and training institutions will definitely contribute to the journey towards advancement. BQA's judgments, recommendations and the results of its monitoring visits help those in charge of the education and training process to identify the strengths and weaknesses. They also help decision makers and stakeholders to develop improvement plans and address weaknesses in the education and training system that hinder further advancement.

The development and improvement concepts in any country do not focus solely on teaching and learning, but rather include all walks of life, whether in the present or the future. To this end, the Authority has adopted the slogan 'Lifelong Learning' in its report for this year, which is translated into facts and findings by circulating the

same among all institutions, making it a tangible reality that serves all citizens, both male and female, irrespective of their social, cultural and educational levels, and irrespective of their age and livelihood.

In order to achieve an advanced educational level in our training and education institutions, the Authority has concluded strategic partnerships with other similar regional and international institutions and bodies, where it shares insights and views that support performance improvement. The Authority also concluded memoranda of understanding with some Arab countries in the surrounding region in order to transfer the experience of the Kingdom of Bahrain in assuring the quality performance of education and training institutions, achieve mutual benefit between each other, strengthen cooperation and partnership synergies, and activate the knowledge and scientific exchange mechanisms that benefit our education and training institutions.

The accelerated development of the education system in Bahrain is largely driven by the relentless efforts and keenness of the wise leadership of His Majesty King Hamad bin Isa Al Khalifa, King of Bahrain, may God protect him, coupled with his patronage, support and encouragement of the reform and development initiatives in education and the promotion of human development, as well as the ongoing follow-up of His Royal Highness Prince Khalifa bin Salman Al Khalifa, Prime Minister. In addition, the Authority's role has attracted considerable attention of His Royal Highness Prince Salman bin Hamad Al Khalifa, Crown Prince and Deputy Supreme Commander, First Deputy Prime Minister, as he firmly believes in the Authority's ability to achieve the desired advancement, progress and prosperity of our nation at the educational and economic levels.

The directions and guidance of His Highness Sheikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister, Chairman of the Supreme Council for the Development of Education and Training are well recognised in accelerating

the pace of reform and development in the education and training sectors, following up BQA's functions and activating the complementary efforts of education and training development initiatives in the Kingdom, which all have 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 staff members of BQA for their outstanding efforts and utmost dedication; praying to Allah the Almighty to guide our steps in serving and strengthening Bahrain.

Yours sincerely,



Abdulaziz bin Mohammed Al Fadhel

Chairman of the Board of Directors



Education has become the basis of knowledge and the capitalist economy, where education and human development at scientific and social levels have also become a practical approach to achieving the future goals and visions of all countries, including the Bahrain Vision 2030. Education is indeed a path followed by nations towards comprehensive growth, by which they address important issues such as illiteracy, health and unemployment and instil a stronger sense of loyalty and patriotism. Hence, education is considered society's best solution for any problem. In order for any state to reach the same level as developed nations it needs to focus on education and update its educational curricula. It also must have the financial capability and the appropriate social environment, and must establish independent scientific institutions and organisations to monitor the performance of educational institutions and ensure the quality of their outcomes.

To ensure the above, the Education & Training Quality Authority (BQA) is issuing its annual report concurrently with hosting the 2017 Conference on International Network for Quality Assurance Authorities in Higher Education, under the patronage of His Highness Sheikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training. The report genuinely and effectively conveys Bahrain's keen interest in the educational system, and truthfully reveals the current situation of education and training in its educational institutions for the academic year 2015/2016, supported by ratios and statistics related to qualitative and quantitative performance. It also reflects the results of national examinations and the role of the national framework in institutional listing and qualification placement. The report also shows the importance of regularly generating high quality education and training outcomes in order to keep up with the latest developments, meet local, regional and international labour market needs, and activate the concept of "lifelong learning" while realising the principles of justice and eq-

uity in the teaching and learning process for all citizens.

According to a report issued by the IBRD/World Bank in 2016 titled 'Lifelong Learning and the Global Knowledge Economy ... Challenges for Developing Countries', the UNESCO report on "The Role of Education in Human Development" issued in 2015, and the deliberations of the General Conference held in Basel, Switzerland in 2016 on the role of education and development prospects in developing countries, 'lifelong learning' was the overall theme in both reports and which prevailed during the Conference sessions. Lifelong learning is defined as the provision of both formal and informal learning opportunities throughout people's lives, to all segments of society on the basis of equity and justice, without discrimination on grounds of age, gender, profession, special needs or educational or training sector. Accordingly, it has become imperative for any developing or developed state to adopt the concept of 'lifelong learning' as its educational philosophy through its development journey, and to oblige different institutions to achieve such a concept in order to enhance their potential and capabilities.

Based on this approach, which aims to energise Bahrain's innovative initiatives and realise equality and justice, and out of the leadership's eagerness to provide the best teaching and learning patterns for all people, the vision and strategy have been achieved through linking the concept of 'lifelong learning' to the National Qualifications Framework. An individual who acquires a certain level of education through personal experience or who acquires a certain skill from social interaction is not necessarily a graduate of a formal or systematic educational system but may be considered a craftsman, technician or skilled worker. However, these individuals often seek recognition of their acquired knowledge, skills and competencies, which necessitates resorting to the National Qualifications Framework. The National Qualifications Framework is an instrument that classifies qualifications according to a set of criteria for specified levels of learning achieved. The BQA,

represented in the General Directorate of National Qualifications Framework, reinforces this trend through its procedures and laws towards achieving equitable recognition of learning for all citizens, enabling the concept of 'lifelong learning' on a national scale and with sustainable quality.

According to the detailed report and in line with Bahrain Vision 2030, the BQA believes that the consolidation and dissemination of the culture of quality assurance among education and training institutions, and among citizens themselves, is a true embodiment of the desired outcomes in terms of professionalism and innovation, applied skills, theoretical or technological scientific knowledge as well as the competencies and capabilities required to keep up with internal and external developments in the labour market. The BQA also believes that stakeholders, those concerned with the teaching and learning process, decision makers, employers, graduates and their parents should activate and employ the concept of quality assurance at the social, economic and educational levels, so that it becomes a public culture. It is well known that any healthy society is built on the synergistic combination of three elements: the educational institution, the student and the society.

According to the information further elaborated in this report, it is noted that the overall performance level of education and training institutions has gradually improved since launching the Education & Training Quality Authority (BQA) in 2008. The percentage of academic courses in higher education institutions rated as 'Confidence', and academic courses rated as 'limited Confidence', has increased after applying BQA's recommendations and proposals. In addition, the percentage of vocational training institutions rated as 'outstanding' and 'good' has almost doubled; this is definitely due to the compliance with evaluation standards, the improvement in performance and the dissemination of quality assurance among vocational training institutions according to strict mechanisms and procedures, with a view to achieving sustainable development and maintaining evaluation.

With regard to public schools, there has been a slight increase in the percentage of schools rated as 'outstanding', paralleled by a rise in the percentage of schools rated as 'inadequate'. On the other hand, there has been a decrease in the percentage of schools rated as 'good' and 'satisfactory'. Private schools reviewed in the second cycle also witnessed good progress in performance.

As for the results of national examinations, the BQA reports for this year revealed that the performance level of students at the various stages was below the national performance score. This is not a concern as much as it is a challenge and generates a need to develop and enhance areas with poor performance and a declined level. There is no doubt that the combined efforts and participation of all education and training institutions, stakeholders, parents and students themselves in improving the overall performance level of education and training institutions will inevitably benefit our nation and our citizens.

BQA's significant role in reviewing the performance of public and private education and training institutions operating in Bahrain, and the continuous endeavours to improve the educational system since its inception, are very evident in the national strategic vision. This emphasises the importance of the BQA reports and their judgments and national examinations results in evaluating the educational process within our institutions. BQA undoubtedly encounters difficulties and challenges while performing its duties, however, the goal of improving and developing the performance of education and training institutions as well as ensuring the quality of their outcomes at the academic and practical levels overcomes the repercussions of such difficulties or challenges. This is thanks to the support of our wise leadership, the directions of His Highness Sheikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training, and the follow up of His Excellency Mr. Abdulaziz Bin Mohammed Al-Fadhel, Chairman of the Authority's Board of Directors.

Moreover, BQA's communication with citizens through the web portal and press releases promotes the spread of the concept and culture of performance quality assurance and sustainable development. Strengthening ties between society, the local labour market both internally and externally, and the education and training institutions in terms of performance development, improvement of educational outcomes aligned to properly employing quality assurance in a collaborative manner will definitely push the educational system forward. Likewise, equipping our students with the necessary knowledge and skills, and appropriately preparing our current and future generations, will create an ambitious generation that significantly contributes to the scientific, social and economic advancement of our country, not only today but for a lifetime.

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 development in 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 relentless 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 goes to HRH Prince Salman bin Hamad Al Khalifa, Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister, 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, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training, and his role in following up the qualitative development in education which drives BQA and its departments and employees

to do their best to achieve sustainable improvement and 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 BQA for their devotion and dedication in every step of BQA'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



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



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Dr. Haya Al Mannai
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Mrs. Esmat Jaffar



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*General Director, National
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Mr. Adel Hasan

Dr. Mohammed Baqer

Mrs. Wafa Al Yaqoobi

Dr. Ahmed Khudair





Since its inception, the Education & Training Quality Authority (BQA) has been diligently harnessing the available resources to develop the education and training systems in the Kingdom. To achieve this it has been applying best practice in reviewing the performance of education and training institutions, alongside holding the national examinations and managing the National Qualifications Framework.

Hence, BQA's eighth issue of the Annual Report provides an assessment of the status quo of the education and training systems in the Kingdom, achieved through analysing the results of education and training institutions' performance reviews during the academic year 2015-2016 then comparing this performance with the results of previous years. The Report also presents the results of this year's national examinations, which included testing the performance levels of participating students from the sixth and twelfth grades. Also reviewed are the first batch of education and training institutions listed on the National Qualifications Framework and the placement of a number of national qualifications provided by these institutions within the National Framework.

The Report presents a summary of the forums held by the BQA this year and the most important recommendations emanating from these, as well as the activities carried out by the Authority to develop the national competencies and capabilities through workshops offered to the education and training institutions. The Authority's participation in many international conferences and events is covered, as is the promotion of closer cooperation with the Kingdom's strategic partners which include regional and international bodies.

In the academic year 2015-2016 the **Directorate of Higher Education Reviews** reviewed the academic programmes offered by six colleges of engineering and one college of arts and sciences. It also published the reports of four programmes in business administration, five in law, and eight in engineering. In total, 74 programmes have been reviewed with published reports since the beginning of the academic programmes review, under 'Programmes-

within-College Reviews' framework, beginning in the academic year 2011-2012. These are in the fields of medicine and health sciences, computer science and information technology, business administration, law and engineering. The results of these reviews indicated that 51 programmes (69%) received a 'confidence' judgment, nine (12%) 'limited confidence', and 14 (19%) 'no confidence'.

It is worth noting that 20 out of the total 74 programmes were reviewed in the first phase of the academic programmes review, covering the period from January 2009 to October 2011. These programmes were focused in the fields of business administration and law, which contributed to improving the overall performance of these programmes. When comparing the findings of the first and second phases of the reviews, 35% (7 programmes) showed improved performance while 55% (11 programmes) maintained the same performance. The performance of two programmes declined due to their inability to meet the requirements of Indicator, 1: 'The learning programme', which is considered a limiting indicator under 'Programmes-within-College Reviews'.

Upon aggregating the number of programmes that fulfil the requirements of each of the four Indicators, we find that 62 out of 74 programmes (84%) have met the requirements of Indicator 1: The learning programme, 58 (78%) have met the requirements of Indicator 2: Efficiency of the programme, 60 (81%) have met the requirements of Indicator 4: Effectiveness of quality management and assurance, while only 54 (73%) have met the requirements of Indicator 3: Academic standards of the graduates. The level of academic programmes outcome remains a major concern to those who follow up the progress of the educational process in the Kingdom of Bahrain. This particularly applies to technical and technological disciplines in the fields of information technology and engineering, as well as the academic programmes outcomes at master's level.

The fact that 12 programmes did not satisfy the requirements of indicator 1 is worrying, considering that it is the basis on which the entire educational process is built. However, performance review reports generally indicate

a development in the academic programmes structure, required learning outcomes and relevant curricula. Also, although the majority of academic programmes currently offered have clear policies of education, learning and assessment these need revision and development in some programmes.

In July 2016, the **Directorate of Vocational Reviews** completed the third phase of the third reviews cycle, initiated in April 2015. Of the 27 training institutions whose performance was reviewed, 23 are licensed by the Ministry of Labour and Social Development while four are licensed by the Ministry of Education. The results of all institutions were at a satisfactory level or above, with 59% judged as 'good', 33% judged as 'satisfactory', and two (7%) with an 'outstanding' judgment.

Out of the total 36 training institutions reviewed in the third cycle, 34 were also reviewed in the second cycle. When comparing the results of the two cycles, a general improvement in the overall effectiveness of training institutions is evident, with the percentage judged as 'good' or above increasing from 50% to 65%. There was a slight decline in the institutions judged as 'outstanding', due to adopting clear determinants of judgment on the institutions' overall effectiveness. No institution was judged as 'inadequate'.

It has been noted that the institutions that achieved remarkable improvement between the second and third cycles were those which followed well-constructed strategic plans and developed specific action plans focused on improving the trainees' achievement and equipping them with the professional knowledge and skills that build their practical capabilities in various fields and disciplines. The role played by the management of these institutions has been very evident through their rigorous follow-up of performance monitoring, identifying opportunities for improvement and developing and implementing initiatives. The less effective institutions need to increase the participation of trainees by expanding training methods, improving assessment procedures and fulfilling the different educational needs of trainees.

In the academic year 2015-2016, five monitoring visits were conducted. Four of these were to institutions licensed by the Ministry of Education, with one visit to an institution licensed by the Ministry of Labour and Social Development. One of the institutions licensed by the Ministry of Education has achieved acceptable improvement in fulfilling recommendations included in the review report, after successfully passing the first and the second monitoring visits. None of the other institutions has achieved any significant improvement. The institution licensed by the Ministry of Labour and Social Development did not make any significant progress in implementing the recommendations at the time of the first monitoring visit.

In May 2016 the **Directorate of Government Schools Reviews** completed the second and third phases of the third review cycle by reviewing 50 government schools, bringing the total number of reviewed government schools to 70, this is out of 206 schools to be reviewed in the third cycle. On analysing the results, of the 50 government schools during the academic year 2015-2016, 20% were judged as 'outstanding', 16% as 'good', 34% as 'satisfactory' and 30% as 'inadequate'. As for the overall performance of educational stages during this academic year, the primary schools were the best, with 32% judged as 'outstanding' compared to 18% judged as 'inadequate', followed by the secondary stage results where none of the schools were judged as 'inadequate'. However, the intermediate schools still face challenges, with 67% judged as 'inadequate' and with no school judged as 'outstanding' this year; this emphasises the recommendation of the previous report of following up the low performance of intermediate schools and urgently addressing the causes. Nine of the ten schools judged as 'outstanding' were girls' schools, with the one school for boys having female staffing, while 13 of the boys' schools were judged as 'inadequate' compared to two girls' schools.

By comparing the overall effectiveness of 70 schools reviewed in the second and third cycles, like the second cycle, the third review cycle still indicates polarised judgments between 'outstanding' and 'inadequate'.

judgements, with the percentages of schools judged as 'outstanding' and those judged as 'inadequate' both being 10% higher, with a corresponding reduction in schools judged as 'good' and 'satisfactory'. It is worth mentioning that upon following up the overall effectiveness of schools during the three review cycles, a positive trend is noted in the doubled percentages of schools judged as 'outstanding' in every cycle so far. However, the biggest challenge is the repeat doubled rates of 'inadequate' judgements; this requires intensive follow-up in terms of dealing with the recommendations of review reports and providing the required support to raise the standards of these schools.

This third cycle has generally and in comparison with the second cycle witnessed a positive trend in performance for about 20% of the schools, where their performance has improved by one to two points. 54% of the schools have maintained the same level of performance, while 26% have declined in performance by one percentage point. Schools which witnessed remarkable improvement were the ones that worked on fulfilling the recommendations of previous review reports systematically and regularly, made continuous improvements to different school aspects, and focused on raising students' academic levels. On the other hand, the low performance achieved by some schools is based on many reasons, some of which are technical and relate to teaching and learning strategies, evaluation and classroom management. Other reasons are administrative and relate to inability to bridge the gap, instability of educational and administrative staff, and the input challenges in terms of students' basic skills.

In general, the third review cycle has witnessed greater continuous positive progress by the girls' schools over the boys' schools in 'good' judgement and above, while the schools rated as 'inadequate' were mostly intermediate boys' schools. The fact that six primary boys' schools are judged as 'inadequate' against each judged as 'outstanding', as indicated in the review reports, necessitates reconsideration of this situation and addressing its causes, because improving the performance of primary schools may be easier and more effective than at later educational stages.

The Directorate also conducted first and second monitoring visits to the schools judged as 'inadequate' in the second cycle. In the academic year 2015-2016 the Directorate conducted 43 monitoring visits to identify the progress made in the review recommendations. Out of the schools monitored, 13 schools were judged as 'inadequate' in the first and second review cycles as they did not pass the two scheduled monitoring visits.

By the end of May 2016 the **Directorate of Private Schools and Kindergartens Reviews** had completed the review of 23 schools in the second reviews cycle, of which 18 were reviewed during the academic year 2015-2016 and two were visited in a special review visit according to the procedures of schools judged as 'outstanding' in the last review.

The current situation of the overall effectiveness of the 18 private schools reviewed in the academic year 2015-2016 shows that two schools (11%) were judged as 'outstanding' and underwent special review procedures while maintaining the same rating. Another two schools (11%) were judged as 'good', while eight schools (44%) were rated as 'satisfactory'. However, a source of concern was that six out of the 18 schools (33%) were judged as 'inadequate', which is considered a major challenge in improving the private education system in the Kingdom of Bahrain.

Comparing the results of the overall effectiveness for the 23 schools reviewed in the first and second review cycles indicates that the rates are steady across the two cycles. The results were as follows: 52% 'satisfactory', 26% 'inadequate', with a slight positive change of 4% between 'outstanding' 13% and 'good' 9 % ratings. This situation still constitutes an obstacle to the improvement of private education in the Kingdom. Therefore, a comprehensive plan must be developed by all stakeholders to achieve the desired goals.

Studying the changes in the performance results of schools reviewed in the first and second cycles in more detail indicates that only 7 out of 23 schools showed improved performance, with one improving from 'good' to 'outstanding', as a result of fulfilling the

recommendations of previous reviews. It also indicates that 10 schools maintained their previous performance scores, namely 'outstanding' for two schools, 'inadequate' for two schools, and 'satisfactory' for the remaining 6 schools. This shows the challenges faced by these latter two groups in raising the level of their performance. The results also show that a number of schools face difficulty in maintaining at least their level of performance for different reasons and challenges, most notably the instability of competent educational and administrative staff and the unsystematic and constant change in prioritising school work development, where six schools showed a drop in performance by one point, four of them declining from 'satisfactory' to 'inadequate'.

During the academic year 2015-2016 the Directorate conducted 16 monitoring visits (first and second) to the private schools judged as 'inadequate' in the first review cycle. These visits were to assess the progress made towards addressing the areas for improvement identified in the review visits, as per the recommendations mentioned in the review report. Only one school successfully passed the monitoring visit after it received a 'sufficient progress' judgment.

In 2016 the BQA conducted national examinations – through the **Directorate of National Examinations** – for Grades 6 and 12 students. National examinations for Grade 12 are conducted annually and examinations for Grades 3, 6 and 9 are conducted on an alternate year basis. The answer papers were marked and graded in the Kingdom of Bahrain by teachers from schools in the Kingdom. The Directorate then analysed the results to identify the level of performance. Cambridge International Examinations at the University of Cambridge contributed to the verification of the procedures followed when analysing results, with subsequent approval by the Prime Ministers cabinet.

In March 2016 the fourth national examinations session was carried out for Grade 12 students in Arabic, English and Problem Solving. A total of 9,831 students from all 36 government schools plus 141 students from six private schools sat for the examinations. The Problem-

Solving exam was also available in English for private school students. These examinations measure the main competencies acquired by students after completing 12 years of pre-university education in the Kingdom of Bahrain. The national examinations were designed in accordance with international standards, so are comparable to international certifications.

This year's results for Grade 12 students showed that the best performance of government schools was in Arabic, with students achieving a pass rate of 37%, followed by English with a pass rate of 16% and Problem Solving with a pass rate of 12%. Comparing the results of Grade 12 students in national examinations in 2016 with those in 2015 shows an improved performance in English and Problem Solving, but with a decline in the pass rate for Arabic.

The pass rates for participating private schools were in English at 69%, Problem Solving in English at 60%, Arabic at 56% and Problem Solving in Arabic at 19%. It is noted that the limited participation of private school students varies from one exam to another, so caution is needed in circulating the results' conclusions.

The national examinations for Grade 6 were also conducted in May 2016, with students sitting for Arabic, English, Mathematics and Science. The total number of participating students from both government and private schools reached 12,634 students. All 11,963 Grade 6 students from the 98 participating government schools sat for the national examinations on a mandatory basis. The private schools participated on a voluntary basis, a total of 671 students from 16 private schools being involved. The national examinations for Grade 6 were designed to measure those competencies targeted in the national curriculum and approved by the Ministry of Education in the Kingdom of Bahrain in accordance with international standards.

Based on the results of performance scores analysis, the overall performance level of students was below expectations. The average performance score in Arabic and Mathematics was 0.00, in Science 0.20 and in English

0.11. Upon comparing the performance between 2016 and 2014, students' performance in English for 2016 has slightly improved, while their performance in Science has slightly decreased. Due to the limited number of private school students participating in Grade 6 examinations, no separate analysis can be made. Therefore, their results will be included in the government schools' results.

As in previous years, girls generally outperformed boys in the national examinations for Grades 6 and 12.

Following the performance of education and training institutions in the academic year 2015-2016 included in the annual report for 2016, the **Directorate of Higher Education Reviews** has recommended the need for development of an integrated framework for all learning programmes that clearly specifies the appropriate learning outcomes for all academic programmes offered at the educational institutions in the Kingdom. The Directorate has also recommended that a review be made of the admission policies for these programmes in order to determine the needs of each and meet local and regional labour market requirements, and that the appropriate infrastructure and faculty are provided to present them at the highest standards. It is also essential to develop improved assessment tools that are commensurate with each programme's level, curricula and intended learning outcomes. Mechanisms should also be developed to follow up the regular application of quality assurance policies, and the effectiveness of these policies should be measured in order to continue the development of academic excellence and provide the labour market with graduates capable of competing at local, regional and international levels.

Turning now to **the education and vocational training institutions** themselves, the most important recommendations that must be followed by them to improve their performance are to enhance the processes of teaching, training and assessment and verify their effectiveness, support the culture of accountability, promote continuous improvement of institutions and trainees based on regular self-evaluation of quality

deliverables and measure the impact on the trainees' level of achievement, and link the strategic plans to the labour market requirements and follow-up their implementation in order to achieve sustainable quality.

The **Directorate of Government Schools Reviews** and the **Directorate of Private Schools and Kindergartens Reviews** stress the importance of concerted efforts being made by all stakeholders concerned with the development of education in public and private schools in the Kingdom in order to develop comprehensive plans, focused on providing the support necessary to raise the capability of low performing schools in order to change their current status immediately. This can be done through promoting professional learning communities, and increasing practical links between schools to ensure that use is made of distinctive practices. These low performing schools can also be improved through following up and evaluating the strategic processes of self-evaluation, developing and implementing strategic and operational action plans, establishing regular and active dialogue between each school's students and leaders and using their input to contribute to the strategic planning processes. Furthermore, highly qualified and experienced individuals should be recruited as faculty members and administrative staff, with endeavours being made to ensure their stability and professionalism given their profound impact on teaching practices and on students' academic and personal achievement.

The **Directorate of National Examinations** has also strongly recommended that the performance of students be improved by encouraging them to exert more positive effort in, and further interact with, the national examinations. It is also recommended that stakeholders make use of the reports issued by the Directorate of National Examinations; these highlight the strengths of students' performance as well as the areas that need improvement, they also provide valuable guidance for building upon and supporting sustainable improvement and developing the educational system in the Kingdom of Bahrain.

In the academic year 2015-2016 the **General Directorate of National Qualifications Framework** started receiving institutional listings and qualifications placement applications from a number of educational institutions. Six institutions were listed in the National Qualifications Framework, including four higher education institutions and two vocational education and training institutions. Also, thirteen qualifications from the higher education sector were placed on the National Qualifications Framework.

The Directorate provided support and assistance to these institutions through capacity building workshops and support visits. It also continued the provision of training for members of evaluation and validation panels on institutional listing and qualifications' placement standards.

The Directorate completed the credit framework project, which will contribute effectively to the qualifications design and validation process. The Directorate also continued the alignment of foreign qualifications to the National Qualifications Framework in cooperation with the Scottish Credit and Qualifications Framework Partnership (SCQFP), pursuant to the memorandum of understanding previously signed with them. Believing in the principle of partnership, the Directorate has worked on these two projects in collaboration with all stakeholders from educational and training institutions as well as licensing and regulatory bodies.

In line with its strategic objectives represented in the development of education and training systems in the Kingdom, and as part of its relentless efforts to keep pace with the latest developments in the field of education and training quality assurance, the Education & Training Quality Authority (BQA) has organised five scientific forums in the academic year 2015-2016. These demonstrate and build on the BQA's keen interest in developing the national competencies and raising their efficiency and effectiveness, remaining in touch with the best practices in the teaching and learning processes, developing the bases for educational assessment, and linking educational outcomes to labour market requirements. These forums

were attended by more than 600 participants and tackled the following topics: **"promoting academic standards in higher education", "education and vocational training: promoting quality to bridge the gaps", "teaching and learning in the intermediate stage from the quality perspective", "national examinations: capacity building to improve performance", "National Qualifications Framework Paving the Way for Education Development"**, which have been detailed elsewhere in this report.

The Authority has also held a number of workshops, which were attended by representatives from the education and training institutions as well as the Authority's strategic partners. In addition, the Authority took part in a number of international and regional conferences, forums and gatherings.





INTRODUCTION

The Directorate of Higher Education Reviews (DHR) conducts two types of reviews, which are complementary. These are Institutional Reviews where the whole higher education 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 all active academic programmes offered by higher education institutions in the kingdom of Bahrain at bachelor and master level will be subject to a review. The DHR also developed Cycle 2 Institutional Review Framework, which includes summative judgments and will be implemented once the current phase of academic Programme Reviews is completed.

ACADEMIC PROGRAMMES' REVIEWS

The Programme Review Framework (Programmes-within-College Reviews) focuses 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 delivered 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

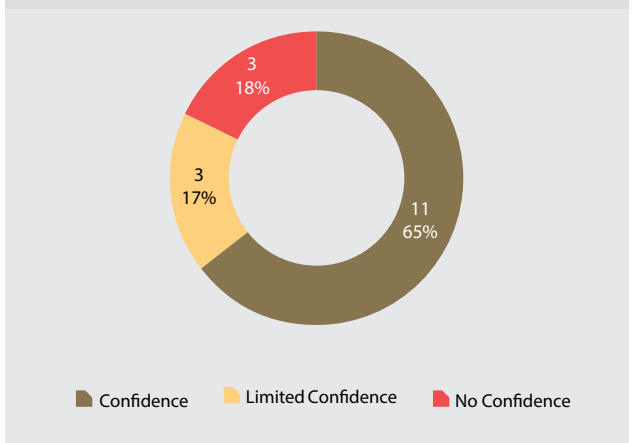
Criteria	Judgement
All four Indicators satisfied	Confidence
Two or three Indicators satisfied, including Indicator 1	Limited Confidence
One or no Indicator satisfied	No Confidence
All cases where Indicator 1 is not satisfied	

FINDINGS OF ACADEMIC PROGRAMMES' REVIEWS (2015-2016)

Upon completing the reviews of programmes in the field of Medicine, Information Technology and Business Administration during the period from May 2012 to December 2014, the DHR began reviewing bachelor and master level programmes offered within colleges in the field of law in the first half of 2015. During the academic year 2015-2016, the DHR reviewed 18 programmes in the field of engineering offered by five higher education institutions; in addition to three programmes offered by an institution through its College of Science and Arts, bringing the cumulative number of Programme Reviews undertaken during the academic year 2015-2016 to 21 at bachelor level offered by six institutions. During the same academic year, the reports of 17 academic programmes were published bringing the total number of academic programmes whose review reports were published during Phase 2 of Programmes Reviews (Programmes-within-College Reviews) to 74.

When analysing the findings of these 17 academic programmes reviews; four at bachelor level in the field of business administration, five in the field of law of which three were bachelor level and two at master level offered by three institutions, and eight bachelor programmes in the field of engineering offered by three institutions, it is found that 11 programmes (65%) received a 'confidence' judgement, three programmes (17%) were judged 'limited confidence', and the remaining three received 'no confidence' judgment, as illustrated in Figure (1). Considering the outcomes of The academic Programme Reviews, it is noted that progress is made and as a result the number of programmes receiving 'confidence' judgement has increased. However, it is of a concern that only 65% of the programmes that their review reports were published during the academic year 2015-2016 received a 'confidence' judgement. This will be further detailed in the following sections of this Annual Report.

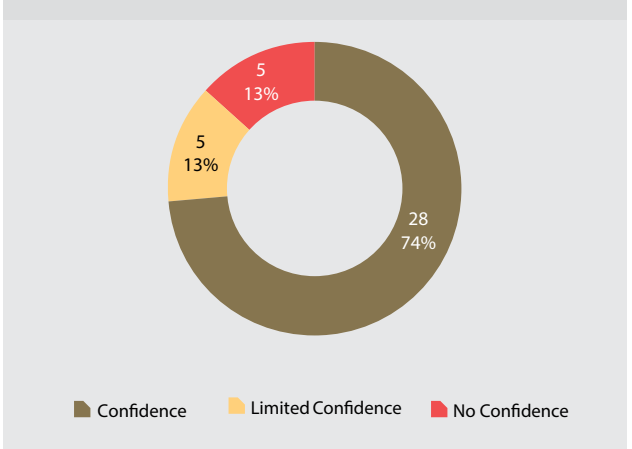
Figure (1): Findings of 17 programmes reports published during 2015-2016 academic year



FINDINGS OF ACADEMIC PROGRAMMES' REVIEWS IN THE FIELD OF BUSINESS ADMINISTRATION

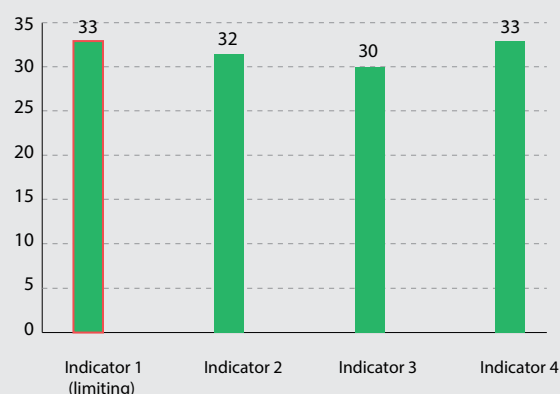
During the academic year 2015-2016, the review reports of four academic programmes offered by one college at bachelor level were published, bringing the cumulative number of Programme Reviews undertaken in the field of business to 38 programmes offered by 10 higher education institutions. Twenty eight Programmes received a 'confidence' judgement, five, 'limited confidence' and five, 'no confidence' as shown in Figure (2).

Figure (2): Cumulative findings of 38 programmes in ten colleges in the field of business administration



Analysing the findings of these reviews, 23 programmes received a 'confidence' judgement at bachelor level and five at master level. Three bachelor level programmes 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. One bachelor programme satisfied one indicator and another bachelor programme satisfied two indicators while it did not satisfy Indicator 1: (the limiting judgement). 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 3, it is noted that 33 out of 38 programmes satisfied Indicator 1 'The learning programme', 32 programmes satisfied Indicator 2 'Efficiency of the programme', and Indicator 4 'Effectiveness of quality management and assurance' was satisfied in 33 programmes. The ability of these programmes to satisfy the requirements of Indicator 3 'Academic standards of the graduates' was the weakest, where it was satisfied in 30 programmes only.

Figure (3): Number of Business Programmes that satisfied each Indicator out of 38 Programmes

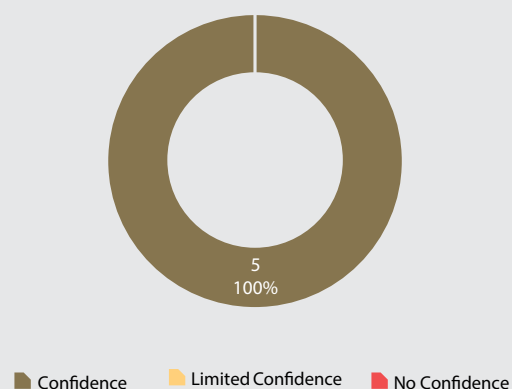


FINDINGS OF ACADEMIC PROGRAMMES' REVIEWS IN THE FIELD OF LAW

During the academic year 2015-2016, the review reports of five academic programmes in the field of law - three at bachelor level and two at master level - offered by three higher education institutions were published. All programmes received a 'confidence' judgement with the four Indicators being satisfied in all programmes, as illustrated in Figure (4).

This may be attributed to the fact that three of these programmes (at bachelor level) were subject to reviews during phase 1 of Programme Reviews conducted during the period from January 2009 to October 2011 as a result these programmes improved due to addressing the review reports recommendations. Two out these three programmes received a 'limited confidence' judgment during Phase 1 of Programme Reviews and were subject to follow-up reviews which indicated that the two programmes addressed the recommendations of the first review report satisfactorily. This has contributing in the two programmes receiving 'confidence' judgement during the second review. Discontinuing the programmes receiving 'no confidence' judgement during Phase 1 of the Programme reviews by the Higher Education Council has also contributed to improving the overall picture of higher education institutions' offerings in the field of Law.

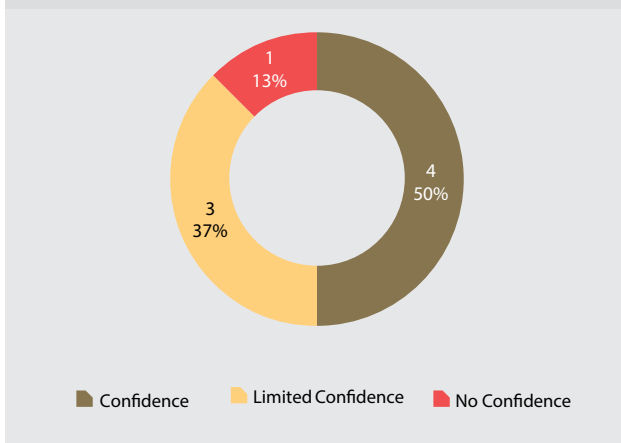
Figure (4): Findings of five programmes in three higher education institutions in the field of law



FINDINGS OF ACADEMIC PROGRAMMES' REVIEWS IN THE FIELD OF ENGINEERING

During the academic year 2015-2016, the review reports of eight academic programmes in the field of engineering at bachelor level offered by three higher education institutions were published. Four programmes received a 'confidence' judgement, three, 'limited confidence' and one, 'no confidence' as illustrated in Figure (5).

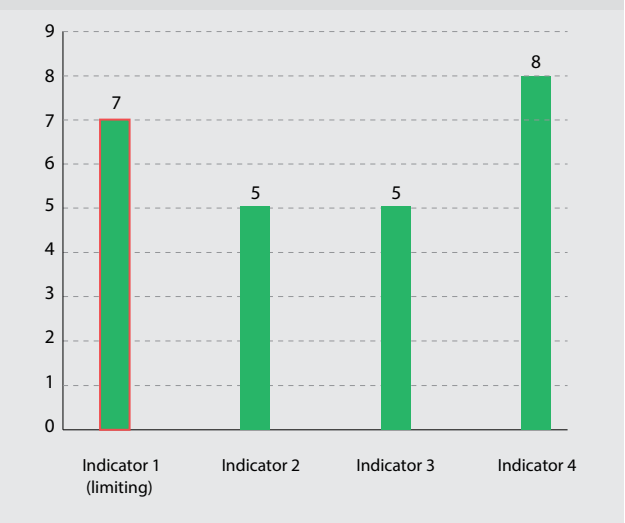
Figure (5): Findings of eight programmes in three higher education institutions in the field of engineering



It is still too early to draw a full picture of the academic programmes in the field of engineering offered by the higher education institutions operating in the Kingdom of Bahrain until the majority of the offered programmes are reviewed and their reports are published. However, analysing the findings of the eight academic programmes in the field of engineering offered by three institutions, four programmes (50%) offered by one institution received a 'confidence' judgement, three offered by two institutions were judged 'limited confidence' with two programmes satisfying three indicators and the third programme satisfying two indicators only, one programme received 'no confidence' judgment with three indicators not being satisfied, including Indicator 1: the learning programme. When the results are aggregated to indicate the total number of programmes satisfying each Indicator, as shown in Figure (6), it is noted that seven out of the eight programmes satisfied Indicator 1 'The learning programme', five programmes satisfied

Indicator 2 'Efficiency of the programme' and Indicator 3 'Academic standards of the graduates', while Indicator 4 'Effectiveness of quality management and assurance' was satisfied in all programmes. This is due to these institutions developing operational mechanism to assure the quality of their provision. However, the outcomes of these mechanisms are yet to be reflected on the academic standards of graduates. Moreover, Indicator 2 'Efficiency of the programme' was not satisfied in three out of the four programmes that received 'limited' or 'no confidence' judgement. This is a concern because these programmes were not able to provide the infra-structure and range of specialised academics needed to enable students to have a constructive learning experience that will graduate highly skilled Bahrainis who are able to compete in the labour market locally, regionally and internationally, in line with the Bahrain's Economic Vision 2030.

Figure (3): Number of Engineering Programmes that satisfies each Indicator out of eight Programmes



CUMULATIVE FINDINGS OF ACADEMIC PROGRAMMES' REVIEWS

Since the inception of Phase 2 of academic Programme Reviews in the 2011-2012 academic year, 74 programmes offered by 27 colleges have been reviewed in the field of Medicine, Health Sciences, Computer Sciences and Information Technology, Business Administration, Law and

Engineering and had their review reports published. When the results of these reviews are aggregated, as shown in Table (2) and Figure (7), 51 programmes (69%) received a 'confidence' judgement, nine (12%), 'limited confidence' judgement and 14 (19%), 'no confidence' judgement. It is worth mentioning that out of the 74 programmes, 20 were reviewed during Phase 1 of academic Programme Reviews from January 2009 to October 2011. When comparing the results of programmes reviewed in both phases, it is noted that (35%) of the programmes (seven programmes) witnessed improvement, while (55%) 11 programmes maintained their level of performance, and two programmes declined as indicated in Figure (8).

Table (2): Findings of 74 Programme Reviews by level and disciplinary field in Medicine, Health Sciences, Computer Science and Information Technology, Business Administration, Law and Engineering

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
30	Bachelor of Business Administration	23	4	3
8	Master of Business Administration	5	1	2
3	Bachelor of Law	3	0	0
2	Master of Law	2	0	0
8	Bachelor of Engineering	4	3	1
Total: 74 academic programmes by 27 colleges		51	9	14

Figure (7): Cumulative Findings of 74 Programme Review

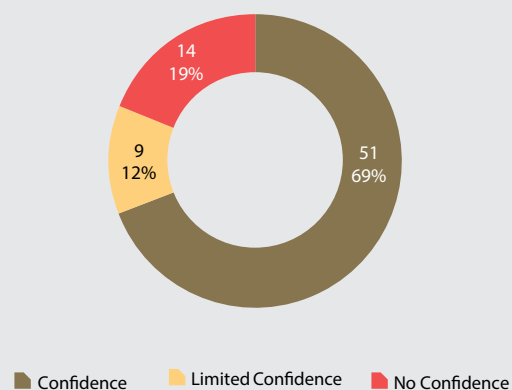


Figure (8): Comparison of the performance of 20 Programme Reviews conducted during phases 1 & 2

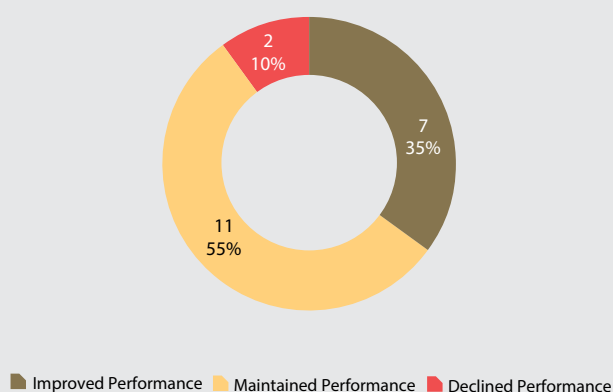
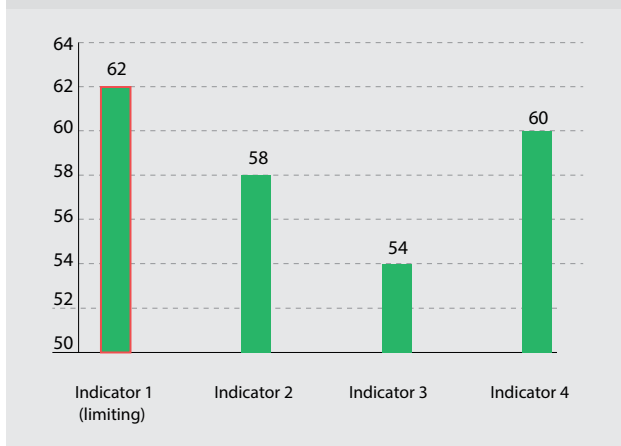


Figure (9): The number of academic programmes that satisfies each Indicator out of 74 programmes



Upon aggregating the number of academic programmes satisfying each Indicator (Figure 9), and analysing the outcome of the programme reviews and the conclusions reached by the review panels of all programmes reviewed during Phase 2 of academic Programme Reviews (Programmes-within- College Reviews), the following is concluded:

Indicator 1: 'The learning programme'

The reviewed programmes performance was the best in meeting the requirements of Indicator 1 'The learning programme', as it was satisfied by 62 programmes out of the 74. This is due to the institutions' own internal reviews of the structure and syllabus of their academic programmes and benchmarking their programme contents and curricula with similar academic programmes offered by local, regional and international higher education institutions. The programmes were also aligned with relevant international professional institutions, where applicable. Moreover, all academic programmes offered in the Kingdom of Bahrain adopted outcome based learning which was uncommon when DHR commenced academic Programme Reviews in 2009 where most academic programmes reviewed then did not have clear learning outcomes. Generally, one can notice the improvement in programmes' structure, content and the intended learning outcomes of the programmes and their courses as indicated by the programme review reports. Currently, the offered academic programmes adopt clear teaching and learning and assessment policies; however, some of these need to be reviewed and improved

further. Notwithstanding the above, twelve programmes failed to satisfy Indicator 1 'The learning programme' because of inadequate programme structure in terms of depth and breadth, as well as the curriculum and syllabus missing fundamental elements that should be included in such programmes. This is noted particularly in hybrid programmes that aim to cover more than one disciplinary field at the same time. However, failing to satisfy Indicator 1 'The learning programme' by twelve programmes is a source of concern, especially amongst professional programmes that claim a qualification title and objectives which reflect extensive knowledge, competencies and skills, while the structure and content of these programmes fail to provide them, and consequently their graduates are not able to compete in the labour market.

Indicator 2: 'Efficiency of the programme'

Indicator 2 'Efficiency of the programme' was satisfied by 58 programmes out of the 74. This is because the higher education institutions offering these programmes provided appropriate infrastructure, adequate faculty members, main students' services and support needed for 'at-risk' students. However, there are still issues to be addressed by some of these institutions, especially with regard to the admission criteria. A number of higher education institutions use low admission criteria that allow for almost an open-door admission policy, by enrolling all applicants either directly to the programme or through taking remedial courses. However, in most cases, these courses are imbalanced, and no official studies were conducted to evaluate their effectiveness in preparing the students for tertiary education as well as the programme's nature and requirements. Moreover, research contribution of academic staff members is still limited due to the high teaching load allocated to the academic staff, the lack of effective plan at the institution level to develop staff research abilities and the lack of catalyst environment that stimulates scientific research. Involvement in scientific research by academic staff members is important as it plays a critical role in enriching the teaching and learning processes, especially in terms of the programme field of study and the alignment of the curriculum to the latest developments in the programme discipline. On the other hand, programme that failed to satisfy Indicator 2 was mainly due to inadequate infrastructure, especially the provision of adequate laboratories, equipment and software and ensuring their operation through the conduct of periodic maintenance. This, in addition to the need to

provide stable and specialist academic staff members in the programme's sub-disciplinary fields, especially in the multi-disciplinary programmes, and ensure that the profile of the admitted students is suitable for the programme's aims and requirements.

Indicator 3: 'Academic standards of the graduates'

Reviewed programmes performed the least when satisfying Indicator 3 'Academic standards of the graduates', where only 54 programmes out of the 74 reviewed programmes satisfied Indicator 3. In spite of the improvements in the learning programme in a number of academic programmes offered as indicated earlier, most academic programmes adopt admission criteria that allow for almost an open-door admission policy. Moreover, the lack of an appropriate remedial/foundation programme that should enable admitted students to meet the programme's requirements has primarily contributed to the actual delivery of the programme not being comprehensive as the syllabus set forth in the learning programme, causing the depth and breadth of the learning to be unsuitable for the type and level of the programme. This resulted in using assessment methods which are not suitable for assessing the achievement of the intended learning outcomes, the graduate attributes, and the awarded degree, especially those related to the acquisition of higher order thinking skills and analytical and problem solving skills. This is more apparent in the course's final examinations and graduation projects; especially in programmes leading to professional qualifications. The absence of formal benchmarking of students and graduate achievement and levels has hindered the programmes' management teams' ability to ensure that the level of their students and graduates is similar to those of similar academic programmes offered by other local, regional and international higher education institutions. Although a number of academic programmes benefitted from adopting internal and external moderation policy to ensure that assessment tools utilised are rigorous and suitable for assessing the level of intended learning outcomes attainment, mechanisms are still in their early stages. Nonetheless, their positive impact has been noted

in few programmes. Based on the recommendations of the BQA review reports, most of the institutions formed advisory boards composing of experts in the disciplinary field, employers and programme graduates, on a college or department level and their feedback is used to enrich and develop the programme aligning it to the labour market needs.

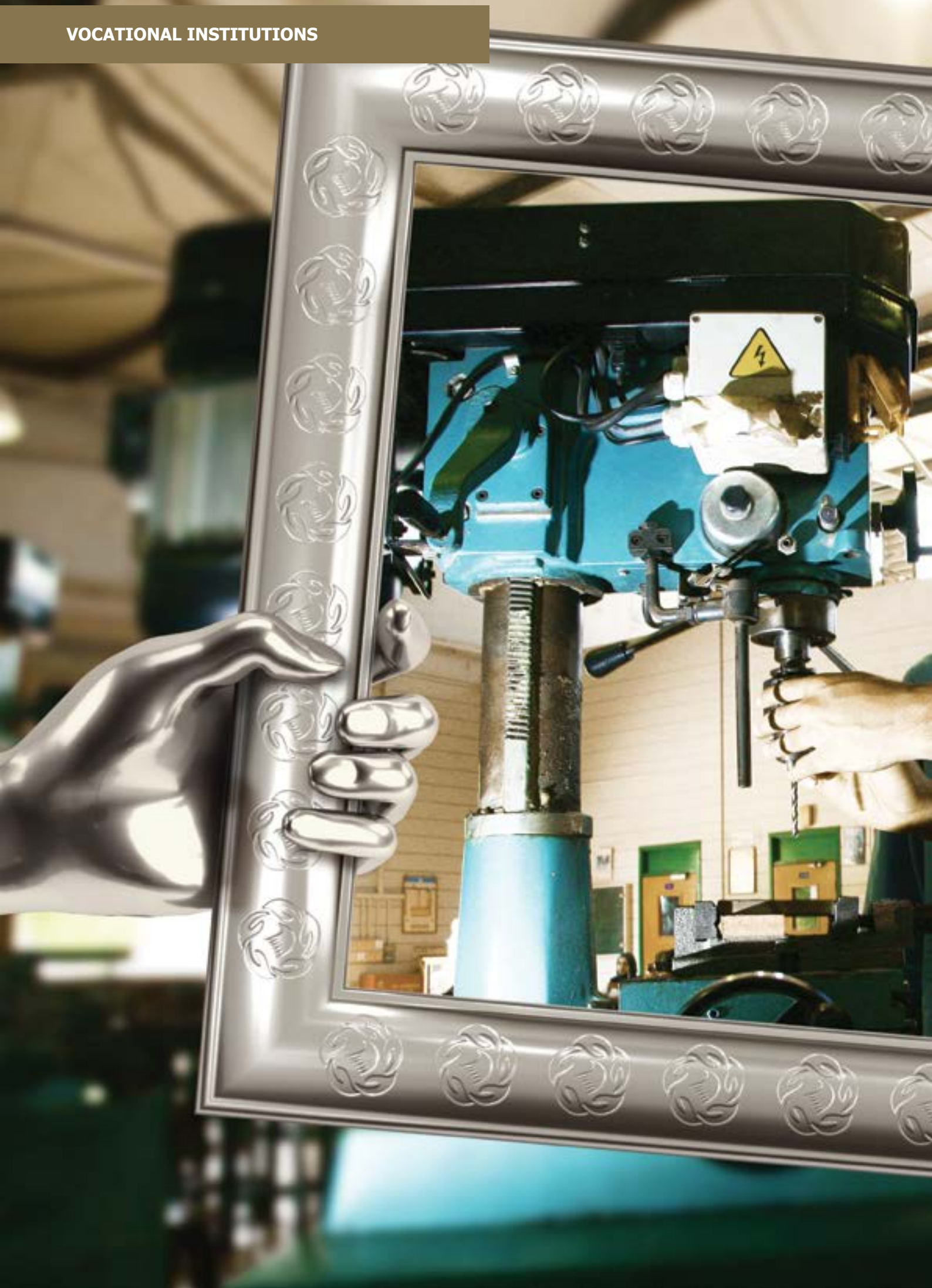
Indicator 4: 'Effectiveness of quality management and assurance'

Indicator 4 'Effectiveness of quality management and assurance' was satisfied by 60 programmes out of the 74 reviewed programmes. It is worth noting that all the academic programmes (17 programmes) whose review reports were published during 2015-2016 academic year satisfied Indicator 4. This is due to the continued institutionalisation of quality assurance practices and raising awareness of the importance of quality assurance amongst the institutions' academic and administrative staff. However, the impact of such internal processes is still at early stages, especially with regard to quality assuring the academic standards of the programmes' graduates. In many cases, this is because quality assurance practices are applied irregularly and monitoring and evaluating the effectiveness of the processes carried out by the College to ensure the quality of its programme and its outcomes are inadequate. This is due to the high teaching load of senior staff members responsible for the programme, including the Dean and Head of Department, which does not provide them with adequate time to manage and lead the programme effectively. In order to improve the quality assurance processes, the programme's leadership and management must integrate the various quality assurance mechanisms used and ensure that these are implemented regularly and complementarily. In addition, their effectiveness must be measured to instigate continuous improvement of the programme in line with the latest developments in higher education and the programme disciplinary field.

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 received a 'limited confidence' or 'no confidence' judgement, are subject to a follow-up visit to assess the progress achieved as indicated by the published programme review framework and the Authority's policies and procedures. Follow-up visits focus on assessing the level of progress achieved by the institution in addressing the original review report's recommendations. With regard to each recommendation indicated under 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 2015-2016, the DHR undertook one follow-up visit of a bachelor level programme in information technology. The outcome of the follow-up visit indicated that the programme made 'adequate progress', as the institution was able to address 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, as well as the academic standards. Consequently, the programme will not be subject to a second follow-up visit.





INTRODUCTION

In July 2016, the Directorate of Vocational Reviews (DVR) completed the third phase of Cycle 3 of reviews (Cycle 3) that commenced in April 2015. The DVR conducted a total of 36 reviews for vocational and training institutes based on the new Review Framework that was applied to the third Cycle of reviews. Out of the 36 providers, 27 were reviewed during the reviews of the second and third phases in the academic year 2015-2016; 23 of which are licensed by the Ministry of Labour and Social Development, and four licensed by the Ministry of Education (MoE). This report summarises the outcomes of reviews, which took place during the academic year 2015-2016. It also presents the accumulated findings of reviews of the third Cycle (Cycle 3) and compares them with the corresponding findings of the second Cycle of reviews (Cycle 2). It also presents the outcomes of the monitoring visits conducted by the Directorate.

OUTCOMES OF REVIEWS OF THE SECOND AND THIRD PHASES OF CYCLE 3

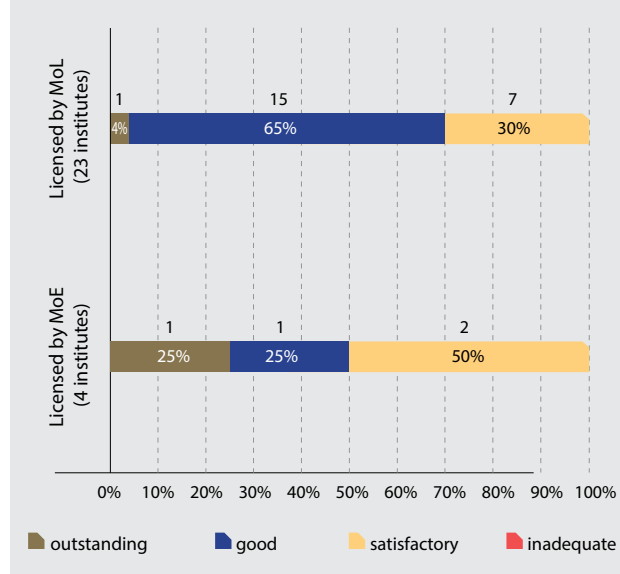
PROVIDERS' OVERALL EFFECTIVENESS

The judgement on the providers' overall effectiveness is the essence of the judgement on the providers' effectiveness in raising learners' achievements and meeting their needs along with the needs of the related stakeholders. Reviewers arrive at their judgement, on the overall effectiveness, on the basis of the outcomes of the five main questions. Cycle 3 Review Framework focuses on the same key standards of Cycle 2; namely, learners' achievement, effectiveness of teaching, training and assessment, the extent to which the programmes meet the needs of learners and stakeholders, learners' support and guidance in raising their academic achievement, and the impact of leadership and management on the quality of provision and how it is being reflected on the overall performance of the institute.

Out of a total of 27 institutes providers reviewed during the second and third phases of Cycle 3 of reviews in the academic year 2015-2016; all providers received a

'satisfactory' or better grade, with 59% graded 'good' and 33% institutes judged 'satisfactory' and clinched the second highest grade, while two institutes representing 7% were awarded 'outstanding'. With regard to the results of the 23 providers licensed by the Ministry of Labour and Social Development, as shown in Figure (10), 16 (69%) were judged 'good or better', and the remaining seven institutes (30%) were graded 'satisfactory'. During the same period, the Directorate reviewed four institutes licensed by the Ministry of Education with one graded 'outstanding', one 'good' and the remaining two institutes were judged 'satisfactory' for the overall effectiveness.

Figure (10): Analysis for grades awarded for overall effectiveness for Cycle 3 of reviews (Phases 2 & 3)



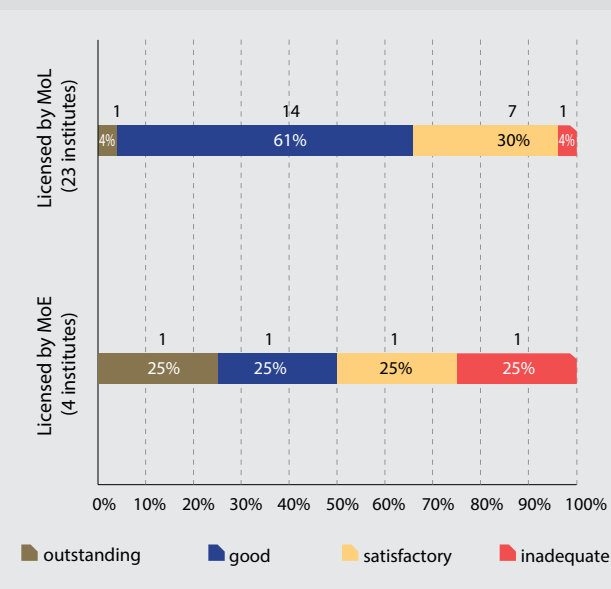
PROVIDERS' CAPACITY TO IMPROVE

Providers' capacity to improve 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 judgement relating to the provider's capacity to improve and develop in Cycle 3. This judgement focuses on the provider's history of improvement and the impact of initiatives undertaken to enhance improvements made to the quality of provision in the recent years. Reviewers pay particular attention to initiatives that focus on raising learners' achievement, rates of retention, registration in the programmes, the effectiveness of the provider's management and the robustness of the processes underpinning strategic planning and continuous quality improvement.

Figure (11) indicates that out of a total of 27 reviewed during the second and third phases of Cycle 3 of reviews in the academic year 2015-2016; 92% received a 'satisfactory' or better grade and two institutes were judged 'inadequate'. With regard to the results of the 23 providers licensed by the Ministry of Labour and Social Development, 95% were judged 'satisfactory' or better for their capacity to improve. 14 institutes (61%) were awarded 'good', seven institutes (30%) received a 'satisfactory' grade and one providers was awarded 'outstanding' judgement. Out of four institutes licensed by the MoE, three were graded 'satisfactory' or better and one institute maintained its 'outstanding' grade during both cycles of reviews, whereas one was judged 'inadequate' for its capacity to improve.

It is worth mentioning that improvement of the outcomes of Cycle 3 of reviews in the capacity to improve aspect is attributed to the initiatives taken by most institutes that were judged 'good' or better. Such institutes focused on raising learners' achievement through the improvement of the quality of teaching, training and assessment and drawing clear strategies that focus mainly on rigorous planning and continuous improvement.

Figure (11): Analysis for grades awarded for providers' capacity to improve for Cycle 3 of reviews (Phases 2 & 3)



LEARNERS' ACHIEVEMENTS

The review process focuses on measuring the impact of the provider's procedures to develop and implement the quality assurance processes to determine the effectiveness of the training process on the outcomes, and particularly that are reflected on the learners' achievement. This main question covers the extent to which learners develop appropriate vocationally relevant knowledge and skills, and achieve the qualifications and the Intended Learning Outcomes (ILOs), for which they aim. These two criteria are the limiting criteria of Main Question 1 (MQ1). This Main Question also evaluates other criteria that reflect the progress made by individuals and/or particular groups in the programmes and over levels 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.

When analysing the providers' results for their learners' achievement in the second and third phases of Cycle 3 of reviews in the academic year 2015-2016, as indicated

in Figure (12), 17 institutes (74%) out of the 23 providers licensed by the Ministry of Labour and Social Development received a 'good' or better grade, and two were awarded 'outstanding'. Out of four institutes licensed by the MoE, all were awarded 'satisfactory' or better and one institute maintained its 'outstanding' grade for the second time for its learners' achievement. This has positively reflected on the provider's overall effectiveness. Learners gaining effective vocational knowledge and skills and achieving the ILOs have been one of the most important strengths in 'good' or better institutes. This development is due to the increase in the institutes' awareness of the significance of providing support and guidance for learners within a specific implemented mechanism that helps them to achieve better results. However, some institutes are still facing difficulty in improving the learners' achievement, and particularly the progress they make.

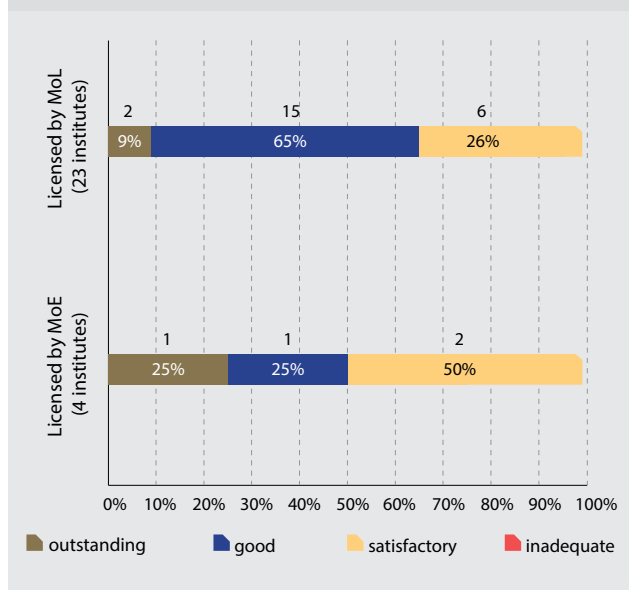
EFFECTIVENESS OF TEACHING, TRAINING AND ASSESSMENT

In coming to a judgement on this Main Question, reviewers evaluate how well lessons and training sessions are prepared and delivered to promote learning, and how effectively learners participate in lessons, 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 and problem solving skills, and the extent to which available resources and materials are utilised to enrich 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 (13) summarizes the grades awarded for the 23 providers licensed by the Ministry of Labour and Social Development and the four institutes licensed by the MoE for main question 2 relating to the effectiveness of teaching/ training and assessment used in the providers reviewed during the second and third phases of Cycle 3 of reviews in the academic year 2015-2016. All providers reviewed were judged 'satisfactory' and above. 16 providers (70%) licensed by the Ministry of Labour and Social Development were judged 'good' and the remaining 30% of providers received a 'satisfactory' grade for this main question. One institute licensed by the MoE was awarded 'outstanding' and one received a 'good' grade.

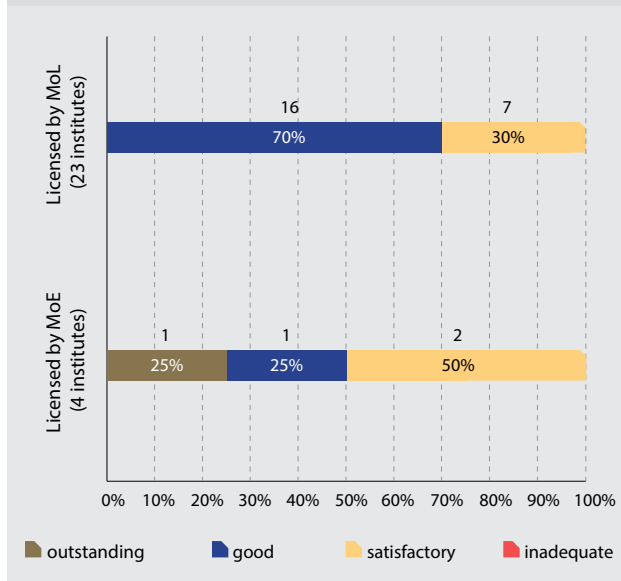
It is worth mentioning that improvement of the outcomes of Cycle 3 of reviews in the effectiveness of teaching, training and assessment is attributed to improving training strategies and methods that were largely reflected on sessions. Sessions started to involve learners and are no longer trainer-centered in most parts. Moreover, assessment methods of learners' attainment are enhanced and learners' performance records are

Figure (12): Analysis for grades awarded for learners' achievement for Cycle 3 of reviews (Phases 2 & 3)



better maintained. In the better institutes, more accurate and rigorous assessment methods that are designed to measure learners' ILOs are used and comprehensively verified and validated in most courses.

Figure (13): Analysis for grades awarded for effectiveness of teaching, training and assessment for Cycle 3 of reviews (Phases 2 & 3)



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

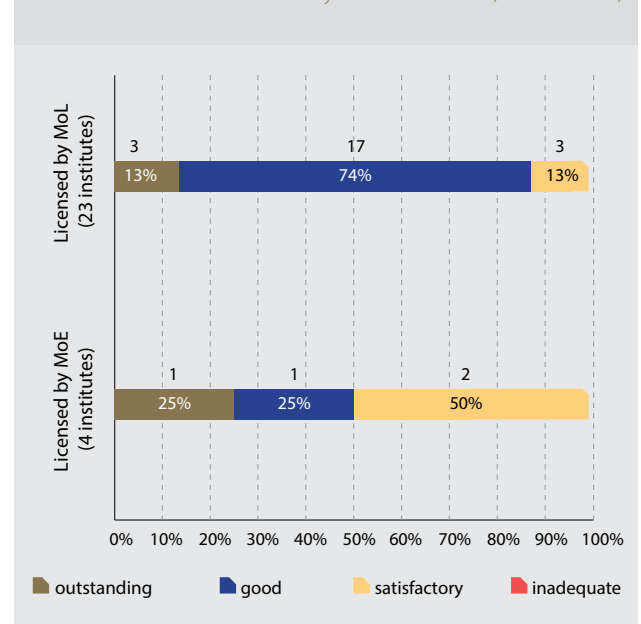
Offered programmes is one of the most important aspects that distinguish institutes, and this Main Question 3 (MQ3) focuses on this aspect through its criteria. The important criteria in determining the appropriateness and effectiveness of programmes are the extent to which programmes are designed, structured and planned, and whether they are provided in response to the identified market needs, and meeting the requirements of learners and stakeholders. For providers offering vocational programmes the judgement will also relate to their content and relevance to the current world of work.

With regard to the results of the providers licensed by the Ministry of Labour and Social Development, Figure (14) indicates the increase of the institutes of a 'good or better judgement (87%) over the institutes of a 'satisfactory' grade (13%). Out of these institutes, three were awarded 'outstanding' in this Main Question, and one of them maintained its grade from the previous cycle of reviews,

whereas the grade of the other two institutes increased. The four institutes licensed by the Ministry of Education were judged 'satisfactory' or better with one maintained its 'outstanding' grade, and one was judged 'good', whereas the other two institutes maintained their 'satisfactory' judgement.

When analysing the most important strengths, the institutes offering the most effective programmes implement good practices in identifying market needs, meeting its requirements and supporting programmes with sufficient and quality learning resources. Moreover, they are more aware of the importance of the concentration on programmes' planning and structure within clear policies that secure quality ILOs. On the other hand, some institutes still do not pay great attention to supporting programmes with a range of relevant extracurricular activities, particularly the institutes in which extracurricular activities are considered a fundamental supportive element of the learning process.

Figure (14): Analysis for grades awarded for the extent to which programmes meet the needs of learners and stakeholders for Cycle 3 of reviews (Phases 2 & 3)



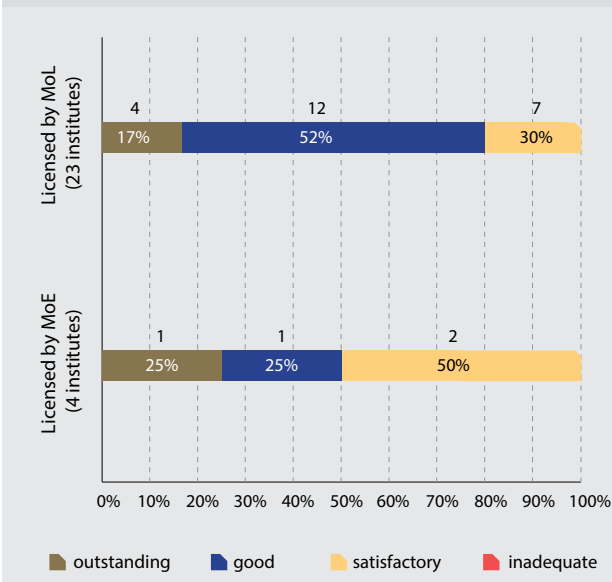
LEARNERS' SUPPORT AND GUIDANCE

In evaluating Main Question 4 (MQ4), reviewers focus on the availability of an effective mechanism for support and guidance to help learners achieve better outcomes. This is the limiting criterion 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 (15) outlines the grades awarded for this main question, relating to the quality of learners' support and guidance provided by the providers reviewed during the second and third phases of Cycle 3 in 2015-2016 academic year for the 23 providers licensed by the Ministry of Labour and Social Development and the four institutes licensed by the MoE. All providers subject to reviews during this period were judged 'satisfactory' and above. Four institutes (17%) licensed by the Ministry of Labour and Social Development received an 'outstanding' judgement, and 12 institutes (52%) were graded 'good'. Out of the four institutes licensed by the MoE, one was awarded 'outstanding' and one was graded 'good', whereas the other two institutes were judged 'satisfactory' under this main question.

It is worth mentioning that the improvement in learners' support and guidance in Cycle 3 is due to the increase interest of a growing segment of institutes in setting clear policies and mechanisms that define responsibilities and support and guidance offered. There are successful examples of the positive impact of the individual support and guidance given to learners in the externally-accredited programmes to prepare them for the external examinations which was reflected in better achievement and high passing rates. In addition, a notable number of these institutes communicates effectively with employers prior, during and after courses and get them acquainted with the procedures during the induction session and provide them with detailed and useful reports on learners' performance and results on the completion of courses.

Figure (15): Analysis for grades awarded for learners' support and guidance for Cycle 3 of reviews (Phases 2 & 3)



EFFECTIVENESS OF LEADERSHIP, MANAGEMENT AND GOVERNANCE

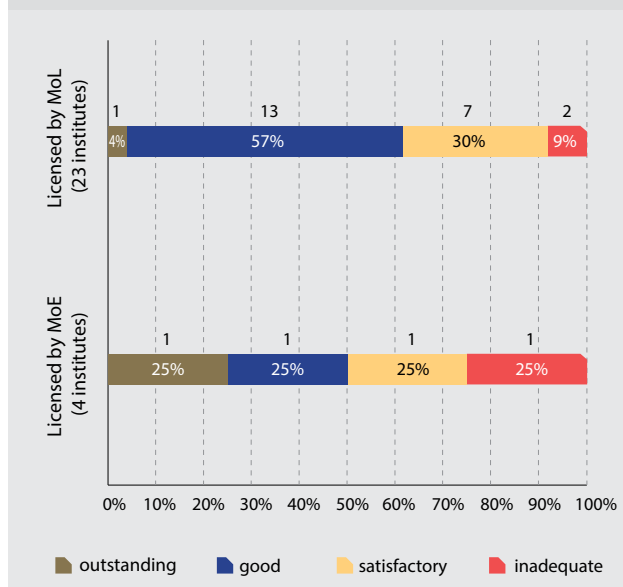
The quality of leadership supported by efficient management is central to the success of the provider. In coming to the judgement of this main question, reviewers evaluate the effectiveness of the provider's vision and mission statements relating to the strategic planning that focusses on raising learners' achievement and rigorousness, regularity and accuracy of self-evaluation process to inform the improvement decisions. Both criteria as well as monitoring the performance of staff and learners are the limiting judgement on this main question. Reviewers also evaluate the appropriateness and impact of the adopted structures and processes on meeting the provider's aims and objectives. 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 (16) highlights the grades awarded for this main question relating to the effectiveness of leadership,

management and governance of the providers reviewed during the second and third phases of Cycle 3 in 2015 - 2016 academic year. 91% of providers licensed by the Ministry of Labour and Social Development subjected to reviews during this period were judged 'satisfactory' and above; whereas 13 institutes (57%) out of the twenty three providers received a 'good' judgement, and two institutes (9%) were judged 'inadequate' in this main question. Out of the four institutes licensed by the MoE, three were graded 'satisfactory' or better, one maintained its 'outstanding' judgement over both cycles of reviews, and one was judged 'inadequate' under this main question.

It is worth mentioning that the improvement in the effectiveness of leadership, management and governance of the providers reviewed during Cycle 3 is due to the increase of interest of a growing group of providers in drawing up clear policies and mechanisms to measure the internal quality assurance and follow up the implementation of strategic plans and effective monitoring system, as well as the use of the developed systems to analyse learners' prior attainment and achievement.

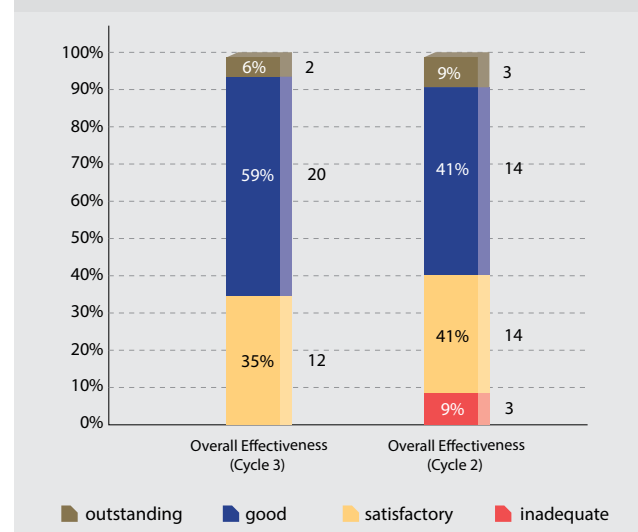
Figure (16): Analysis for grades awarded for effectiveness of leadership, management and governance for Cycle 3 of reviews (Phases 2 & 3)



COMPARISON OF THE OUTCOMES OF CYCLE 2 & CYCLE 3 REVIEWS FOR OVERALL EFFECTIVENESS

Out of a total of 36 providers subjected to reviews during Cycle 3, 34 were reviewed during Cycle 2 of reviews as well. When comparing the overall effectiveness of the institutes subjected to reviews during Cycles 2 and 3, as shown in Figure 17, institutes have improved their grades for overall effectiveness in general. Percentage of providers that received a 'good' or better judgement rose from 50% in Cycle 2 to 65% in Cycle 3; however, there was a slight decline in the number of providers which were judged 'outstanding' due to the application of clearer judgement descriptors for the overall effectiveness. No provider was graded 'inadequate'.

Figure (17): Changes in the outcomes from Cycle 2 to Cycle 3 for Overall Effectiveness (Accumulative: 34 institutes)

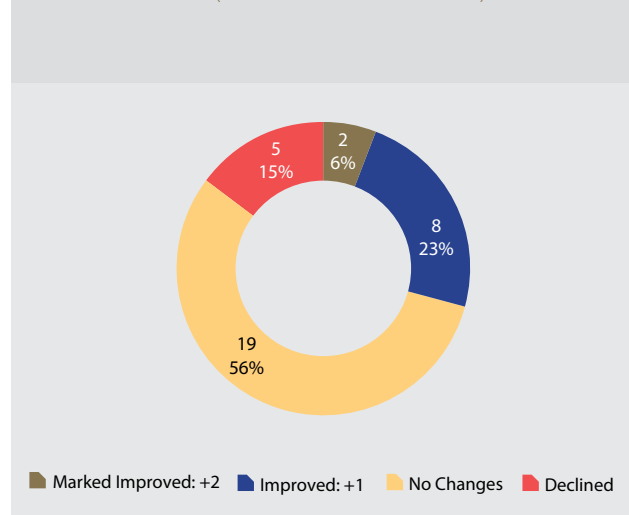


On the other hand, Figure (18) indicates that 29% of the institutes subjected to reviews during Cycle 2 and Cycle 3 have improved their grade by at least one point. Moreover, 56% institutes have managed to maintain their status during both cycles in spite of raising the review criteria during Cycle 3. However, 15% providers have declined their grades by at least one point. Providers that have improved their performance between the cycles are those

which performed under clear strategic and action plans that focus on improving learners' achievement and make them gain vocational knowledge and skills to build and enhance their practical abilities in different aspects and specialties. The role of leadership and management was obviously reflected in the close follow-up of monitoring performance, clinching improvement opportunities, taking initiatives and ensuring their implementation. In addition, the impact of the quality and effectiveness of teaching, training and assessment methods was reflected on the overall effectiveness whereas providers paid more attention to employ qualified and experienced trainers who use various teaching and training strategies, as well as they embraced the rigorousness of assessment methods and strategies.

The policies and procedures of the internal quality assurance system have been improved; however, they have not been fully implemented to cover all policies and the relevant internal verification and moderation processes. This is in order to reflect on the quality of provision and go beyond the frequent administrative and mostly superficial verification stage. In addition, the less effective providers are still in need of enhancing learners'

Figure (18): Changes in the outcomes from Cycle 2 to Cycle 3 for Overall Effectiveness (Accumulative: 34 institutes)



participation in sessions through expanding the scope of training methods and improving assessment techniques, and consequently meeting their different learning needs.

Monitoring Visits for 2015-2016 Academic Year

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 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:

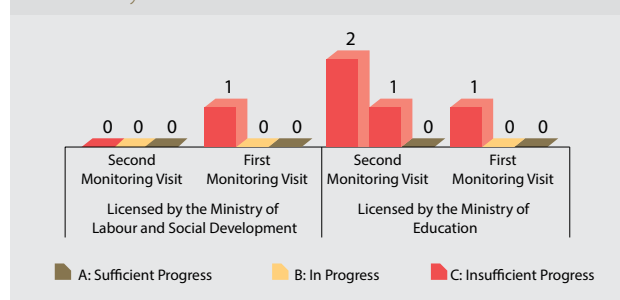
A: Sufficient progress.

B: In progress.

C: Insufficient progress.

During the 2015-2016 academic year, five monitoring visits were conducted; four of them for providers licensed by the MoE that provide English language or tuition courses or both, and one monitoring visit was carried out for a provider licensed by the Ministry of Labour and Social Development. Figure (19) summarises the outcomes of these visits. One institute licensed by the MoE has shown an improvement in addressing some of the recommendations of the review reports after being subjected to the first and second monitoring visits while the remaining institutes have not shown an improvement in addressing the recommendations of the review reports. Moreover, the provider licensed by the Ministry of Labour and Social Development which was subject to the first monitoring visit has not shown any improvement in addressing the recommendations of the review report. This decline is mainly due to the ineffective training methods that fail to engage and motivate learners during courses. Moreover, inappropriate assessment methods

Figure (19): Grades awarded for monitoring visits for academic year 2015-2016







INTRODUCTION

The Directorate of Government Schools Reviews (DGS) conducts its reviews in accordance with the 'Schools Reviews Handbook', which is based on three core themes. The first theme focuses on quality of learning outcomes including aspects of students' academic achievement (standards and progress), and personal development. Whereas, the second theme highlights the quality of main processes and inputs and includes aspects of teaching and learning, and support and guidance offered for students. The third theme covers the aspect of quality of processes and follow up mechanisms related to effectiveness of leadership, management and governance. Evaluation of these aspects is the essence of the judgements awarded for the schools' overall effectiveness and their capacity to improve. Grades are awarded on a four-point scale: 'outstanding', 'good', 'satisfactory', or 'inadequate'. It is worth mentioning that Cycle 3 of the reviews includes regular and special reviews based on the approved procedure for reviewing schools that are graded 'outstanding' in their last review.

The first section of this report presents an analysis of the results of government schools reviews that are conducted in (phases 1 & 2) in Cycle 3 in 2015-2016. While the second section demonstrates a comparative analysis of the overall effectiveness of all the schools reviewed during Cycle 3. The third section highlights the results of the 'inadequate' schools that have already undergone monitoring visits in the second Cycle of Reviews.

Analysis of government schools' reviews results conducted in 2015-2016.

The Directorate of Government Schools Reviews (DGS) completed (phases 1 & 2) of Cycle 3 in May 2016, by reviewing 50 government schools, out of which (28) are primary, (15) intermediate and primary-intermediate, and (7) secondary and intermediate-secondary. In addition to, one primary school that was subject to a special review, based on the approved procedure for reviewing 'outstanding' schools, and has obtained a recommendation to undergo a regular review. Consequently, the analysis of the results of the government schools' reviews will not include this school. This brings the number of government schools reviewed in this Cycle 3 to (70) schools. This section of the report presents a general analysis of the (50) schools reviewed in 2015-2016.

Overall effectiveness

The school's overall effectiveness is mainly evaluated according to the judgements on the review aspects with the focus on the school's outcomes, taking into account the direct impact of the processes and the mechanisms of quality assurance, on learning outcomes, represented in the role of leadership and its effect on the school's provision. Figure (20) illustrates overall effectiveness judgements granted to the reviewed schools in 2015-2016. (20%) of the schools were judged 'outstanding'; (16%) 'good'; (34%) 'satisfactory' and (30%) received an 'inadequate' judgement. It is worth mentioning that six outstanding schools in the previous cycle of reviews underwent special review procedures, where five of them managed to maintain the same grade, while one obtained a recommendation to undergo a regular review.

Figure (20): Overall effectiveness for 50 schools reviewed in Cycle 3 during 2015-2016 academic year

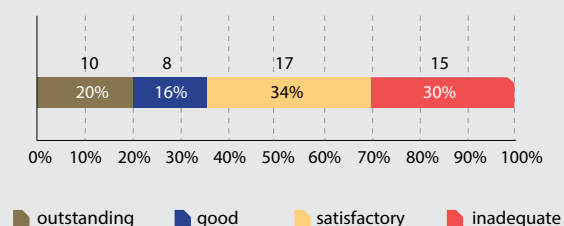
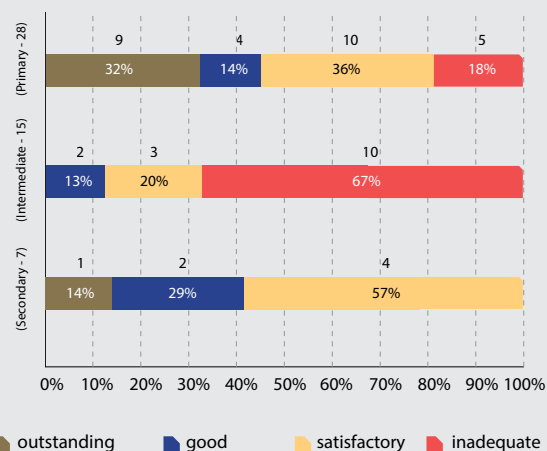


Figure (21): Overall effectiveness for 50 schools reviewed according to educational stages in Cycle 3 during 2015-2016 academic year



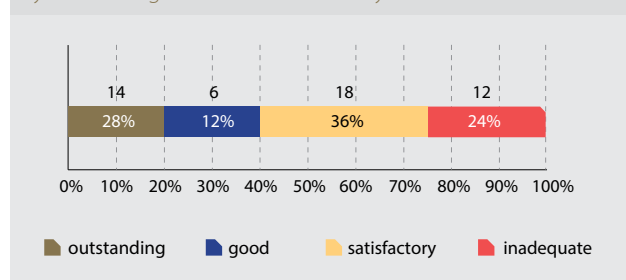
With regard to educational stages' performance this year, as illustrated in Figure (21), during Cycle 3, the primary stage was the best as (32%) of schools were graded 'outstanding' and (18%) 'inadequate'. The secondary schools settled in the second position with no 'inadequate' schools. Challenges encountered by the intermediate schools still exist where (67%) of the schools were graded 'inadequate' with no 'outstanding' schools. This confirms the recommendation of the previous Annual Report with regard to the need to follow-up and study the low performance at these schools and address reasons behind that. Additionally, nine out of the 10 'outstanding' schools were girls schools and one was a boys' school with female teaching staff, Thirteen boys' schools out of fifteen were judged 'inadequate' compared to two girls' schools that received the same judgement.

Schools' capacity to improve

School's capacity to improve is based on the role of leadership in assessing the school's current situation, setting plans and exploring future trend of performance taking into account the school's history of high performance, or implementing continuous improvement in schoolwork. Stability of human and physical resources plays a critical role in grading the capacity to improve and ability to face and address challenges.

Figure (22) shows that the capacity to improve in (40%) of government schools were judged as 'outstanding' or 'good', (36%) were 'satisfactory', while (24%) received 'inadequate' judgements for their capacity to improve with some receiving recommendations for immediate intervention actions by the concerned bodies to help raise their performance. Some 'inadequate' schools still encounter many challenges relating to inputs, facilities and utilities, school environment and stability of teaching and administrative staff, which affects negatively their expected performance in the future.

Figure (22): Capacity to improve for 50 schools reviewed in Cycle 3 during 2015-2016 academic year



The schools' ability to conduct accurate self-evaluation and record assessment in their Self-Evaluation Form (SEF) based on the review criteria set forth in the 'Schools' Reviews Framework' in the Kingdom of Bahrain, and the extent of the match between the two judgements drawn by the school's leadership and review teams, is highly considered when issuing judgements regarding schools' capacity to improve.

Figure (23): Comparison between judgements in schools' SEF and Grades for 50 schools reviewed in Cycle 3 during 2015-2016 academic year

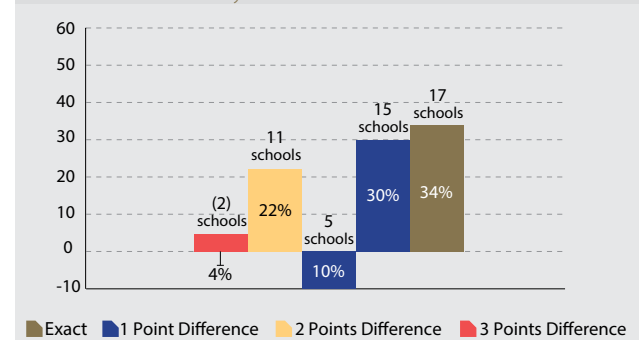


Figure (23) indicates the match and differences between the judgements drawn by schools in their SEFs and the judgement given by the review teams for the schools overall effectiveness. One-third of schools could evaluate their overall effectiveness accurately, while the judgements of the remaining schools varied with one-point difference in (30%) of the schools, and two-point difference in (22%) of the schools. On the other hand, (10%) of the schools evaluated themselves lower than the review team's given judgement. This difference in the schools' evaluation, particularly after being subject to two reviews, has to be followed up to a greater extent to ensure the schools' clear understating of the review criteria set forth in the 'Schools' Reviews Framework'.

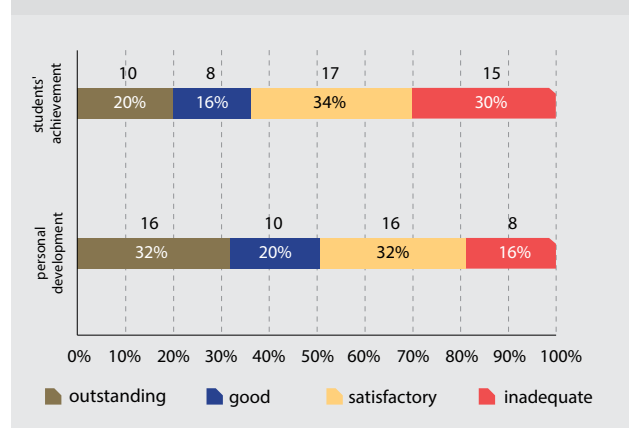
Quality of outcomes

On comparing students' performance, at the reviewed schools during Cycle 3, it is observed that students' personal development was better than their levels of academic achievement. (36%) of the schools were graded 'outstanding' and 'good' while (64%) of the schools were 'satisfactory' and 'inadequate' in the students' academic achievement aspect, as shown in Figure (24). The slow progress made by schools in terms of students' academic achievement is attributed to a number of critical factors, mainly: the mismatch between the results achieved in the schools' inter-

nal tests, and the students' levels and progress in lessons, especially in 'inadequate' lessons. This is closely attributed to the schools' internal tests standards, distribution of test questions according to the higher order thinking skills and inaccurate marking schemes and mechanisms. Weaknesses of students' standards are observed in the main subjects, and considered a main obstacle to the core educational process, when students move to senior grades and next stages of education. However, in the most effective schools, there is a close relation between students' standards in the internal tests and their performance in classes, and various categories of students show positive progress according to their abilities.

It is worth noting that the national average of students' performance in the primary and intermediate stages results of the BQA National Examinations is still poor and are in line with the results of the less effective schools in many cases. With regard to the second main output, which is students' personal development, the impact of the school's provision continued to be clearly reflected on this aspect, since (52%) of the schools reviewed during these two phases were graded 'outstanding' and 'good', while (48%) of the schools were 'satisfactory' and 'inadequate' as shown in Figure (24). Students of the most effective schools were able to reflect their leadership skills in all assignments given to them in and outside classrooms.

Figure (24): Quality of learning outcomes for 50 schools reviewed in Cycle 3 during 2015-2016 academic year



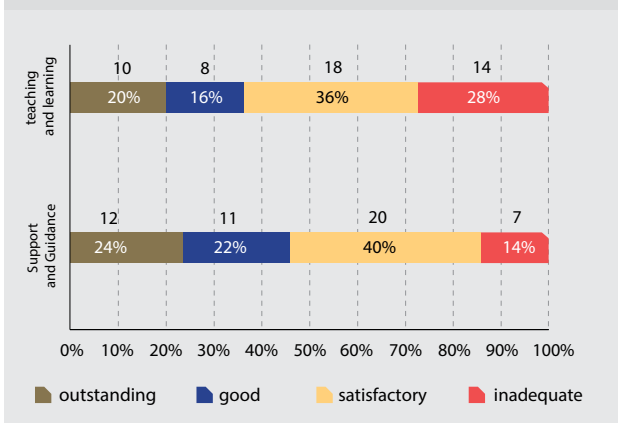
They also confidently and enthusiastically contributed to the school life, as well as taking serious initiatives. Moreover, students were well behaved and self-disciplined. They respected each other and maintained the school's environment and facilities. However, such behaviour, commitment

and values have not been observed in the less effective schools. Students' limited participation in and outside classrooms, lack of assuming responsibility and taking leadership roles varied. In a small number of schools, especially at boys' schools, some inappropriate actions threatening the students' security, physical and psychological safety were observed, while a limited number of teachers used inappropriate educational approaches with students. Some students also showed low levels of personal awareness and behaved inappropriately. In general, the independent-learning skill is still one of the most important issues to be followed up across the Kingdom's schools. The review results indicate that more efforts need to be exerted in order to develop this skill, which is considered one of the most important skills required in the 21st Century.

Quality of main processes

The school plays the main role in promoting students' academic standards and their personal development by implementing a number of processes including teaching and learning processes and support and guidance for students. Figure (25) illustrates the results of the schools reviewed with regard to both processes. The results of the quality of teaching and learning processes are almost identical to the results of the relevant main output, which is the students' academic achievement. One-third of the schools were graded 'satisfactory' or 'inadequate'. This is because of the challenges teachers encounter in performing the main processes during lessons, including the inability to apply effective strategies to raise students' standards, especially with regard to students' acquisition of basic skills; not to mention the challenges related to classroom and time management. Insufficient students' support during lessons is one of the most important challenge faced by teachers; in addition to ineffective utilization of assessment techniques in supporting students and addressing their various educational learning needs in lessons and written work. The quality of teaching and learning is better in outstanding schools. Lessons cover all the elements of outstanding sessions such as good lesson plans, organisation of learning activities and programmes during the educational situations, good class management and accurate assessment methods; in addition to allocating sufficient time to each learning activity, sessions are student-centred and the teacher plays various roles such as the role of the facilitator, organizer and enabler.

Figure (25): Quality of main processes for 50 schools reviewed in Cycle 3 during 2015-2016 academic year



Students' support and guidance aspect results were better than the quality of teaching and learning aspect; (46%) of the schools reviewed during these two phases were graded as 'outstanding' and 'good', while (54%) were 'satisfactory' and 'inadequate' as shown in Figure (25). The most important criteria, which negatively affect the progress in this aspect, are the difficulty schools face in providing academic support for various categories of students, which is a limiting criterion that affects judgement of this aspect. The support offered to students is not up to the expected standard in these schools. Results of diagnostic tests are not well utilized and students' academic progress is not sufficiently followed up. On the other hand, schools made better progress in the provision of personal support for students and enhancement of their different extra-curricular experiences. Improvements were also observed in the students' induction programmes, which prepares them for the next stage of education or employment, especially in 'good' and 'outstanding' schools. Although the school environment in government schools is considered to be safe in general for students and staff, some cases raised serious concerns to students' safety. Such cases were immediately reported to the concerned parties in order to take the necessary actions.

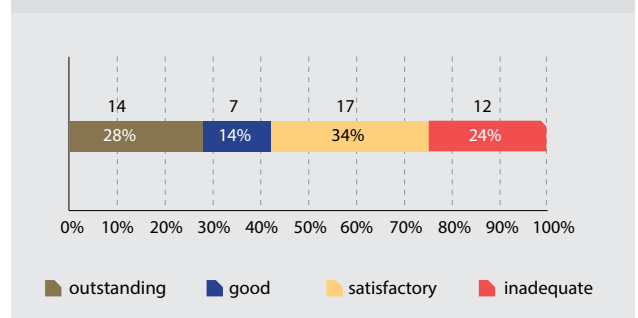
Quality assurance of outcomes and main processes

The cycle of quality is fully completed by applying mechanisms that secure sustainability, follow-up and development. The schools' leadership and management plays a significant role through exerting organized efforts to ensure the quality of processes in order to raise students'

academic and personal development standards. These efforts are closely evaluated at the schools' leadership, management and governance aspect.

Figure (26) demonstrates that (42%) of the schools received 'good' or better grade; whereas (34%) received 'satisfactory' and (24%) 'inadequate' judgements. Stability of schools' systems, policies and mechanisms in 'outstanding' schools had a positive impact on the schoolwork and was reflected on accurate and comprehensive strategic processes, clear roles and distribution of responsibilities among staff. It also resulted in creating distinguished educational practices and projects, which are exemplary in all the assessment aspects and schoolwork. The most important factors affecting the judgement on this main aspect, in the less effective school, are inconsistencies of schools' efforts in terms of implementing teachers' professional development programmes that meet teachers' needs. Areas for improvement include ineffective teachers' assessment mechanisms and the impact of professional development programmes on teachers' performance, developing educational practices and measuring the impact of such development on students' achievement. The 'inadequate' schools encountered clear challenges in carrying out accurate self-evaluation and drawing up action-based strategic plans. In addition, some schools received recommendations of immediate intervention actions by the concerned parties to address their current situation, as the schools' management is unable to make instant change according to their current available resources. A number of schools still encounter shortages in the senior management, in particular. This, in turns, will have a direct impact on the quality of teachers' performance and development of teaching practices, especially in the intermediate and secondary schools, due to the significant role the senior management plays.

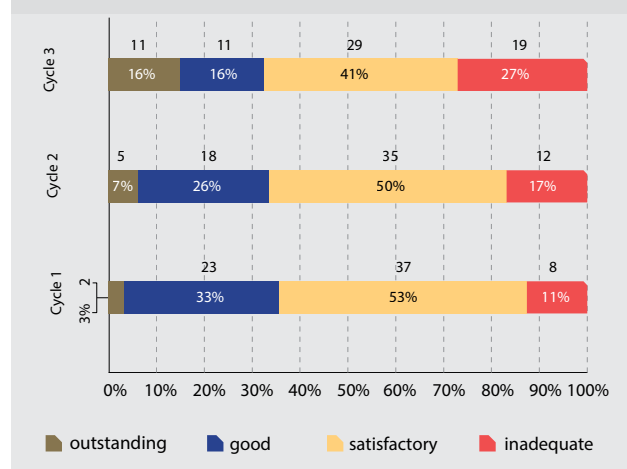
Figure (26): Effectiveness of leadership, management and governance for 50 schools reviewed in Cycle 3 during 2015-2016 academic year



Comparison of the results of Cycle 2 & Cycle 3 schools overall effectiveness

On comparing the outcomes of the overall effectiveness of the (70) schools reviewed during Cycles 2 and 3, it is noted that Cycle 3 shows more polarized judgements between 'outstanding' and 'inadequate' judgements with the percentages of the schools judged as 'outstanding' and those judged as 'inadequate' both being 10% higher with a corresponding reduction in schools judged as 'good' and 'satisfactory'. When comparing the outcomes of all the three cycles of reviews, as illustrated in Figure (27), a positive trend is noted in the doubled percentages of schools rated as 'outstanding' in every cycle so far. However, the most important challenge is the consistent increase in 'inadequate' schools that requires intensive follow-up in terms of addressing the recommendations of review reports and providing the required support to raise the standard of these schools.

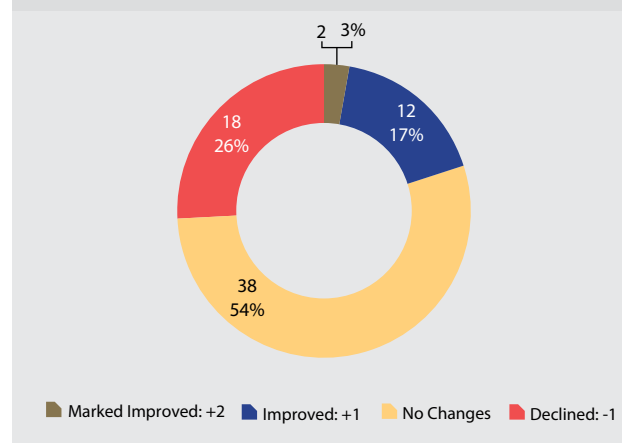
Figure (27): Overall Effectiveness – Comparing 70 schools reviewed in Cycle 1 (2008-2011), Cycle 2 (2011-2014) and Cycle 3 (2015-2016).



Overall performance of (20%) of the schools has improved by one or two points in Cycle 3 compared to Cycle 2 while (54%) of the schools have maintained their standards and (26%) declined by one percentage point, as illustrated in Figure (28). Schools that implemented the previous review reports recommendations regularly and systematically made positive progress. They managed to introduce continuous improvements to different school aspects with focus on raising students' academic standards. However, the reasons for regression in performance at 'inadequate' schools varied from technical reasons, which relate to teaching and

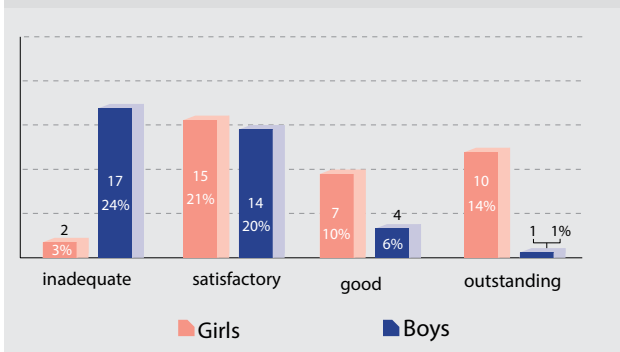
learning strategies, assessment and the use of its results, and classroom time management. Other reasons are administrative and relate to addressing shortages in human resources, instability of teaching and administrative staff and the inputs challenges in terms of students' basic skills.

Figure (28): Changes in the overall effectiveness judgements for 70 schools reviewed in Cycle 2 and Cycle 3 of reviews.



In general, as Figure (29) highlights, Cycle 3 has witnessed greater continuous positive progress by the girls' schools over the boys' schools in 'good' judgements and above, while the schools judged as 'inadequate' were mostly boys' schools and specifically in intermediate stage. The fact that six boys' schools graded 'inadequate' against one rated as 'outstanding', as indicated in the review reports, necessitates reconsideration of this situation and addressing its causes, because improving the performance of primary schools might be easier than trying to correct ingrained problems at later educational stages. The Directorate of Government Schools Reviews recommends enhancing professional learning communities and increasing links among schools to ensure exchange of good practices, particularly among governorates, as well as at various educational stages, and girls' and boys' schools.

Figure (29): Overall Effectiveness according to gender – Comparing 70 schools reviewed in Cycle 3 (2015-2016).



Monitoring visits for 2015-2016 academic year

In the case of schools where overall effectiveness is 'inadequate', schools are to undergo a monitoring visit to assess the progress they made in regard with addressing those areas, which were identified as being in need of improvement in their review reports recommendations. The monitoring visit is a 1-day visit, and its nature and procedures are different from the regular review visit. Schools that made 'sufficient progress' in their first monitoring visits are to be scheduled in the regular Cycle of school reviews, whereas schools graded as 'in progress' or 'insufficient progress' are subject to a second monitoring visit. During 2015-2016 academic year, the (DGS) has carried out (43) monitoring visits to schools judged 'inadequate' in the second Cycle of reviews. Out of these schools, (11) received their first monitoring visits during 2015-2016 academic year; ; out of which 9 schools (82%) were found 'in progress', and two schools (18%) made 'insufficient progress', as illustrated in Figure (30).

Figure (30): Schools judged 'inadequate' in Cycle 2 and progress made at their first monitoring visit (2015-2016)

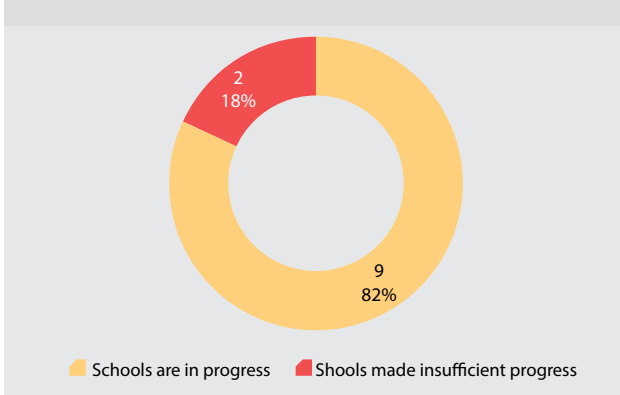
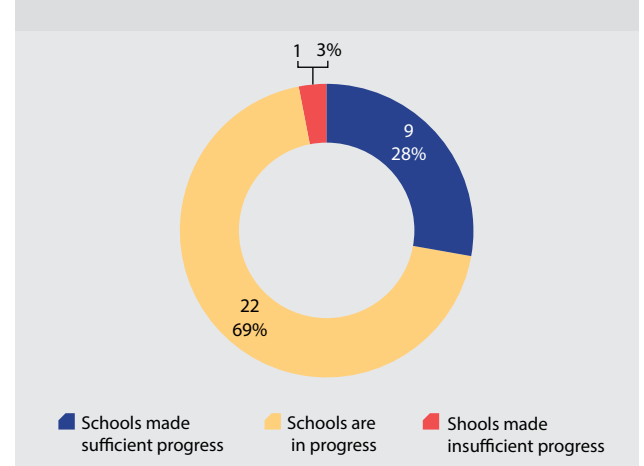


Figure (31) shows that (32) schools received their second monitoring visits. Nine schools made 'sufficient progress', whereas twenty-two achieved 'in progress', and one school was judged as 'inadequate'. More importantly, the fact that 15 out of these 32 schools are graded 'inadequate' in both Cycles of reviews, and 13 of them made 'insufficient progress' in both monitoring visits, is causing a serious concern. This requires immediate intervention by the concerned parties to raise those schools overall performance.

Figure (31): Schools judged 'Inadequate' in Cycle 2 and progress made at their second monitoring visit (2015-2016).







INTRODUCTION

The Directorate of Private Schools & Kindergartens Reviews (DPS) commenced the second cycle of reviews of private schools across the Kingdom of Bahrain in April 2015. This report consists of three sections. The first section highlights the performance of the private schools reviewed during the 2015-2016 academic year including both types of reviews; namely, regular reviews and special reviews for outstanding schools. The second section presents a comparison of the performance of all the private schools reviewed during Cycle 1 and Cycle 2. The third section highlights the results of the monitoring visits during the academic year 2015-2016 conducted to schools judged as 'inadequate' in Cycle 1. It is worth mentioning that the DPS conducts its reviews in line with the 'Schools Reviews Handbook in the Kingdom of Bahrain 2015', which was explained with its different aspects in the introduction of the DGS report.

Analysis of the results of the private schools reviews conducted during the 2015-2016 academic year

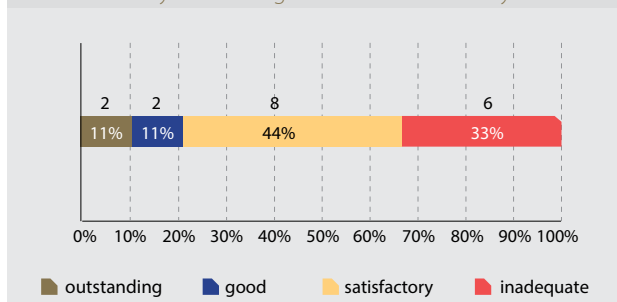
In May 2016, the Directorate of Private Schools & Kindergartens Reviews (DPS) completed the reviews of 23 private schools in the second cycle (Cycle 2); 18 of which were reviewed during 2015-2016 academic year with two out of those 18 schools undergoing a special review in accordance with the approved procedure for reviewing 'outstanding' schools. This section of the report presents an analysis of the performance of the 18 private schools according to the review aspects.

Overall effectiveness

The school's overall effectiveness is mainly evaluated according to the school's outcomes, main processes and the quality assurance of both these outcomes and processes. Figure (32) illustrates the current situation of the overall effectiveness for the 18 schools reviewed during the 2015-2016 academic year. Two schools (11%) maintained the 'outstanding' judgement after undergoing the special review procedures, two schools (11%) were 'good'; eight schools (44%) were 'satisfactory', whereas six schools (33%) judged as 'inadequate'. The latter group with the 'inadequate' overall effectiveness causes concern and represents a great challenge for improving the private education system in the Kingdom of Bahrain. It is worth

mentioning that two schools remained 'inadequate' in both cycles of reviews; four declined from 'satisfactory' to 'inadequate' due to the lack of strategic direction, poor self-evaluation processes and planning, and poor professional development procedures and processes, which have in turn negatively impacted the quality of teaching and learning, students' standards, and consequently the private schools' overall performance. Therefore, the concerned bodies must take immediate actions to draw up a plan to raise private schools' performance to achieve the desired improvement. On the other hand, it is noted that the overall effectiveness of 'outstanding' and 'good' schools is linked to the effective leadership and management teams and teaching staff, who seek to improve teaching and learning processes, use effective strategies and various learning resources for effective assessments for learning, and support students academically and personally inside and outside classrooms. This directly contributes to developing students' skills, knowledge and capabilities.

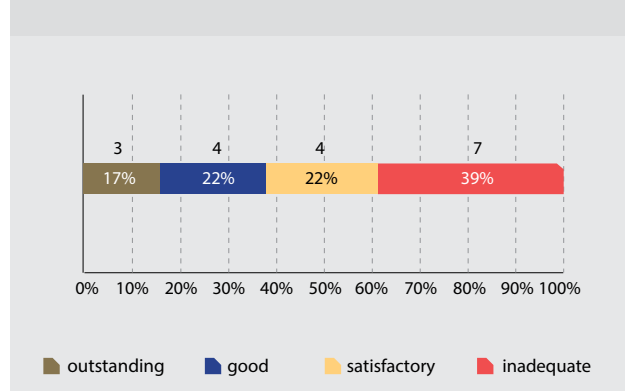
Figure (32): Overall effectiveness for 18 private schools reviewed in Cycle 2 during 2015-2016 academic year



Schools' capacity to improve

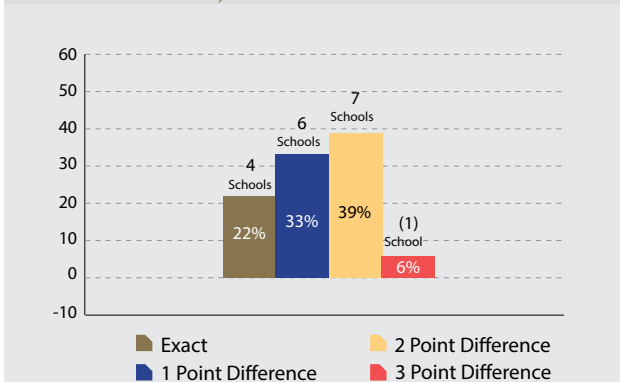
Judgements on schools' capacity to improve are based on the schools' accurate and comprehensive self-evaluation processes, their ability to use the outcomes to bring about the necessary improvements and develop their processes so they achieve better standard; not to mention the effectiveness of qualified teaching and administrative staff and available learning resources in raising students' achievement. As shown in Figure (33), the capacity to improve in 39% private schools was judged as 'good' or better; 22% were 'satisfactory' and 39% were 'inadequate'. This raises concerns; especially with some schools that have limited capacity to self-improve their performance.

Figure (33): Capacity to improve for 18 private schools reviewed in Cycle 2 during 2015-2016 academic year



Private schools' assessment of their performance in their self-evaluation forms (SEFs) is one of the methods reflecting the schools' ability to evaluate their current situation accurately and transparently. Figure (34) indicates the extent of match or variance between judgements drawn by schools in their SEFs and those of the review teams for the overall effectiveness. While 22% of schools draw identical self-evaluation judgements with those of the review teams, the variance between schools' self-evaluation and DPS judgements is at times of two and even three grades difference in 45% of schools. This high difference is attributed to insufficient understanding of the review criteria and evaluation requirements, and represents a challenge to introduce the necessary improvements.

Figure (34): Comparison between judgements in SEFs and Reviews Grades for 18 schools reviewed in Cycle 2 during 2015-2016 academic year

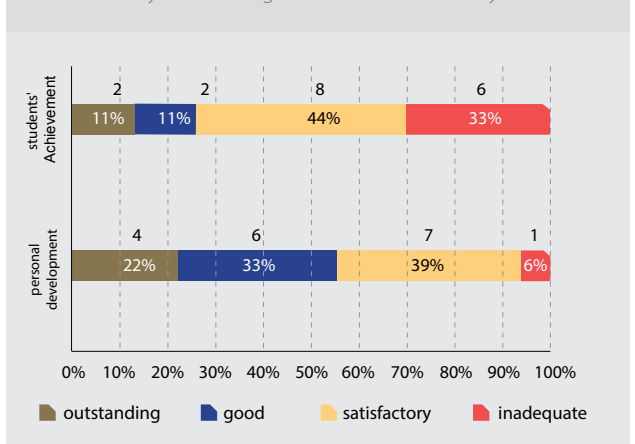


Quality of outcomes

The quality of outcomes represented in students' academic achievement and their personal development, is the primary purpose of all the school's educational processes. Less than a quarter of the 18 schools reviewed were judged as 'outstanding' and 'good' in students' academic achievement, while more than three quarters of schools were judged 'satisfactory' or 'inadequate', as illustrated in Figure (35). The progress of students' academic achievement and their levels in lessons and written work in many cases did not match with their high results in the schools' internal tests and exams. This necessitates reviewing the schools' internal assessment policies, especially regarding the marks distribution, levels of tests and marking schemes and approaches.

Private schools achieve much better performance regarding students' personal development. It is the most distinguished review aspect with more than half of schools being judged 'good' or 'outstanding' as shown in Figure (35). This distinction is not limited to students' good behaviour and high attendance rate only, but it includes students' effective participation in various school activities and events as well. This reflects students' ability to work well together, their initiative to assume responsibilities and take up leadership roles. They also feel safe and secure at school.

Figure (35): Quality of outcomes for 18 private schools reviewed in Cycle 2 during 2015-2016 academic year

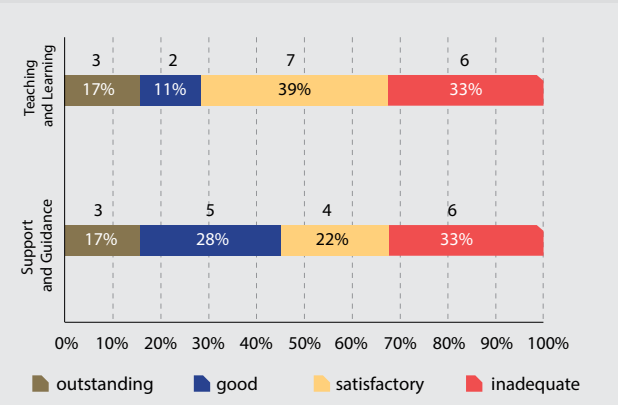


Quality of main processes

The main processes, which are the quality of teaching and learning and students' support and guidance, focus on the quality of outcomes. With regard to the quality of teaching and learning, as illustrated in Figure (36), 33% of schools reviewed received 'inadequate' judgement. This is a key factor in interpreting the proportion of schools judged 'inadequate' for students' academic achievement. Teaching practices in such schools show that the focus is on the ineffective role of teachers and sessions are not student-centered. In addition, teaching methods are not varied and learning resources are scarcely used to enrich students' learning. Moreover, assessment results are not used to meet needs of various categories of students. In the (28%) of 'outstanding' and 'good' schools, various teaching and effective strategies are used to attract students' interests and learning time is employed in a highly effective way to promote students' different skills. Additionally, effective guidance to students is provided and their abilities are challenged using various and differentiated teaching activities, as well as effective assessments that give targeted feedback to students to raise their academic standard.

With regard to students' support and guidance aspect, Figure (36) illustrates that the support and guidance for students is better in private schools than the quality of teaching and learning; 45% of schools reviewed judged as 'outstanding' and 'good'. This is attributed to effective learning support given to various categories of students and provision of different programmes that address students' various learning needs. In addition, students are supported and guided emotionally and are assisted to overcome any problems they may face in schools. Although students' support and guidance aspect is judged as 'satisfactory' in 22% of schools, 33% of schools are judged 'inadequate' due to the lack of clear mechanisms to assess students' learning needs and failure to address them; in addition to some challenges that impact providing the secure environment for students and staff in a number of schools.

Figure (36): Quality of main processes for 18 private schools reviewed in Cycle 2 during 2015-2016 academic year

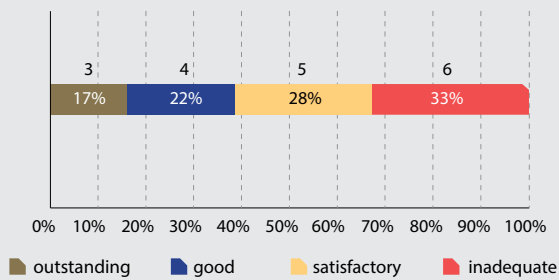


Quality assurance of outcomes and processes

The judgement on leadership, management and governance aspect is dependent on the school's ability to manage its main processes to assure the best quality of students' academic and personal outcomes, and how it contributes to sustain improvement and development. It is expected to have a regular professional and effective dialogue in the private schools among the schools' Board of Directors and their leaders who are accountable for the schools' overall performance to contribute to the strategic planning processes.

Figure (37) demonstrates that 33% of schools were judged 'inadequate' for this aspect in line with students' academic achievement, teaching and learning and students' support and guidance aspects, particularly with the lack of accurate self-evaluation mechanisms and the inability to identify improvement priorities; leading to the inability to plan for the schools' development. This raises concern on 'inadequate' schools' ability to introduce the required improvements. 39% schools received 'good' or better judgements for their effective roles in carrying out self-evaluation processes and strategic planning, as well as their leaders' having the required academic positive impact on educational practices through implementing effective professional programmes and accurate follow-up mechanisms of all aspects of the schools' work. In addition, governance plays a significant role in making positive impact on the school's overall performance through the clear roles and responsibilities of the school's Board members and leaders.

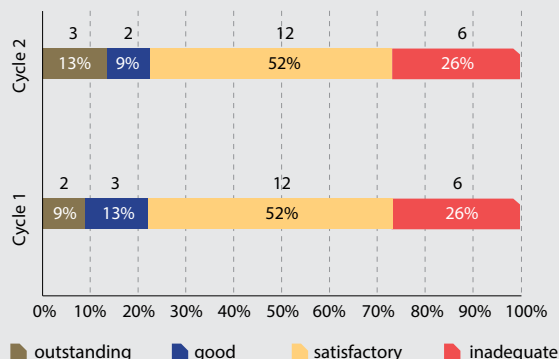
Figure (37): Effectiveness of leadership, management and governance for 18 private schools reviewed in Cycle 2 during 2015-2016 academic year



Comparison of the outcomes of Cycle 1 & Cycle 2 reviews for overall effectiveness

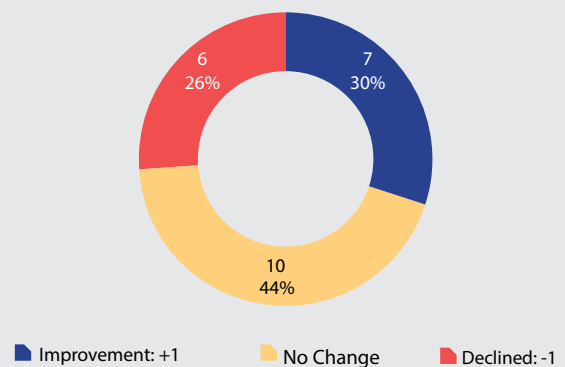
Figure (38) demonstrates the current situation of the overall effectiveness for the 23 schools reviewed during Cycle 1 and Cycle 2 of reviews. Stability of the proportion of 'satisfactory' (52%) and 'inadequate' (26%) schools is observed in both cycles with a slight positive change of 4% between 'outstanding' and 'good' schools. This situation still constitutes an obstacle to the improvement of the private education in the Kingdom. Therefore, a comprehensive plan must be developed in collaboration with all the stakeholders to realise the desired goals.

Figure (38): Overall Effectiveness – Comparing 23 private schools reviewed in Cycle 1 and Cycle 2



A close review of the changes in the results of private schools reviewed during Cycle 1 and Cycle 2, as shown in Figure (39), indicates that the performance of only 7 schools out of 23 has improved with one improving from 'good' to 'outstanding'. This progress is attributed to the school's implementation of their review report recommendations and the quality of their organized school work. 10 schools maintained their previous judgements; namely: two schools 'outstanding'; two schools 'inadequate', and 6 schools 'satisfactory'. This reflects the number of challenges encountered by the 'satisfactory' and 'inadequate' schools in raising their overall performance. The results also illustrate that a number of schools face difficulty in maintaining at least their level of performance. This is due to a number of reasons and challenges such as the instability of competent teaching and administrative staff and the constant and unsystematic change in prioritizing school work development, where six schools showed a drop in performance by one point, four of them declining from 'satisfactory' to 'inadequate'.

Figure (39): Changes in the overall effectiveness judgements for 23 private schools reviewed in Cycle 1 and Cycle 2 of reviews



Monitoring visits

In the case of schools where overall effectiveness is 'inadequate', the DPS undertakes one or two monitoring visits within six months to a year after the last review or first monitoring visit to assess the schools' progress towards addressing those areas which were identified as being in need of improvement in their review reports. During 2015-2016 academic year, the Directorate carried out 16 monitoring visits to 13 private schools judged 'inadequate' of which three schools received their first and second monitoring visits during the same academic year.

Five schools judged 'inadequate' in the first cycle of review received their first monitoring visits. Of those five schools one school (20%) made 'sufficient progress', one school (20%) made 'insufficient progress', and three schools (60%) were found 'in progress', as illustrated in Figure (40).

Figure (40): Private schools judged 'inadequate' during Cycle 1 and progress made at their first monitoring visit (2015-2016)

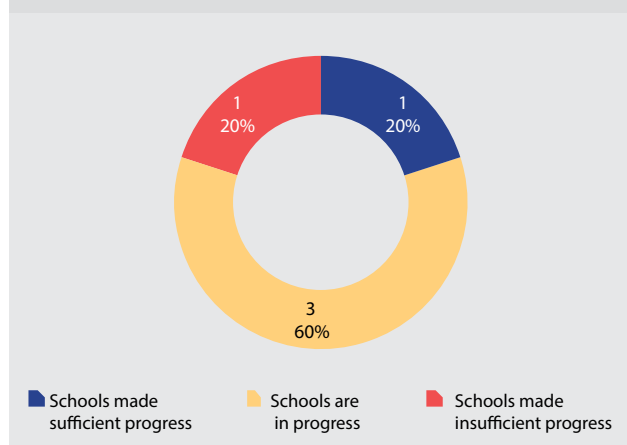
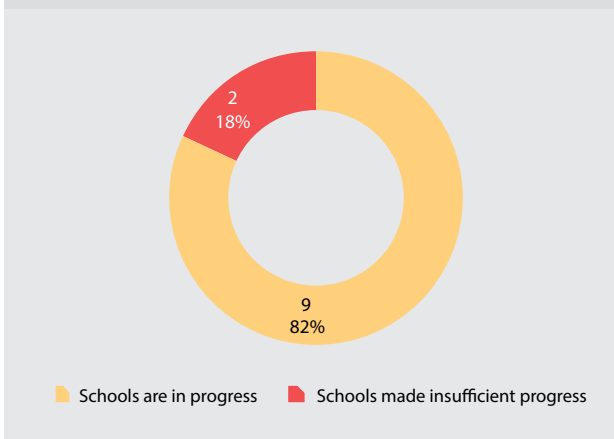


Figure (41) shows that 11 schools received their second monitoring visits. Nine schools (82%) made 'sufficient progress', whereas the remaining two schools (18%) made 'insufficient progress'. Schools that were subject to two monitoring visits are scheduled once more in the regular cycle of private school reviews.

Figure (41): Private schools judged 'inadequate' during Cycle 1 and progress made at their second monitoring visit (2015-2016)



NATIONAL EXAMINATIONS





INTRODUCTION

The Directorate of National Examinations (DNE) conducted the 2016 national examinations for students in all government schools on a mandatory basis, and for students in the participating private schools on a voluntary basis. Grade 6 students sat the national examinations last May and Grade 12 students took them in March 2016. All schools fully co-operated with the Directorate of National Examinations in administering the national examinations in line with BQA's regulations and procedures.

According to a new decision to execute the national examinations for Grade 12 students on an annual basis and on annual alternate year basis for the three basic cycles of education, the national examinations session were conducted for Grades 6 and 12 students in 2016.

The eighth national examinations session was carried out for Grade 6 students in 98 government schools and sixteen private schools. Overall, a total of 11,963 students from government schools and 671 students from private schools sat for the examinations. Grade 6 students sat the national examinations in four subjects: Arabic, English, Mathematics and Science.

At a later stage of the execution of the national examinations, the DNE started to mark the examinations in line with the BQA's regulations and procedures. Students' marks were captured at the level of question paper totals. However, for each subject, 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. 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.

It should be noted that the results of private school students cannot be compared directly to the government school students. This is due to the few number of students

participating from private schools this year. In addition, those students do not represent a sample of the private school students across the Kingdom of Bahrain. Therefore, care should be taken upon generalizing the findings.

Due to the few number of students participating from private schools in Grade 6 national examinations, a separate detailed analysis cannot be conducted. Therefore, Grade 6 private school students results will be included within the government school students results.

In 2016, the DNE executed the national examinations for Grade 12 in all government schools for the fourth time in Arabic, English and Problem Solving. Thirty-six secondary government schools participated in the national examinations, while six private schools joined the national examinations on a voluntary basis. A total of 9,831 government schools students and 141 private schools students sat the examinations.

Grades 6 and 12 national examinations papers were marked by teachers from government and private schools in the Kingdom of Bahrain. The results of the national examinations were analysed to identify the level of students' performance. Cambridge International Examinations, University of Cambridge, UK, contributed to the verification of the procedures followed when analysing the results.

GRADE 6 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.

In 2009, the first year of assessment for Grade 6, the national average performance score was defined as

4.0, the baseline against which to measure future years' performance. Test equating enables the comparison of the performance of the subsequent years against the baseline year's performance.

For security purposes, the BQA constructs different tests 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 BQA uses a process called 'equating the examination', which adjusts 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 2016 are statistically comparable to all previous years' results.

GRADE 6 STUDENT PERFORMANCE

Students' performance scores are reported for the last five cycles (2011-2016) in Table (3) below.

Table (3): Grade 6 mean performance scores for five years

Grade	Subject	2011	2012	2013	2014	2016
6	Arabic	2.50	1.74	0.96	0.00	0.00
	English	3.30	2.47	1.29	0.00	0.11
	Mathematics	2.50	1.83	0.70	0.00	0.00
	Science	2.85	1.94	1.47	0.38	0.20

Figure (42): Grade 3 mean performance scores in subjects for five years

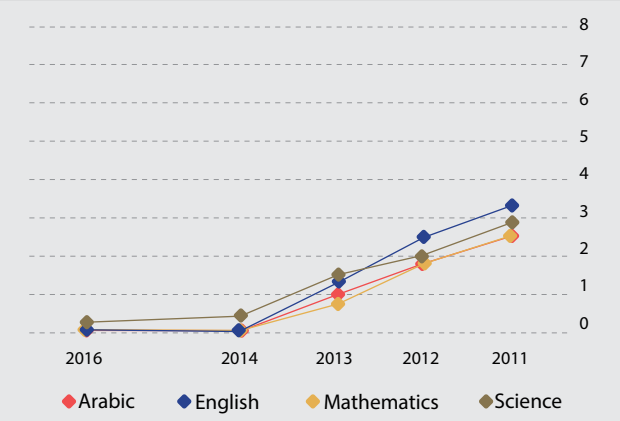


Table (3) and Figure (42) show that the students' performance level was below the expected. The mean performance scores in Arabic and Mathematics were (0.00); while the mean performance scores were (0.20) in Science and (0.11) in English.

Tables (4-5-6-7) are for "Topics", "Skills" and "Competencies" in the subjects in which Grade 6 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 from the performance score of Topics or Skills or Competencies. The national average performance score of the subject is calculated from the whole cohort data, while the Topic, 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 (4): Grade 6 Arabic results by skills and competencies 2011 – 2016

		2011	2012	2013	2014	2016
Skills	Writing	3.6	3.2	3.5	2.5	3.4
	Reading	1.6	1.2	0.5	0.4	0.1
	Listening	2.9	1.8	0.8	0.7	1.2
Competencies	Basic elements of narrative	4.2	3.8	4.4	3.2	4.5
	Comment on grammar	1.7	1.3	1.0	0.8	0.7
	Comment on writer's words	1.0	1.8	0.1	0.5	0.2
	Give meaning of words	0.9	2.4	1.2	1.2	3.1
	Identify characteristics	0.8	0.5	0.4	0.8	0.3
	Identify fact and opinion	3.0	2.3	1.4	1.6	1.3
	Identify sequence	3.7	4.5	2.6	3.5	4.7
	Identify the general idea	6.9	6.5	6.2	4.7	6.6
	Identify the main points	4.0	4.4	1.4	1.3	4.1
	Logical sequence of argument	3.7	3.8	4.1	3.1	4.4
	Main point of argument	1.3	1.0	0.1	0.5	0.2
	Pass judgement on the argument	2.0	1.4	0.8	0.7	0.4
	Presentation and handwriting	4.6	N/A	5.8	5.0	5.0
	Punctuation and vocalisation	3.0	N/A	1.8	2.9	2.7
	Spelling	4.0	1.8	3.3	2.2	1.5
	Structure and grammar	3.9	N/A	4.2	3.1	4.4
	Summarise	3.6	2.1	3.0	3.6	1.8
	Understand implicit meaning	2.3	2.3	1.5	2.8	0.3
	Use expressive language	4.0	N/A	4.3	3.2	4.5
	Write for a specifies audience	3.7	N/A	4.1	3.1	4.4
	Writer's purpose and viewpoint	2.0	1.6	0.7	0.8	0.3
	National Performance for the subject	2.5	1.7	1.0	0.0	0.0

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

- The national average performance score was 0.0 as in 2014.
- Students' performance in 'Writing' was relatively better than in 'Reading and Listening'.
- Students' performance in 'Writing and Listening' improved compared to 2014.
- Competencies, in which students show good performance include: Identify the general idea, Presentation and handwriting, and Identify sequence.
- Competencies, in which students show low performance include: Comment on writer's words, Main point of argument, Identify characteristics, Understand implicit meaning, and Writer's purpose and viewpoint.

Table (5): Grade 6 English results by skills and competencies 2011 – 2016

		2011	2012	2013	2014	2016
Skills	Writing	2.3	2.7	3.1	3.0	4.6
	Reading	3.2	2.1	0.8	0.4	0.3
	Listening	3.1	2.3	1.1	0.8	0.4
Competencies	Brief guided writing	1.9	2.1	2.8	2.0	4.4
	Identifying detail (dialogue)	3.3	2.4	1.2	1.1	0.8
	Matching multiple short texts	2.9	2.0	1.3	0.7	1.1
	Retrieving detail (monologue)	1.1	1.0	1.3	1.0	0.7
	Skimming and scanning	3.1	2.3	1.2	0.7	0.6
	Story writing from pictures	2.2	2.6	3.0	3.0	4.6
	Understanding detail and gist	3.0	2.7	1.8	4.3	1.8
	Understanding short dialogues	3.5	3.6	1.6	2.0	0.8
	Understanding signs or notices	3.2	2.2	1.1	1.4	1.1
	Using of language in context	3.0	2.2	1.3	0.7	0.8
	Using grammar in context	3.2	2.3	1.1	1.0	0.7
National Performance for the subject		3.3	2.5	1.3	0.0	0.1

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

- The national average performance score slightly increased compared to 2014.
- Students' performance in 'Writing' was the best.
- Students' performance in 'Reading and Listening' decreased compared to 2014.
- Competencies, in which students show good performance include: Story writing from pictures and Brief guided writing.
- Competencies, in which students show low performance include: Skimming and scanning, Retrieving detail (monologue), and Using grammar in context.

Table (6): Grade 6 Mathematics results by skills and topics 2011 – 2016

		2011	2012	2013	2014	2016
Topics	Geometry and measure	2.5	1.8	1.1	0.5	0.5
	Data analysis*	2.4	1.9	1.1	0.6	0.7
	Numbers and algebra **	2.3	1.8	1.0	0.5	0.5
	Algebra***	1.7	2.0	1.1	N/A	N/A
Skills	Mathematical knowledge	2.4	1.8	1.0	0.5	0.5
	Using and Applying Mathematics	2.1	1.9	1.0	0.4	0.5
	National Performance for the subject	2.5	1.8	0.7	0.0	0.0

* Previously 'Statistics and probability'

** Previously 'Number and Operations'

*** This skill has been merged with 'Number and Algebra'

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

- The national average performance score was 0.0 as in 2014.
- Students' performance was almost identical in topics and skills except in the topic 'Data analysis'.
- There was a slight increase in students' performance in Data analysis and Using and Applying Mathematics compared to 2014, whereas students' performance scores remain identical to 2014 in Geometry and measure, Numbers and algebra and Mathematical knowledge.

Table (7): Grade 6 science results by skills and topics 2011 – 2016

		2011	2012	2013	2014	2016
Topics	Natural science	2.9	1.9	1.5	0.6	0.5
	Life science and environment	2.8	1.9	1.6	0.6	0.5
	Earth and space science	2.8	1.9	1.5	0.6	0.6
	Recall and understanding of science	2.9	1.9	1.5	0.6	0.5
Skills	Applications and implications of science	2.9	1.9	1.7	0.6	0.5
	Enquiry skills and analysis	2.8	1.9	1.4	0.7	0.6
	National Performance for the subject	2.9	1.9	1.5	0.4	0.2

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

- The national average performance score decreased compared to 2014.
- Students' performance was almost identical in topics and skills except in the topic 'Earth and space science' and 'Enquiry skills and analysis'.
- In 2016, students' performance decreased in all topics and skills compared to 2014, whereas students' performance scores remained the same in Earth and space science.

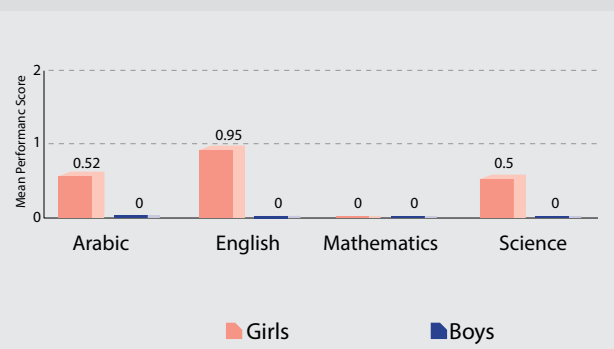
PERFORMANCE BY GENDER: Grade 6

Table (8) and Figure (43) below show the mean Performance Scores for girls and boys in 2016. The mean Performance Scores were calculated based on the marks of all students from the entire national cohort in 2016. As was the case in previous years, girls outperform boys in all subjects in the national examinations.

Table (8): Gender differences in mean performance scores

Grade	Subject	Mean Performance Scores for girls	Mean Performance Scores for boys
6	Arabic	0.52	0.00
	English	0.95	0.00
	Mathematics	0.00	0.00
	Science	0.50	0.00

Figure (43): Grade 6 gender differences in mean performance score by subject in 2016



STUDENTS' PROGRESS FROM GRADE 3 TO GRAE 6

Students who sat the Grade 6 examinations in 2016 had already done the Grade 3 examinations in 2013. This allows the DNE to report on individual students' progress from Grade 3 to Grade 6 on a subject-by-subject basis from one national examinations session to the next.

Figures (44) and (45) show the percentages of students who received either higher or lower performance scores from Grade 3 to Grade 6, or whose performance scores remained the same in Arabic and Mathematics.

Figure (44): Student progress from Grade 3 to 6 in Arabic

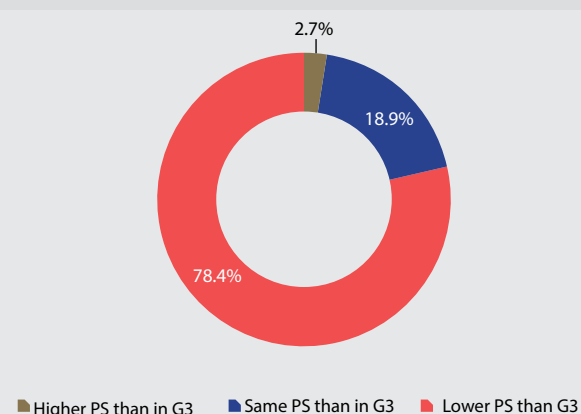
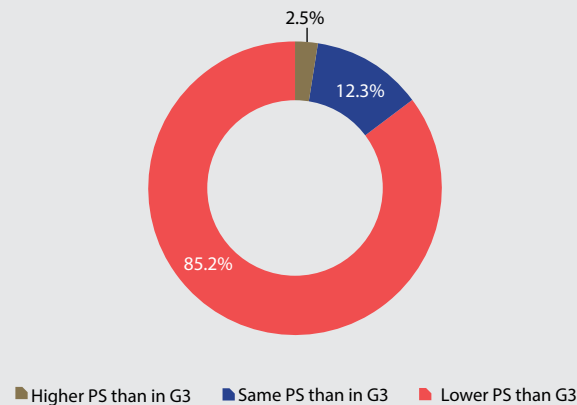


Figure (45): Student progress from Grade 3 to 6 in Mathematics



The study shows that students' progress from Grade 3 to Grade 6 is lower from one cycle to the next, indicating that students' performance is declining as they move through school.

THE STANDARDS OF THE EXAMINATIONS

Cronbach's Alpha (α) is the most common internationally established measure of the reliability of an examination. 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 which tends to be lower in examinations with a few items and a narrow concentration of marks than in examinations with many items and a wide spread of marks.

The values of (α) for the 2011 to 2016 examinations are given in Table (9) below, together with the means and standard deviations of the raw marks achieved by all students. Also included are the maximum raw marks. With regard to 2016 national examinations, the data show that the reliabilities of all examinations were good,

and examination results can be treated with confidence. On average, the standard deviation for each subject was almost 20% of the total mark. This indicates that the distribution of the students' marks within the scope of the available marks was good.

The distribution of the national examinations marks is affected by the difficulty of examinations and students' performance. As can be seen in table (9), the mean scores

were less than 50% of the maximum mark of the subject, and the students' performance level was below the expected in the subjects. Generally, this could be caused by either lack of motivation or low performance level.

Table (9): Means and standard deviations 2011 – 2016; Cronbach's alpha 2016

Grade	Subject	Max. raw marks		Mean raw mark					Standard deviation					Cronbach's alpha 2016
		2011-2009	2016-2012	2011	2012	2013	2014	2016	2011	2012	2013	2014	2016	
6	Arabic	78	78	37%	39%	38%	38%	38%	20%	21%	19%	19%	18%	0.92
	English	65	65	29%	31%	33%	38%	45%	18%	18%	18%	19%	22%	0.83
	Mathematics	90	90	21%	24%	28%	27%	30%	15%	16%	17%	18%	20%	0.95
	Science	90	85	42%	31%	35%	29%	32%	18%	14%	15%	13%	14%	0.87

GRADE 12 EXAMINATIONS

STUDENT PERFORMANCE BASELINES

The Directorate of National Examinations conducted the fourth 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 national curriculum. The Problem Solving examination is offered in the Arabic version to the 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. Grade 12 grades and uniform marks available are shown in Table (10).

Table (10): Grades and uniform marks for Grade 12 examinations

Grades	Uniform Marks
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
E	50% - 59%
U = Fail	Less than %50

G12 STUDENT PERFORMANCE

Grade 12 national examinations in its fourth session were marked by teachers from government and private schools. The result of students performance in English and Problem Solving was slightly better in 2016 than in 2015, while the performance slightly decreased in Arabic.

The Figures (46) and (47) below show the level of performance of Grade 12 government school students in 2016 national examinations and compares it with their results in 2015 by grade in each subject. Figure (48) below highlights the level of performance of Grade 12 private school students by grade in each subject. Figure (49) below compares the level of performance of Grade 12 government school students by gender, while Figure (50) compares the level of performance of Grade 12 private school students 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. Moreover, the private school performance cannot be

compared from one year to another as the participating private schools in the national examinations are different each year.

PERFORMANCE OF GOVERNMENT SCHOOLS STUDENTS**Arabic:**

In Arabic, as can be seen in Figure (46), 37% of government students achieved a pass grade, while 63% of them did not pass. In comparing the results of students in Arabic, as in Figure (47), there is a decrease in the pass grade from 41% in 2015 to 37% in 2016. Only 1% of government school students achieved Grade (A) in 2016, 3% achieved Grade (B) and 8% achieved Grade (C), these are the same percentages achieved in 2015.

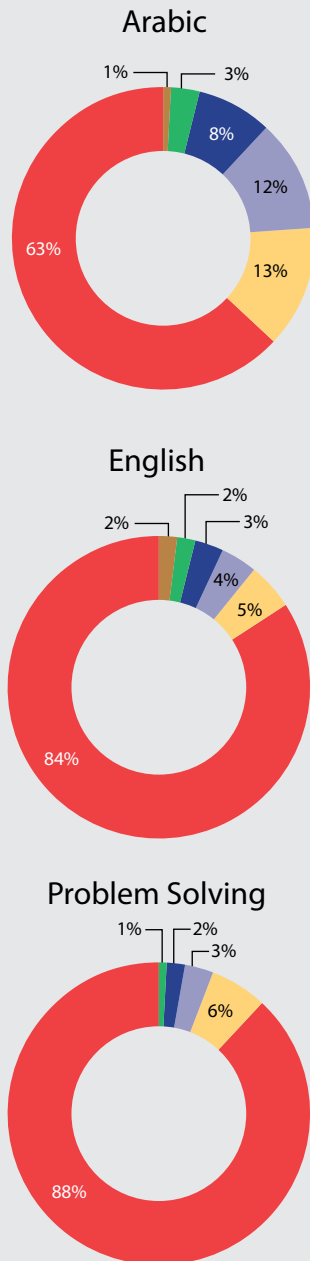
English:

In English, as can be seen in Figure (46), 16% of government school students achieved a pass grade, while 84% of them did not pass. In comparing the results of students in English, as in Figure (47), there is an increase in the pass grade from 12% in 2015 to 16% in 2016. Only 2% of government school students achieved Grades (A), 2% achieved Grade (B), and 3% achieved Grade (C) in 2016, with an increase of 1% in each grade when compared to the results in 2015.

Problem Solving:

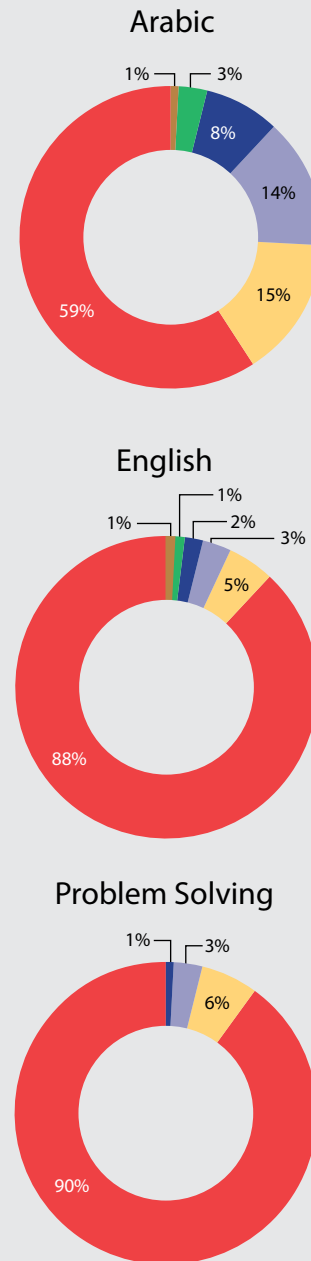
In Problem Solving, as can be seen in Figure (46), 12% of government school students achieved a pass grade, while 88% of them did not pass. Overall, the Problem Solving examination was a challenge for students in the government schools, as 0.42% only achieved Grade (A), a percentage difficult to represent diagrammatically. Only 1% of government school students achieved Grade (B) and 2% achieved Grade (C) with an increase of 1% in each grade. In comparing the results of students in Problem Solving, as shown in Figure (47), there is an increase in the pass grade from 10% in 2015 to 12% in 2016.

Figure (46): Grade 12 Arabic, English and Problem Solving results by Grade for government school students in 2016



A B C D E U

Figure (47): Grade 12 Arabic, English and Problem Solving results by Grade for government school students in 2015



A B C D E U

PERFORMANCE OF PRIVATE SCHOOLS STUDENTS

Arabic:

In Arabic, as in Figure (48), 56% of the participating private school students achieved a pass grade, while 44% of them did not pass. Only 1% private school students achieved Grade (A), 7% achieved Grade (B) and 12% achieved Grade (C).

English:

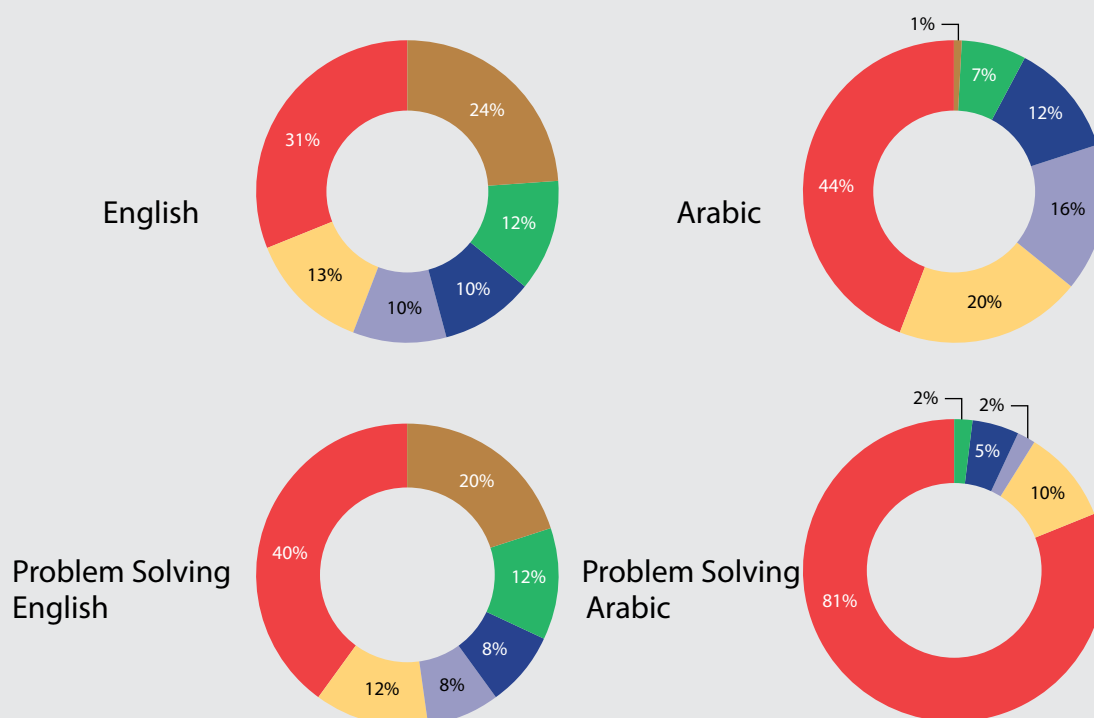
In English, as in Figure (48), 69% of private school students achieved a pass grade, while 31% of them did not pass. 24% of private school students achieved Grade (A), 12% achieved Grade (B) and 10% achieved Grade (C).

Problem Solving:

In Problem Solving, for private school students, who sat the Arabic version of this examination, 19% achieved a pass grade, and none of them achieved Grade (A). 60% in the English version achieved pass grades, and 20% of them achieved Grade (A), as in Figure (48).

It should be noted that the private school cohort is very small with 141 students in total who sat the Arabic and English examinations and 83 students who took the Problem Solving examination (Arabic version) and 25 students who sat the Problem Solving examination (English version).

Figure (48): Grade 12 Arabic, English and Problem Solving results by Grade for private school students in 2016



PASS GRADES BY GENDER

Results on the pass grades in government school student's performance by gender are illustrated in Figure (49) below. In all examinations, the government school girls performed better than boys. The maximum difference was in Arabic where girls achieved 54% pass rate and boys 17%. The minimum difference was in Problem Solving where girls achieved 14% pass rate and boys 8%. In English, girls achieved a pass rate of 22% and boys 10%.

As for the pass grades of private school students, as illustrated in Figure (50) below, girls achieved pass grades that were higher than boys in Arabic and English while the pass grades of girls and boys are almost similar in Problem Solving (Arabic and English versions) with a slight increase in favour of boys.

Figure (49): Comparison between boys and girls pass rates in government schools

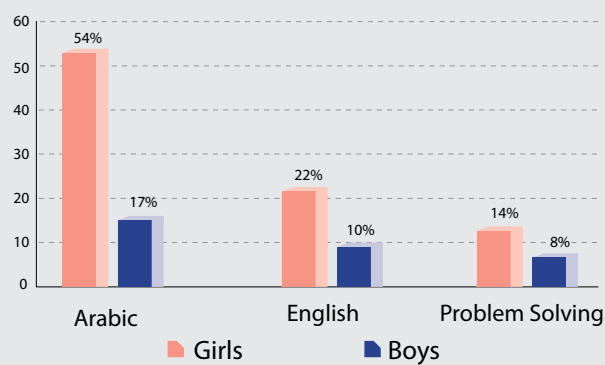
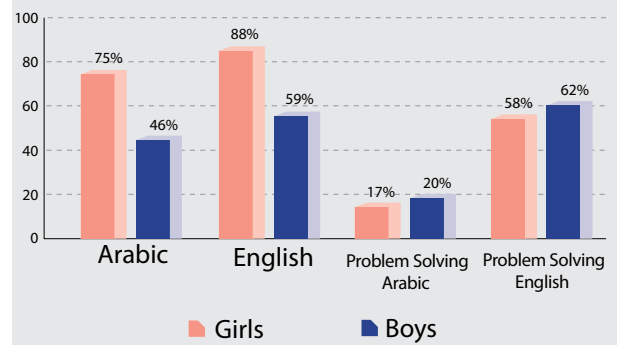


Figure (50): Comparison between boys and girls pass rates in private schools







INTRODUCTION

The National Qualifications Framework (NQF) is a comprehensive framework of all education and training sectors and recognises all types of learning: formal, non-formal, and informal learning. The NQF is a learning outcomes based framework, which allows for vertical articulation of all qualifications and comprises 10 levels; each level measures the qualification level of achievement and the difficulty of its learning outcomes. The NQF was established to overcome a number of challenges, and is expected to provide a better understanding, comparison, and recognition of national and foreign qualifications; and therefore, improve the understanding of employers, learners and parents of the value of the qualifications offered by various institutions. It also ensures the qualifications on the NQF are fit for the purpose, credible and meet the needs of learners and the labour market. The NQF is expected to improve the opportunities for learners to transfer and progress within all education and training sectors (higher education, vocational education and training and general education) and promote the concept of lifelong learning through the recognition of all types of learning.

The NQF is governed by ten main general policies that help to confirm the roles and responsibilities of the relevant stakeholders that are concerned with the implementation of the NQF.

The General Directorate of National Qualifications Framework (GDQ) comprises two directorates, namely: Directorate of National Framework Operations (DFO), and Directorate of Academic Cooperation & Coordination (DAC).

• The National Qualifications Framework Operations

The Directorate of National Framework Operations (DFO) carries out two types of processes that are complementary to each other; namely, the Institutional Listing whereby the institution is fully evaluated to ensure that the institution awarding the qualifications placed on the NQF has established proper and transparent arrangements to maintain the standards and value of qualifications. The DFO also conducts the process of placing the national

qualifications on the NQF after fulfilling the validation standards. The DFO evaluates the institutional listing and qualifications placement applications to ensure their compliance with the submission criteria prior to presenting the applications to specialist panels.

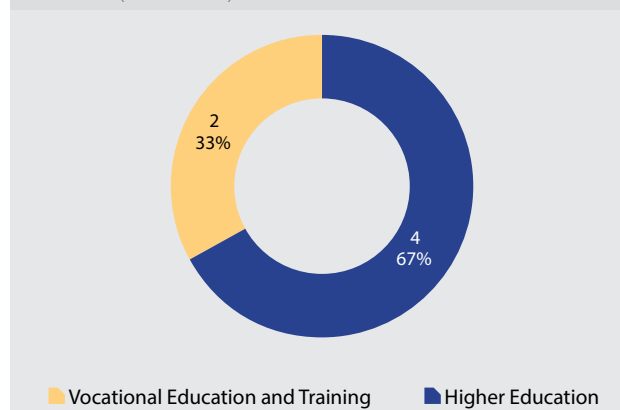
• Institutional Listing

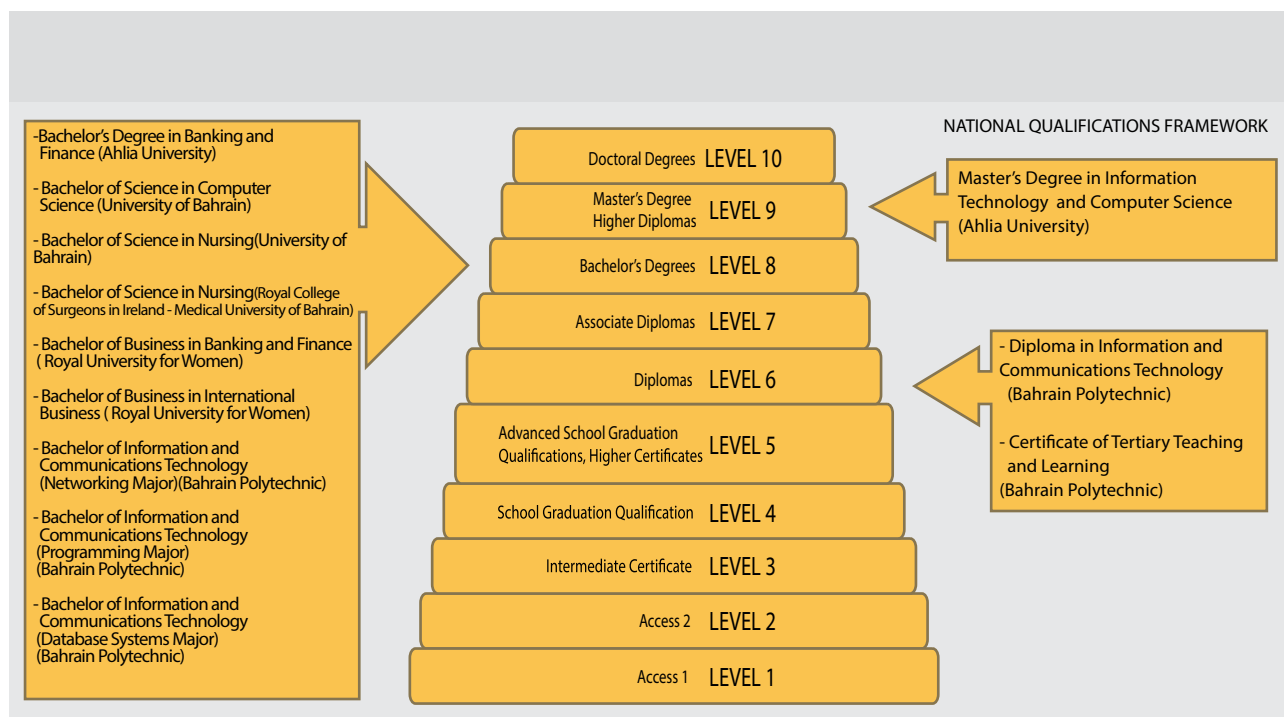
The education and training institutions in the Kingdom are listed according to certain criteria to ensure that an institution has maintained the necessary policies, procedures and operations supporting the suitable environment to offer the national qualifications. The panels comprising experts in institutional operations, governance and quality assurance evaluate institutional listing applications. 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 the academic year 2015-2016, six higher education (HE) and vocational education and training (VET) institutions met the institutional listing requirements and standards; these included four HE and two VET institutions that met the institutional listing requirements and standards, as illustrated in Figure (51).

Figure (51): Institutions that met the institutional listing standards (2015-2016)





• National Qualifications Placement:

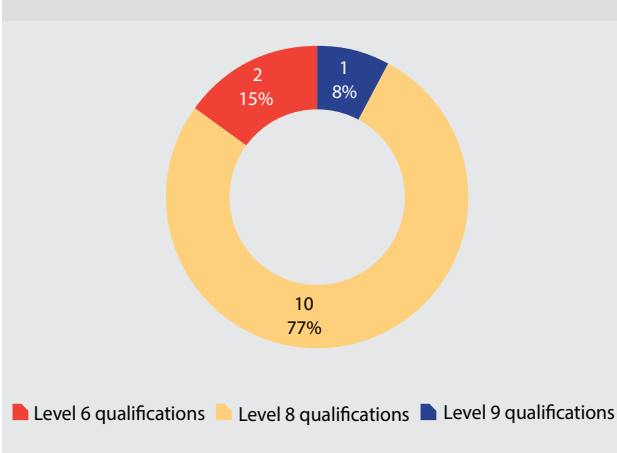
Placement of qualifications is a means to bridge the gap between qualifications and labour market needs. Placing qualifications on the NQF according to its ten levels provides more transparency and enhances the value and quality of national qualifications. As in the institutional listing processes, panels comprising experts in various qualification fields evaluate and ensure that the national qualifications have fulfilled the validation standards and requirements before they are placed on the NQF. 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.

During the academic year 2015-2016, thirteen applications submitted by higher education institutions

met the validation standards and requirements; one qualification at the master level was placed on Level 9; one Diploma and one Certificate were placed on Level 6; and 10 qualifications at bachelor level were placed on Level 8, as indicated in Figures (52) and (53).

Figure (53): Qualifications that met the validation standards (2015-2016)



Local and international cooperation:

The Directorate of Academic Cooperation & Coordination (DAC) in the GDQ conducts training programmes and workshops for education and training institutions to facilitate the processes of institutional listing and placement of qualifications offered by such institutions and also develops the NQF and broadens its aspects. The BQA also promotes the regional and international cooperation with its peer qualifications framework authorities to enhance relationships and exchange good practice. In this regard, the DAC carried out the following activities:

• Workshops:

The Directorate organised workshops for education and training institutions on the NQF processes. The workshops included detailed presentation and explanation of the institutional listing and qualifications placement processes. The Directorate of Academic Cooperation & Coordination conducted four specialized training workshops on the institutional listing and qualifications placement processes in which it trained 102 staff members of the these institutions on the NQF processes. It also trained the members of the institutional listing and qualifications validation panels of various fields on the institutional listing and qualifications placement standards and processes in order for them to participate in evaluating the institutional listing and qualifications placement applications submitted by the education and training institutions. The Directorate trained about thirty panel members to participate in the evaluation processes along with the existing panel members.

The Directorate also conducted readiness and support visits to the education and training institutions which were scheduled to submit their institutional listing and qualifications placement applications within specified deadlines. With the aim to spread the NQF culture locally, the Directorate also organised seven workshops for various bodies such as the professional societies and employers to raise their awareness of the importance of the NQF and

its role in linking the learning outcomes with the labour market needs and the NQF objectives in developing the Kingdom's education and training sector together with the relevant stakeholders. The DAC also issued the NQF publications and took part in a number of exhibitions to spread the NQF culture.

• Credit Framework Project:

This project aims to develop a guiding credit model for the qualifications awarded by the higher education, vocational education and training and general education institutions as well as their different levels on the NQF to significantly contribute to the qualifications validation process. Driven by its belief in the concept of partnership, the BQA was keen to represent all the relevant stakeholders, education and training institutions, and licensing and regulatory bodies in the project's work group. The work on the Project started in November 2015, the work group agreed on the proposed credit framework model in June 2016, and it was presented to the NQF Advisory Committee for approval.

• Alignment of Foreign Qualifications to the NQF Project :

This Project commenced in January 2016 in collaboration with the Scottish Credit and Qualifications Framework Partnership (SCQFP). It is one of the outcomes of the Memorandum of Understanding (MoU) signed between the BQA and the SCQFP in November 2015. The Project's work group comprises representatives from all the stakeholders of the education and training institutions and the licensing and regulatory bodies to consider the experiences of other countries in this area in order to develop a model of aligning foreign qualifications to the NQF in line with the Kingdom's education and training system needs and requirements. The foreign qualifications alignment process will undergo a piloting phase. Many education and training institutions have expressed a desire to participate in the pilot phase before the actual implementation of the alignment of foreign qualifications in February 2017.

• Regional and international relationships:

With regard to the Bahrain's NQF Model, a delegate from the Oman Academic Accreditation Authority, Sultanate of Oman, visited the Kingdom of Bahrain to learn from its experience in establishing and implementing the NQF. The BQA has also received an invitation from the Ministry of Education and Higher Education in the State of Qatar to present and discuss the Kingdom of Bahrain NQF Model. This is in recognition of the Kingdom's pioneering role in this area in the region.

With the aim of activating the two MoUs signed previously with the United Arab Emirates' National Qualifications Authority (NQA) and the Malaysian Qualifications Agency (MQA), the BQA received delegates from both authorities for a one-week training programme. The delegates were presented with the NQF processes and participated in a site visit to validate qualifications awarded by a higher education institution. Currently, the Authority is in the process of completing the legal and procedural stages in preparation to sign a Memorandum of Understanding with New Zealand Qualifications Authority (NZAQ) to enhance the strategic partnership with countries with experience in the field of NQFs.

which is a key element of the qualifications frameworks and one of the main policies of the NQF. This requires close cooperation with the strategic partners, and the enactment of the necessary legislation. In order to achieve this aim, the Directorate will plan and seek the means to recognise prior learning and experience in collaboration with the relevant stakeholders. It will also seek to promote the regional and international cooperation to facilitate referencing of the NQF to other qualifications frameworks, which will contribute to the recognition and comparison processes, as well as the mobility of individuals for study or employment.

• Concluding Remarks:

The GDQ will continue its operations with both the Directorate of National Framework Operations (DFO), and the Directorate of Academic Cooperation & Coordination (DAC) and will continue to receive the institutional listing and qualification placement applications from the scheduled education and training institutions and provide the technical support to them. It will also commence the pilot phase of Alignment of Foreign Qualifications to the NQF Project before the actual implementation in collaboration with all relevant stakeholders.

The GDQ will also continue to promote the NQF and its aims locally to enhance the concept of lifelong learning,





Senior education officials face a variety of challenges, most notably the continuous increase in the number of students and learners, their changing nature and needs and demographic diversification, as well as the associated effects of the globalisation of education and the impact of technological advancement on the teaching and learning process. Adaptable and effective education mechanisms are required to keep pace with these ongoing changes. In addition, the non-stop changes in labour market demands and the implications on the expected different learning outcomes have direct impact on the pedagogical functions. These include the need to employ diverse teaching and learning strategies in order to develop the student's individual responsibility for learning, and to enhance his/her capability for independent learning by providing a suitable learning environment.

This Report provides a qualitative analysis of the general teaching and learning processes in the Kingdom of Bahrain, in all educational and training stages, covering different practices relating to teaching and learning in schools, colleges and universities.

Primary and secondary education is the crucial phase during which the student acquires basic capabilities and skills through an integrated educational experience where students are the focus. Accordingly, the Education and Training Quality Authority (BQA) adopts the concept of unified educational practices and teaching skills in its review of government and private schools. This concept should be mastered by teachers in any type of school and in the various educational environments and stages.

In checking the results of recent reviews of government and private schools, which include their teaching and learning processes, the impact of the maturity of the schools' experience with the concept of quality has been very evident on the development of most procedural practices. These schools have witnessed two or three performance reviews, during which observations were made on serious attempts by the schools to apply integrated classroom elements with a focus on preliminary activities, trying to apply differentiation in various ways, focusing on the student and diversifying strategies. However, the impact of these procedures disproportionately reflects on the students' performance and progress. It has been noted that one quarter of the schools were rated

as 'inadequate'. Among the most prominent criteria that were marred by weak application and thus affected review judgments in general were those associated with assessment for learning, and making use of assessment results in providing educational support for students at all levels thereby unleashing their full potential. The best criteria, on the other hand, were those associated with the motivation of students towards learning.

In general, common features are observed between government and private schools in terms of the teaching and learning process in different educational phases. The effectiveness of applied strategies is visible in schools rated as 'outstanding' and 'good', which are concentrated in the primary stage, as is their enrichment with diverse educational sources and resources, such as employing e-learning in teaching, e-recruitment. The effectiveness of strategies in schools rated as "inadequate" is limited and concentrated in boys' schools, where the teacher is the focus of the educational process thereby negatively affecting learning and the development of students' skills. A decrease in behavioural problems is also noted inside and outside the classroom at those schools where classroom management is distinctive in terms of organised and productive planning, logical sequence of presentation and learning time management; which is not the case in most classrooms in schools rated as inadequate. The results of assessment for learning methods are employed in the best-performing schools in an active and varied manner, including in oral and written assessment, individual and collective evaluation, peer assessment, electronic evaluation connected to digital empowerment tools, and direct feedback to meet the different educational needs of students.

It is worth mentioning that professional competence programmes and their follow-up have a significant impact on the quality of the teaching and learning process at the schools rated as 'outstanding' and 'good'. These schools are characterised by applying and following up distinctive and diverse projects and programmes in order to raise teachers' professional competences. The impact of professional competence programmes is very evident at the primary schools, but limited at schools rated as inadequate. The lack of senior teachers in government schools, coupled with inappropriate qualifications of some teachers

in some private schools, have affected the overall performance of teachers and therefore the teaching and learning process in these schools.

In general, the teaching and learning practices that promote the principles of lifelong learning in the schools rated as “outstanding” and “good” show in students’ levels and skills. The students show greater capabilities of investigation, connecting what they learn in school to the reality and problems of everyday life. They work in teams and independently, assuming responsibility for their learning and showing self-motivation toward learning accompanied by a strong sense of initiative and leadership. All this leads to the emergence of creative and innovative practices.

Those in charge of higher education face various additional challenges that are concentrated in the considerable changes in student bodies and the community’s way of dealing with tertiary education as a major factor for securing a job opportunity. This in turn leads to changes in the expectations of students and employers regarding the educational process and the outcomes at higher education institutions.

The Kingdom of Bahrain is no different from other countries. Therefore the reviews undertaken by the Authority for higher education institutions and their academic programmes focus on assessing the quality of the teaching and learning process and assessment. With the increased number of students and the increase in different academic backgrounds of faculty members, it is essential to adopt clear policies for teaching and learning by higher education institutions, which determine the philosophy of the institution in relation to the educational process and the general strategies for their implementation. When the reviews started, some institutions did not have these policies in place, while some policies lacked clarity of the philosophy adopted by the institution. Also, some policies did not include any explanation of the mechanisms used for the development of independent learning, or how technology is used in the educational process.

It is satisfying to record that, as a result of the BQA reviews, all higher education institutions have adopted outcomes-based learning in their academic programmes.

This has resulted in specific learning outcomes for each academic programme and course. Such learning outcomes are used in determining methods of teaching, learning and assessment that are commensurate with the outcomes to be learned, and are included in the course and programme descriptions. In addition, the feedback provided by employers as well as the recommendations included in the BQA reports have led, in many academic programmes, to adopting learning policies that develop the students’ general skills and abilities –such as teamwork and the ability to conduct presentations and participate in seminars and group discussions- and that develop the skills of critical analysis and problem solving. The development of these skills has resulted in the appreciation and commendation of the programmes.

However, there are still some challenges to overcome if we are to develop higher education in the Kingdom of Bahrain in parallel with international standards. With the continued development of disciplines and business needs, a strong need for lifelong learning emerges in order to keep pace with these changes. To empower graduates of higher education institutions, the individual responsibility of a student toward his/her own learning should be developed, in addition to the capability for independent learning. The results of many BQA reviews indicate that, although faculty members adopt diverse ways of teaching so that the student is the focus of the educational process, the student’s reliance on faculty members is still significant; this adversely affects the development of capability for independent learning. The nature of tasks required of students is highly specific and does not demand a lot of independent academic research by the student. This particularly affects those moving on to Masters programmes, where the student is expected to undertake a great deal of independent work.

The educational environment of higher education institutions plays a major role in enhancing the learning experience of a student during academic study, which may result in the expansion of the student’s experiences and knowledge through informal learning. In response to the Indicators used for the review of academic programmes, many institutions have used different methods to promote informal learning, including seminars, symposiums, workshops and field visits. However, the lack at many in-

stitutions of an appropriate infrastructure that provides students with classrooms, laboratories and advanced software motivating optimal use, the lack of periodicals and appropriate places in libraries for individual and group study, and the poor entertainment facilities available on campus have often resulted in students dealing with the campus as a place to receive lectures only. This adversely affects the objective of providing an encouraging learning environment which contributes to building an integrated personality in students in conformity with the Kingdom's needs.

Work-based learning is considered an important component in the educational process, especially with the increasing demands of employers to develop the education process to provide the basic practical skills needed at work, so that the graduates of academic programmes are highly competitive in the labour market. Most academic programmes offered in the Kingdom of Bahrain include practical training that help the students learn specific skills through real-life work experience as an intern in public and private institutions. The recommendations contained in the BQA review reports have evolved from emphasising the need to develop clear descriptions for these study courses that clearly determine the intended learning outcomes for the course and how it contributes to the achievement of the intended learning outcomes of the programme to the need to develop clear assessment policies and mechanisms for work-based learning, as well as the necessary measures to manage this educational process, to scrutinize specific points related to the description of study courses and the accuracy of the evaluation mechanisms implemented. Perhaps one of the most important challenges still facing those in charge of practical training is the provision of suitable internship opportunities for students, through which they live a real work experience that develops their specialised and general practical skills while enriching their educational experience.

Vocational and technical education plays a crucial role in supporting the education and training process in the Kingdom of Bahrain, enabling the trainee to adapt to the new and different needs of everyday life in general and of the labour market in particular. This is achieved by providing training and learning opportunities for the spe-

cific abilities and skills needed by the trainee in different stages of life. The high quality of teaching, training and assessment are the most important factors in providing successful teaching and training experience. Effective teaching and training largely depend on the professional knowledge and practical experience of trainers, and their ability to engage and motivate trainees and make them the focus of practical training. Effective training is also characterised by good planning, taking into account the various needs of trainees, and employing appropriate and accurate assessment methods to measure the achievement of the intended learning outcomes. Assessment results are also used in enriching lesson plans with activities and tasks that differentiate between the needs of trainees and fulfil them. The role of leadership and management at any institution is crucial for the success of this aspect, through the support provided to ensure quality deliverables.

In referencing the results of the third reviews cycle of vocational training institutions, an overall improvement is noted in the results of these reviews in relation to the training and assessment processes, and to a lesser extent when measuring the effectiveness of training and assessment in enhancing the learning process. One of the most positive aspects that has emerged from the BQA reviews is the quality and competence of trainers. Most vocational training institutions select trainers with good theoretical knowledge and extensive professional experience, providing a link between theory and practical application through the use of relevant examples and encouraging trainees to exchange practical experience in order to enrich the learning experience. Teaching and training methods have also improved, where trainers have employed a number of training methods and activities that fit the intended learning outcomes and engage trainees effectively during the training sessions. Examples include bilateral and collective activities, use of questions, case analysis, presentations and group discussions.

Assessment methods have also improved due to the diverse assessment methods and techniques, ranging from formative to summative approaches. These very much focus on measuring the trainees' levels of understanding and achievement of the intended learning outcomes. The increase in public awareness of modern trends in train-

ing and learning strategies at the vocational training institutions, which now focus on the achievement of clear learning outcomes, has a positive impact on the development of assessment methods and techniques in these institutions in general. Despite this notable development, formative assessment tools in some institutions still need further improvement in terms of clear links to learning outcomes, the use of clear assessment criteria, and making use of the results of these processes in measuring trainees' achievement. The development of quality assurance policies and procedures has contributed to improving the evaluation process and its outcomes, especially with regard to lessons observation systems, monitoring the performance of trainers, and the effective application of internal and external verification and validation processes in assessment

Any observer of global trends in terms of teaching and learning finds a clear concentration on the need to instil the principle of lifelong learning among all members of society, in order to be active in supporting the economy and the development and welfare of their communities. The lifelong learning approach is not limited only to raising the qualification levels in society and the recognition of expertise and prior learning; it also seeks to engage those who have never been to school or never finished school due to any circumstances, in order to reintegrate them into the learning process, especially in low income countries and emerging economies. The preceding paragraphs refer to the contribution of the teaching and learning processes carried out by the education and training institutions in the Kingdom of Bahrain in instilling this principle in different stages and patterns of formal education (schools, higher education institutions, training institutions). However, the lifelong learning approach calls for an integrated and flexible system that recognises all types of learning, whether achieved inside or outside the context of formal education. The Kingdom of Bahrain has adopted a lifelong learning approach by embracing and activating a comprehensive national framework of qualifications. This framework considers lifelong learning as one of its most important objectives, and provides a mechanism for the recognition of all learning patterns – formal and informal – within specific and clear controls and standards.

The establishment and operation of the National Qualifications Framework will serve as a catalyst to specify the roles and responsibilities of stakeholders, increase discussion and the convergence of views in the lifelong learning process, and address the current challenges. One of the most notable requirements is to review the laws and legislation facilitating the process of lifelong learning, which requires concerted efforts by all the relevant authorities in the Kingdom.

Finally, in order to have a citizen who is capable of adapting to 21st century requirements in a knowledge-based economy, and after analysing all practices related to teaching, learning and training, it is essential that the skills of lifelong learning are strengthened. This means focusing on the deliverables of the education and training institutions in order to ensure the effective utilisation of sophisticated methods of teaching and learning. These methods should promote self-learning and independent thinking, develop higher-order thinking skills, enhance the individual's own responsibility for learning, connect what is offered in the learning environment to everyday life, and develop the skills of leadership, initiative and communication. In this way, learning outcomes that will cope with labour market requirements and society's needs in general can be guaranteed.





The BQA organised five forums during the academic year 2015-2016 in which 600 participants took part. It also conducted a number of workshops in which representatives from the education and training institutions and its strategic partners participated. This is in line with the BQA strategic objectives to develop the Kingdom's education and training system, its continuing efforts to keep abreast with the latest developments in the field of quality assurance, its keenness to develop the national educational practitioners, raise their competencies and effectiveness, and give them access to good practices in teaching and learning processes, as well as developing the foundations of education assessment and link the learning outcomes to the labour market needs. In addition, the Authority took part in a number of regional and international conferences, forums and events.

The first part of this section of the 2016 Annual Report presents the most important themes and topics of the BQA forums and their recommendations, while the second part highlights the workshops and events the BQA organised and participated in within its program of building national capacity.

First: Forums

1. "Enhancing Academic Standards in Higher Education"

The Directorate of Higher Education Reviews organised its 4th Forum titled "Enhancing Academic Standards in Higher Education" on 17 February 2016. The Forum attracted almost 100 participants including the officials of higher education institutions, their academic programmes administrators and their faculty members, as well as representatives from the licensing bodies, decision makers and the BQA's staff members and reviewers. The Forum focused on the graduates' academic standards due to the importance of this aspect in ensuring that the required learning outcomes in the Kingdom are proper and meet the labour market needs, since the findings of reviews showed that a number of academic programmes offered by Higher Education Institutions (HEIs) were weak. The Forum also aimed to provide a platform for discussion and introduction to good policies to improve students' assessment tools to ensure that they gain the required knowledge and skills inline with international academic standards. These objectives are achieved through communication, exchange of ideas and transfer of experiences from the key speakers to the participants or amongst the participants themselves.

The Forum's topics and themes:

- Analysis of the current situation of the higher education sector in the Kingdom of Bahrain in the light of the BQA review results which shows the developments in the academic programmes, and the challenges that are still encountered by the higher education institutions and their academic programmes.
- Higher education students' assessment tools.
- Graduate attributes, and how institutions ensure that their graduates acquire these attributes.
- Benchmarking and its role in quality enhancement in higher education.
- Workshop on how to enhance teaching and assessment methods to prepare students for the work environment.

Recommendations:

The most important recommendations were as follows:

1. Create a learning environment that supports the learning activities appropriate to achieving the desired graduate attributes. Empower students and develop their capacity for critical thinking in a wider context through their future scientific and professional disciplinary contexts.
2. Ensure academic standards through the provision of proper infrastructure, adequate academic staff and the adoption of admission policies appropriate to the programme needs.
3. Develop appropriate assessment policies that include formative and summative assessment and ensure that there is proper alignment between assessment tools and intended learning outcomes, and that students' work activities are appropriate to the level and type of the qualification.
4. Develop a mechanism to comprehensively assess graduates' attributes and competencies and regularly monitor and evaluate the acquisition of these attributes.
5. Expand the use of benchmarking in identifying practices and performance that need to change and in developing improvement plans.
6. Ensure regular and consistent implementation of internal quality assurance policies and procedures for institutions and their academic programmes. Evaluate the effectiveness of these policies and procedures to ensure continuous improvements of those programmes and their outcomes.

2. “Vocational Education and Training: Going the extra mile – Closing the gaps”

The Directorate of Vocational Reviews organised its 4th Forum under the theme “Vocational Education and Training: going the extra mile – closing the gaps” on 4 February 2016. Over 100 participants from various VET institutes across the Kingdom of Bahrain, key stakeholders from the Ministry of Labour and Social Development and the Ministry of Education as well as elite of local and international professionals and specialists took part in the Forum. The role of senior management in raising the quality of provision offered by the institutes and its impact on bridging the gaps between the labour market needs and the learners’ effectiveness and skills according to the international best practices was discussed. The Forum also highlighted the lessons learned from the completed first and second cycles of reviews and the current third cycle of reviews for vocational and training institutes, whereby all focused on the critical role of the providers’ leadership and management in enhancing the effectiveness of training provision.

The Forum included specialized sessions, workshops and panel discussion on the issues that hinder VET sector. Success stories of a number of training providers were introduced to deduce the most important findings, recommendations and strategies from such models to achieve the objectives of BQA and the related stakeholders.

The Forum’s topics and themes:

- The role of leadership and management of VET providers in fostering effective vocational training, whereby the European and Cypriot models in VET sector were introduced.
- Reflection on DVR reviews, good practices and development priorities.
- The impact of leadership and management in improving what is being offered and the success story of Bahrain Society of Engineers Training Centre from inadequate to good performance.
- On the sidelines of the Forum, two workshops were organized; the first covered the importance and mechanisms of internal quality assurance in the VET providers, and the second dealt with the importance of integrating self-evaluation, strategic planning and action planning in ensuring effective management. Both workshops highlighted the most effective steps

to overcome the challenges encountered by VET providers in developing the quality assurance process strategic planning and action plans as a road map for the institutions operating in this sector.

Recommendations:

The Forum concluded with a panel discussion and the most important recommendations were as follows:

- Develop and improve the applicable tools of collecting and analysing the national learners’ performance data to develop their skills and address the labour market needs.
- Enhance the culture of accountability and continuous improvement for providers, learners and observers through paying attention to self-evaluation process and the quality assurance system to improve the quality of provision.
- Pay attention to the performance and effectiveness of providers’ leadership and management and develop effective observation mechanisms to address the changes in the labour market and the latest technologies.
- Raise leadership competencies of those in charge of the providers and keep them acquainted with the international best practices and standards in this field to encounter the current and future challenges and keep abreast with the changes.

3. “Teaching & Learning in Intermediate Schools: A Quality Perspectives”

The Directorate of Government Schools Reviews and The Directorate of Private Schools & Kindergartens Reviews organised their 4th Forum titled “Teaching & Learning in Intermediate Schools: A Quality Perspectives” on 20 January 2016. The Forum focused on the current situation of the Kingdom’s intermediate education and the challenges it faces. It also looked at the development opportunities based on BQA review reports to improve teaching and learning processes according to the age category of the intermediate school students, and enhance the useful applications across the Kingdom’s schools. Sessions were delivered by four local and international keynote speakers, and about 130 participants from different fields of intermediate education took part in the Forum.

The Forum's topics and themes:

- Analytical explanation and insight into students' performance in intermediate schools.
- Psychological and developmental factors affecting learning in intermediate schools.
- Review of proficiency requirements at this stage to promote a culture of success in schools.

Recommendations:

The most important recommendations were as follows:

1. Make use of the distinguished practices in the government and private schools to improve students' learning in intermediate schools.
2. Diagnose the psychological aspects affecting intermediate schools' students and address them to reduce their negative impact on their learning experience.
3. Create a culture of success in the intermediate schools and enhance it with the appropriate programmes.

4. "National Examinations: Capacity Development to Improve Performance"

The Directorate of National Examinations organised its 4th Forum titled "National Examinations: Capacity Development to Improve Performance" on 14 January 2016. The Forum discussed the analysis of students' results from 2009 to 2015 in Arabic and Mathematics, identification of strengths and areas for improvement in terms of competencies and skills, identification of the types and applications of assessment in classrooms, use of experiences in developing appropriate plans to improve students' performance, and creating communication opportunities to use good practices in the educational assessment aspect. Experts in quality assurance of education, curriculum and education supervision specialists, as well as teachers and senior teachers took part in the Forum. The Forum attracted about 150 participants.

The Forum's topics and themes:

- Presentation of students' performance results in Arabic and Mathematics, and discussion of these results through practical activities to come up with proposals to improve and develop the performance of students.
- Presentation of the most important modern students' educational practices associated with assessing the performance of students in the classroom environment in order to improve their performance, along with practical activities for illustration purposes.

Recommendations:

A number of recommendations relating to teaching Arabic and Mathematics were put forward. They are as follows:

- Ensuring the effectiveness of strategies and approaches used in teaching and learning.
- Linking the school subjects with real life situations and teaching the basic concepts of Maths starting with concrete concept and moving to the abstract.
- Considering using the Standard language in teaching and avoiding the local dialect.
- Encouraging students to focus on extensive reading and continuous writing, and employing the Learning Resources to achieve that.
- Employing continuous assessment of competencies in order to enhance the sustainability of learning, with the emphasis on higher order thinking skills.
- Identifying and enriching strengths continuously.
- Identifying areas for improvement to enhance performance.
- Considering differentiation among students.
- Using teachers' self-evaluation to raise their efficiency in teaching.

5. "NQF ... Paving the Way for Education Development"

The General Directorate of National Qualifications Framework organised its 4th Forum titled "NQF... Paving the Way for Education Development" on 25-26 November 2015. The Forum attracted 120 participants from education and training institutions and representatives from the licensing and regulatory bodies and government and private institutions, as well the NQF Advisory Committee members. The Forum aimed to present the latest NQF developments and plans in employment and link learning outcomes to labour market needs in terms of designing qualification that are fit for the purpose.

The Forum's topics and themes:

- The latest NQF developments and future plans
- Qualifications framework and employability through the presentation of the Scottish model.
- Overview of Credit Framework and the NQF processes from a validator and training institution perspective.
- A workshop on NQF processes.
- Two workshops on designing fit-for-purpose qualifications and qualifications validation methods including discussion sessions in which the participants expressed their views.

Recommendations:

The most important recommendations were as follows:

1. The importance of cooperation between stakeholders and regulatory bodies to contribute to the success of the NQF.
2. The need to develop qualifications design standards.
3. The importance of the Credit Framework to design qualifications and validation process.
4. The importance of NQF in bridging the gaps of labour market needs, which must be supported by all the concerned bodies.

Second: Capacity Building

In the academic year 2015-2016, The BQA undertook a number of capacity building initiatives across its directorates in particular and the education and training sector in general. The following sections report on the most important internal and external capacity building initiatives.

The **DHR** continued with its programme of capacity building activities. It held two workshops on the self-evaluation mechanisms that attracted 44 participants from eight higher education institutions to help them understand the 'Programmes-within-College Review Framework', develop their self-evaluation reports to be submitted to the BQA and prepare them for the next cycle of reviews.

To Emphasize the importance of the national capacity building, the BQA conducted a workshop to train local reviewers to serve on panels in the Programmes-within-College Reviews. It was attended by twelve selected

potential local reviewers. Potential reviewers are invited in their personal capacity and not as representatives of their institutions. They were trained on the mechanisms of reviews and interviews, and on how to use the Programmes-within-College Review Framework, performance indicators, the portfolio of evidence, and the interview findings in drawing conclusions and passing final judgments.

As part of its continuous review activities and capacity building initiatives to help the training institutions conduct reviews and improve their provision, the **DVR** invited all providers scheduled to undergo a review within the next phase and all newly registered providers to attend two training workshops to assist them with the self-evaluation process and the completion of their Self-Evaluation Form (SEF) and the Learners' Performance Data (LPD) workbook. The workshops were attended by approximately 65 participants.

In line with the BQA strategic objectives in qualifying distinctive competencies, and in implementation of the professional development plan of DVR Reviewers, six directors and review specialists took part in a number of training activities and workshops covering all detailed aspects of the review process to obtain the certified reviewer certificate from the **Education Development Trust** (previously CfBT). The purpose of this certificate is to maintain the credibility of the Directorate, ensure the consistency of the reviewers' skills with high-profile review systems across the world and make the BQA a sustainable and effective learning institution.

Participation in international conferences and events is significant to the Directorate to develop the learning experiences, concepts, and knowledge. It also contributes to the enrichments of scientific research enhances this aspect across the Kingdom. In line with this, a vocational training consultant from the **DVR**, presented a paper to **EftVET** International Conference in which the impact of vocational training on the readiness, employment and development of the vocational training graduates in ICT sector in the Kingdom of Bahrain was highlighted.

In line with the BQA strategic objectives regarding raising the skills of Bahrainis, and in implementation of the professional development plan of DGS and DPS staff members, a number of training and capacity building programmes were held during the academic year 2015-2016. These focused on the exchange of experiences and good practices.

Both **DGS** and **DPS** organised a number of lectures

delivered by international experts on the quality of reviews of the 21st Century schools, the latest developments in the accreditation of inspectors in the British education system and the international education systems. A 4-day training workshop was delivered on the assessment of the educational and personal services provided for Special Education Needs attended by the members of the school directorates.

On 16 May 2016, e-training gathering was held over **(Webinar)** with Finnish educational experts to exchange the educational experiences about the education system in Finland and present the important educational practices, practical experiences and educational projects, particularly in Mathematics and Science.

The school directorates continued the reviewers and lead reviewers empowerment programme to complete the training programme requirements to obtain a 'Certified Reviewer Certificate' and 'Certified Review Leader' in collaboration with the **Education Development Trust**. Seven reviewers and eight lead reviewers from the school directorates were accredited during the academic year 2015-2016.

Both directorates played a significant role in representing the Authority in international conferences and events, whereby some of their staff members took part in several conferences, including the 2nd Conference on Education and Teaching held in Italy in September 2015, the 8th International Conference of Educational Research and Innovation "ICERI", Spain, in November 2015, the 6th World Conference on Learning, Teaching and Educational Leadership, WCLTA 2015, held in France in October 2015, Educational Procedural Research Conference organized in Portugal in November 2015, the Innovation Skills and Challenge Conference held in Malaysia in September 2015, and the Assessment for learning inside and outside classrooms, Malaysia, in November 2015. This is in addition to the research papers submitted to various international conferences by the Director of the Directorate of Government Schools Reviews such as the paper submitted to the Ministry of Education Conference, UAE, in March 2016 titled 'Innovation in education through creativity and exchange of knowledge'. In addition, he delivered two workshops at the Ministry of Education Conference, UAE, in April 2016 titled 'Alternative assessment: Quality assurance and innovation perspective' and 'Creativity in classrooms'.

As part of its capacity building activities, the schools directorates organised two workshops for the government and private schools to show them how to complete the self-evaluation form according to the new 'Schools Review Framework'. In addition, the directorates held a number of workshops for government and private schools to raise their awareness and readiness for the monitoring visits set for the schools that have been graded 'inadequate', and the special review visits set for the schools that have been judged 'outstanding'.

In preparation to conduct **the national examinations**, the Directorate of National Examinations held a special meeting with the private schools taking part in the 2016 national examinations session to enable their teachers to provide proper induction to students who are sitting the national examinations. Seven private schools whose students took Grade 12 national examinations and 17 schools for Grade 6 took part in the meeting. In terms of national capacity building through part-time employment, the Directorate appointed a pool of 50 consultants and 80 item-writers to assist in performing the duties related to the national examinations. In addition, the DNE employed part-time assessment staff to take part in conducting and marking the national examinations, it appointed 743 markers, 250 administrators and data entry clerks, 30 controllers and 120 invigilators. Moreover, the DNE held a number of training events and workshops for each category to train them to carry out their duties perfectly, such as the English item-writers workshop, and other workshops for the principal examiners taking part in marking 2016 NE session, on Principal Examiner's Report writing, and grading model for Grade 12; in addition to induction sessions for invigilators, controllers and administrators on their duties.

As for its own staff, the Directorate organized a number of training workshops. In particular, a consultant from Cambridge University delivered a workshop on grading model for Grade 12. A business trip was organised to Steven Austin Press, UK, to enhance the relationships and meet with their officers to discuss the 2015 NE question papers printing, and brief them on the DNE's remarks on printing the NE question papers of the previous session. The required arrangements for 2016 NE session for Grade 6 and 12 were discussed as well. The desired objectives of the visit were achieved, whereby the DNE staff had better knowledge on the NE printing processes and a clearer picture on the production of NE question papers, as well as having access to the Press's GradeMaker Question Bank.

As for the external activities, the DNE took part in the 8th International Conference of Educational Research and Innovation "ICERI" in Spain, and a paper entitled 'A Study on the Impact of the National Examinations' was presented by the Acting Director of the Directorate and the Data Officer. In addition, the DNE participated in the Policies Dialogue Project: Policies and Strategies of the Quality of Education Measurement in the GCC States held in the UAE, where the Head of the Languages Section submitted a paper titled 'BQA and its role in measuring the quality of education in the Kingdom of Bahrain'.

The GDQ delivered six training workshops for 102 representatives from the education and training institutions on the NQF processes. They included a detailed description of the institutional listing and qualifications placement processes. Moreover, the Directorate trained a number of qualified staff in various disciplinary fields who are working in the institutional listing application evaluation committees and qualifications validation committees on the institutional listing and qualifications placement processes, and they assisted it in the evaluation of the institutional listing and the qualifications placement applications. Moreover, the GDQ organised three specialist workshops for work groups of the Credit Framework Project and Alignment of Foreign Qualifications to the NQF Project.

In order to spread the culture of the NQF locally, the Directorate organized a number of awareness workshops on the importance of the NQF in linking the learning outcomes to labor market needs and its objectives to develop the Kingdom's education and training sector in collaboration with all the concerned parties. These workshops were also delivered for a number of professional societies and employers. In addition, the GDQ issued the NQF leaflets and participated in various exhibitions to spread the culture of the NQF.

As part of enhancing the international relationships and exchange of experiences with the fellow institutions across the GCC States, the Directorate received a delegation from the Oman Academic Accreditation Authority to introduce them to the Bahrain Model in establishing and operating the NQF. Moreover, it received an invitation from the Ministry of Education, Qatar, to present and discuss the Bahrain Model as the Kingdom of Bahrain has a pioneering role in this field across the GCC states.

CONCLUSION





The performance of education and training has been steadily improving following the launch of the Education & Training Quality Authority in 2008 as the professional body responsible for reviewing the performance of education and training institutions operating in the Kingdom of Bahrain. Measurement and evaluation mechanisms have also been developed with the addition of international measurement methods, resulting in continuous and considerable development of education and training in our institutions. The synergetic efforts of concerned parties and those responsible for education in the Kingdom of Bahrain have contributed to the application of quality assurance and dissemination of its culture at high standards of transparency and fairness among all institutions. Such synergy emphasises the importance and magnitude of BQA's duties and stresses the confidence in its review results, its accurate judgements, and reliable reports for specialists and leaders.

The Kingdom's endeavours to lead regional and international peers in the field of education and training, and to realise its 2030 vision strongly, encourage BQA and its departments and staff to achieve further improvement and development, while bearing in mind the best interest of the country and the citizen at regional and international levels.

Accordingly, this Conclusion provides an objective and transparent assessment, as well as a precise description of the education and training situation in the Kingdom through measuring the performance quality of education and training institutions. Such data will serve as a basis to build on the remarkable improvement in some sectors, and overcome the challenges and obstacles hindering the development of the teaching and learning process to achieve national outcomes that are capable of realising sustainable development in the Kingdom.

The results of the **higher education performance review** in the second phase of the academic programmes review indicates that the 74 academic programmes for which reports were published, and for which the results are detailed in this Report, improved in performance to meet the quality requirements. A significant number of the programmes show progress in fulfilling the four key Indicators included in the Programmes-within-College Reviews Framework, especially with regard to programmes offered by colleges of business administration and law operating in the Kingdom of Bahrain. These benefited from the reviews made to its programmes in the first phase of the academic programme reviews, covering the period from January 2009 until December 2011.

The review results, which have been published, show improvement in the ability of higher education institutions to develop the structure and elements of their academic programmes by adopting an outcome-based learning methodology, which was uncommon when the Directorate embarked on the reviews in 2009. Higher education institutions also benefited from the benchmarking of their academic programmes against similar programmes offered by local, regional and international higher education institutions, where applicable, aligning their programmes with international standards of quality assurance, thereby providing the necessary teaching & learning, and assessment policies. Most institutions managed to provide appropriate infrastructure and academic staff, rendering the necessary basic services to students and supporting those at risk of academic failure.

Some programmes have benefited from the development and implementation of policies for internal and external moderation in verifying valid assessment tools and ensuring their suitability for the required learning outcomes to be acquired by students. However, these

mechanisms are still in their infancy stages, though their positive impact has been observed in a number of programmes. Based on the recommendations included in the review reports, most colleges and departments have established advisory boards whose members include specialised experts, employers and graduates of the programmes concerned. This contributes to the enrichment and development of the programmes and their outcomes in fulfilling the needs of the labour market. In addition, institutionalisation of the necessary governance operations and management of academic programmes have significantly contributed to the development and improvement of these programmes.

However, a major source of concern is that 31% (23 programmes) of the academic programmes reviewed and for which reports have been published have failed to apply the quality standards. These programmes remain unable to meet the requirements of the four Indicators of BQA's academic programmes review framework, due to their weak structure in terms of depth and breadth and the absence of some basic elements of the disciplines included in the programmes. Moreover, the institutions offering these programmes have an inadequate admissions policy that almost resembles an open-door policy, under which all applicants are either directly admitted or given remedial courses which do not prepare students adequately for university study nor for the requirements of the programme and its nature in most cases. This mainly affects the quality of programmes in terms of input, process and level, and results in incompatibility between the students' academic levels upon graduation and the required learning outcomes, specifications of graduates and degree of qualification. The academic staff research contributions are still limited, as is the lack of a viable plan at the enterprise level for the development of the academic staff's research capabilities and promoting scientific research. A few programmes

lack appropriate infrastructure, particularly in relation to the availability of appropriate laboratories, hardware and software. In addition, the poor performance of the academic programmes is amplified by the lack of stability and regularity in the implementation of quality assurance processes, as well as the weak monitoring of operations carried out by colleges to ensure the quality of the programme and its outcomes. It is worth noting that the teaching load of the programme's senior management, including the Dean and Head of Department, does not give them enough time and space to effectively manage the programme. In order for the Kingdom of Bahrain to compete in the global labour market, and to achieve Bahrain Vision 2030, it must overcome all these challenges and ensure sustainable development of these academic programmes to enable Bahrainis who graduate from higher education institutions in the Kingdom to compete in the local, regional and international labour markets.

In the field of **vocational training institutions reviews**, the results of the second and third phases of the third review cycle covering 27 vocational training and education institutions in the academic year 2015-2016 indicate an overall improvement in performance compared to the previous two cycles. This improvement is attributed to the pivotal role played by the management and departments of these institutions in enhancing the effectiveness of vocational training. The role of the senior management has been very evident in raising the quality of deliverables through developing clear policies and mechanisms to measure internal quality, implementing and following up formal strategic plans and specific action plans, with rigorous monitoring of performance and identifying opportunities for improvement as well as launching and implementing initiatives.

Other positive aspects were also apparent in improved professional skills and competencies acquired by the

trainees and their achievement of the required learning outcomes, being one of the strengths characterising the training institutions that have achieved 'good' level or above. This improvement came as a result of the growing interest by a large segment of vocational training institutions in developing clearly defined policies and mechanisms that determine the responsibilities, and the support and guidance required, to help trainees achieve the best results. The individual support and guidance provided to trainees has been reflected through the improved achievement and high pass rates, especially in the programmes with external accreditation. Increased awareness within the professional training institutions of the modern trends in training strategies, and assessment methods based on the achievement of clear learning outcomes, has also had a positive impact on the generally improved performance of these institutions, particularly in relation to the effectiveness of teaching, training and assessment. There has also been a growing interest in the methods of trainee evaluation and better keeping of achievement records. Most courses are marked using appropriate and rigorous evaluation techniques that are designed to measure the achievement of the intended learning outcomes and are subject to inclusive verification processes, especially in the institutions rated as good or above. Analysing the most prominent strengths reveals that the institutions rated as the best in programmes delivery applied good practices in analysing market needs, meeting requirements and supporting programmes with quality learning resources. This indicates an increased awareness of the importance of programme planning and structuring within clear policies that ensure the quality of the required learning outcomes.

Despite that facts mentioned above, the teaching and training process in a number of institutions still needs further improvement. The results of reviewing the

professional training institutions for this year reveal some challenges relating to the less effective institutions, which need to start working within carefully-drafted strategic plans based on thorough reviews supported by specific action plans focused on improving the achievement of trainees, particularly regarding the progress made by trainees. In addition, comprehensive policies and procedures relating to internal quality assurance systems must be implemented in order to improve the quality of deliverables. While assessment methods and techniques have generally shown remarkable development, some institutions still need to diversify and improve the assessment tools, particularly formative assessment tools; in terms of accuracy and a clear relationship to the intended learning outcomes. The activities provided to trainees still need to be more oriented towards stimulating self-learning through life tasks and reality activities and instilling a desire among trainees to take responsibility for their own learning experience. Unfortunately, some institutions still do not pay much attention to supporting their programmes with relevant extracurricular activities, especially in those institutions provide programmes that extracurricular enrichment activities are considered as key supportive element of the educational process.

The ability of the vocational training institutions to improve the quality of deliverables is unquestionably associated with the effectiveness of their efforts and initiatives, particularly those initiatives that continuously improve the quality of teaching, training and assessment processes and that aim to increase trainees' achievements. The most important recommendations that should be implemented by the training institutions in order to develop their operations are based on specific areas for improvement, including: promoting the culture of accountability, continuous development of institutions and trainees based on regular and systematic self-

evaluation of the quality of deliverables and measuring its impact on the trainees' achievement, linking the strategic plans to the requirements of the labour market and following up their implementation on a continuous basis, as well as verifying the effectiveness of the assessment and monitoring processes of institutionalised performance in order to achieve sustainable quality.

As for pre-university education in **government and private schools**, a total of 50 government schools have been reviewed at the end of the academic year in the third review cycle, bringing the total schools reviewed to 70 in this cycle. Like the second cycle, the third review cycle still indicates polarised judgments between 'outstanding' and 'inadequate' ratings, while a great challenge is represented in the doubled percentages of 'inadequate' judgements. This is compounded by the failure of 13 schools judged as 'inadequate' in the first and second review cycles to successfully pass the two scheduled monitoring visits. Immediate intervention and greater support is required to improve the overall performance of these schools. In general, the schools that implemented the recommendations of the review reports, and made continuous improvements to the various aspects of school work, have succeeded in raising the students' academic levels.

The reasons for the lower performance in certain schools are either technical, related to teaching and learning strategies, assessment and classroom management, or administrative failure in bridging the gap, instability of educational and administrative staff, and input challenges in terms of students' basic skills.

It is also worthy of note that there is continuous positive progress by the girls' schools over the boys' schools in 'good' judgement and above, while the schools judged as 'inadequate' are mostly intermediate boys' schools,

which experience the biggest decline in performance, with a significant number of primary schools judged as 'inadequate'. The Education & Training Quality Authority advises these schools to enhance professional learning communities and increase practical links between schools to take advantage of practices, especially among governorates, various educational stages, and boys' and girls' schools. The Authority also draws attention to the need of studying the phenomena indicated in the annual reports under a systematic and deliberate scientific approach, in order to implement procedures that are based on scientific evidence in order to develop overall performance.

The second cycle of private schools performance reviews was completed by conducting 18 reviews in the academic year 2015-2016, bringing the total in this cycle to 23. Although the percentage of schools judged as 'outstanding' in the second cycle is slightly better than that in the first cycle, this percentage is still below the expectations of education development in the Kingdom of Bahrain. With increased percentages of schools judged as 'satisfactory' and 'inadequate', the reviews of this cycle highlighted many issues affecting the private education system. While these schools generally vary in the mechanisms followed when applying and following up the school's work, as well as in the availability and activation of educational resources, they still face a number of common challenges. These include improving the level of performance or at least maintaining the previous results, ensuring stability of leadership teams and faculty, enhancing weak strategic processes in assessment and planning, and the lack of effective apprenticeship programmes. Each of these has a negative impact on the required improvements and their sustainability. Accordingly, and in order to raise the level of performance, we must raise the awareness within leadership teams of school work priorities. We must also

develop efficient educational bodies, particularly with regard to utilisation of teaching and learning strategies in a way that positively and directly reflects on the overall academic performance of students.

The results of the eighth cycle of 2016 **national examinations** organised for Grade 6 students and the fourth cycle for Grade 12 students indicated a steady decline in the overall performance of students.

Upon analysing the results of Grade 6 examinations in languages, students performed better in writing skills than in reading and listening skills. Performance slightly improved in English compared to 2014. The highest average performance score for 2016 was in Science at 0.20. The lowest performance scores were in Arabic and Mathematics. Girls outperformed boys in all subjects.

In Grade 12, students' performance slightly declined in Arabic compared to 2015 and slightly improved in English and Problem Solving. The highest pass rate for this year was in Arabic, followed by English and Problem Solving. In general, the performance of girls was better than boys in most examinations.

Based on the results of national examinations for 2016, recommendations have been made to find effective solutions to improve students' performance by encouraging them to make more effort and to positively interact with the national examinations. It is also recommended that stakeholders should make use of the reports issued by the Directorate of National Examinations, which highlight the strengths of students' performance as well as the areas for improvement, with effort being made to support sustainable improvement and develop the educational system in the Kingdom of Bahrain.

The processes of the **National Qualifications Framework** have completed a number of listed institutions, with their qualifications placed on the National Qualifications

Framework. Six education and training institutions are listed in the NQF register and thirteen higher education qualifications are placed on register after they met the standards of institutional listing and qualifications placement. The Directorate has also completed the credit framework project, and work is under way to align foreign qualifications to the National Qualifications Framework. The General Directorate of National Qualifications Framework continues to provide technical support, hold capacity-building workshops for the education and training institutions which apply for institutional listing and qualifications placement, and disseminate the culture of the National Framework at a local level and its role in bridging the gap between qualifications and labour market requirements. The Directorate also looks forward to further strengthening regional and international cooperation in order to establish a strategic partnership with other qualification frameworks. Under the National Qualifications Framework there are opportunities for the development of education and training by working with stakeholders on the major challenges facing the Framework: these include promoting the concept and use of learning outcomes in the vocational education and training sector, developing qualifications by policies for qualification design, linking employment policies to academic and professional qualifications, and providing statistics of all qualifications in the Kingdom. The Directorate will work with all stakeholders to support the national institutions so that they take a leading position in the placement of their qualifications on the National Qualifications Framework, and improve cooperation between sectors in order to enhance the concept of lifelong learning, such as recognition of experience and prior learning, for which all national and regional qualifications frameworks seek to support and develop relevant policies.





التعلّم مدى الحياة
Lifelong Learning

APPENDIX
HIGHER EDUCATION REVIEWS
Programmes Reviews – Second Phase
Field of Medicine and Health Sciences

#	Institution	Year of Last Review	No. of Satisfied Indicators	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	University of Bahrain Bachelor of Science in Nursing - College of Health Sciences	2012	4	Confidence
7	University of Bahrain Bachelor of Science in Nursing for Registered Nurses - College of Health Sciences	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 published on BQA website www.bqa.gov.bh

Field of IT & Computing

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

Field of IT & Computing

#	Institution	Year of Last Review	No. of Satisfied Indicators	Conclusion	Follow-up Review Conclusion
11	Royal University for Women Bachelor of Science in Computer Science - Faculty of Information Technology	2013	1	No confidence	
12	AMA International University – Bahrain Master of Science in Computer Science - College of Computer Studies	2013	0	No confidence	
13	Gulf University BSc in Computer Communications Engineering – College of Computer Engineering and Sciences	2013	0	No confidence	
14	Gulf University BSc in Computer Engineering and Information Systems– College of Computer Engineering and Sciences	2013	0	No confidence	

Field of Business

#	Institution	Year of Last review	No. of Satisfied Indicators	Conclusion
1	University of Bahrain Bachelor of Science in Business Management - College of Business	2014	4	Confidence
2	University of Bahrain Bachelor of Science in Marketing - College of Business	2014	4	Confidence
3	University of Bahrain Bachelor of Science in Accounting - College of Business	2014	4	Confidence
4	University of Bahrain Bachelor of Science in Banking and Finance - College of Business	2014	4	Confidence
5	University of Bahrain Master in Business Administration - College of Business	2014	4	Confidence
6	Ahlia University Bachelor Degree in Accounting and Finance - College of Business and Finance	2014	4	Confidence
7	Ahlia University Bachelor Degree in Banking and Finance - College of Business and Finance	2014	4	Confidence
8	Ahlia University Bachelor Degree in Economics and Finance - College of Business and Finance	2014	4	Confidence
9	Ahlia University Bachelor Degree in Management Information Systems - College of Business and Finance	2014	4	Confidence
10	Ahlia University Bachelor Degree in Management and Marketing - College of Business and Finance	2014	4	Confidence
11	Ahlia University Master Degree in Business Administration - College of Business and Finance	2014	4	Confidence

Field of Business

#	Institution	Year of Last review	No. of Satisfied Indicators	Conclusion
12	Arab Open University Bachelor in Business Administration Systems - College of Business Administration	2014	4	Confidence
13	Arab Open University Master of Business Administration offered by (OUM) & hosted by AOU - College of Business Administration	2014	4	Confidence
14	Bahrain Polytechnic Bachelor of Business - Faculty of Business	2014	4	Confidence
15	Bahrain Polytechnic Bachelor of International Logistics Management - Faculty of Business	2014	4	Confidence
16	Royal University for Women Bachelor of Banking and Finance - College of Business & Financial Sciences	2014	4	Confidence
17	Royal University for Women Bachelor of Human Resources - College of Business & Financial Sciences	2014	4	Confidence
18	Royal University for Women Bachelor of International Business - College of Business & Financial Sciences	2014	4	Confidence
19	Applied Science University Bachelor in Business Administration - College of Administrative Sciences	2014	4	Confidence
20	Applied Science University Bachelor in Accounting - College of Administrative Sciences	2014	4	Confidence
21	Applied Science University Bachelor in Accounting and Finance - College of Administrative Sciences	2014	4	Confidence

Field of Business

#	Institution	Year of Last review	No. of Satisfied Indicators	Conclusion
22	Applied Science University Master in Business Administration - College of Administrative Sciences	2014	4	Confidence
23	Applied Science University Master in Human Resources - College of Administrative Sciences	2014	4	Confidence
24	Kingdom University Bachelor of Science in Business Management - College of Business Administration	2014	4	Confidence
25	Kingdom University Bachelor of Science in Finance and Accounting - College of Business Administration	2014	4	Confidence
26	Kingdom University Bachelor of Science in Finance and Banking - College of Business Administration	2014	4	Confidence
27	Gulf University Bachelor of Accounting and Finance - College of Administrative and Financial Sciences	2014	4	Confidence
28	Gulf University Bachelor of Human Resources Management - College of Administrative and Financial Sciences	2014	4	Confidence
29	Applied Science University Bachelor in Political Science - College of Administrative Sciences	2014	3	Limited Confidence
30	Applied Science University Bachelor in Management Information Systems - College of Administrative Sciences	2014	3	Limited Confidence
31	Applied Science University Master in Accounting and Finance - College of Administrative Sciences	2014	3	Limited Confidence
32	AMA International University Bachelor of Science in Business Informatics - College of Administrative and Financial Sciences	2014	2	Limited Confidence

Field of Business

#	Institution	Year of Last review	No. of Satisfied Indicators	Conclusion
33	University College of Bahrain Bachelor of Business Administration	2014	2	Limited Confidence
34	Gulf University Bachelor of Business Administration - College of Administrative and Financial Sciences	2014	2	No Confidence
35	Gulf University Bachelor of Media and Public Relations - College of Administrative and Financial Sciences	2014	1	No Confidence
36	AMA International University Bachelor of Science in International Studies - College of Administrative and Financial Sciences	2014	0	No Confidence
37	AMA International University Master in Business Administration - College of Administrative and Financial Sciences	2014	0	No Confidence
38	University College of Bahrain Master of Business Administration	2014	0	No Confidence

Field of Law

#	Institution	Year of Last review	No. of Satisfied Indicators	Conclusion
1	University of Bahrain Bachelor of Law - College of Law	2015	4	Confidence
2	University of Bahrain Master in Public Law - College of Law	2015	4	Confidence
3	University of Bahrain Master in Private Law - College of Law	2015	4	Confidence
4	Kingdom University Bachelor of Law - College of Law	2015	4	Confidence
5	Applied Science University Bachelor in Law - College of Law	2015	4	Confidence

Field of Engineering Communications Information Technology and Design



















#	Institution	Year of Last review	No. of Satisfied Indicators	Conclusion
1	Bahrain Polytechnic Bachelor of Engineering Technology - Faculty of Engineering, Design and ICT	2015	4	Confidence
2	Bahrain Polytechnic Bachelor of Communications and Information Technology - Faculty of Engineering, Design and ICT	2015	4	Confidence
3	Bahrain Polytechnic Bachelor of Visual Design - Faculty of Engineering, Design and ICT	2015	4	Confidence
4	Bahrain Polytechnic Bachelor of Web Media - Faculty of Engineering, Design and ICT	2015	4	Confidence
5	Kingdom University Bachelor in Architecture Engineering - College of Architectural Engineering and Design	2015	3	Limited Confidence
6	AMA International University – Bahrain Bachelor of Science in Mechatronics Engineering - College of Engineering	2015	3	Limited Confidence
7	Kingdom University Bachelor in Interior Design - College of Architectural Engineering and Design	2015	2	Limited Confidence
8	AMA International University – Bahrain Bachelor of Science in Information Technology - College of Engineering	2015	1	No Confidence

Directorate of Vocational Reviews*

#	Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
1	 Kumon- Bahrain	1:Outstanding	1:Outstanding
2	 Emic Training	2:Good	1:Outstanding
3	 Capital Institute	1: Outstanding	
4	 British Language Centre	1: Outstanding	
5	 Bahrain Institute for Banking and Finance (BIBF)	1:Outstanding	
6	 Genetech Training & Development	1:Outstanding	
7	 Gulf Aviation Academy (GAA)	1: Outstanding	
8	 Institute of Finance	1:Outstanding	2: Good
9	 Al Mashreq Training (previously Arabian East Training Center)	1:Outstanding	2: Good
10	 Al Moalem Institute	2: Good	2: Good
11	 Safety Training & Consultants Center	2: Good	2: Good
12	 RRC Middle East	2: Good	2: Good
13	 Victory Training & Development Institute (VTDI)	2: Good	2: Good
14	 Taylos Human Development	2: Good	2: Good
15	 Neo vartis Training Centre	2: Good	2: Good
16	 Logic Institute for Training & Human resource Development	2:Good	2:Good
17	 ILC Training	2: Good	2:Good
18	 Yellow Hat Training s.p.c	2: Good	2: Good








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Directorate of Vocational Reviews*

#	Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
19	 London Training Center	2: Good	2: Good
20	 Bahrain International Retail Development Center (BIRD)	3: Satisfactory	2: Good
21	 Human Performance Improvement (HPI)	3: Satisfactory	2: Good
22	 Horizons for Human Resource Development	3: Satisfactory	2: Good
23	 Aptech Computer Education	3: Satisfactory	2: Good
24	 Bait Al Taleem Institute	3: Satisfactory	2: Good
25	 Leaders Institute for Training & Development	3: Satisfactory	2: Good
26	 The Training Centre of the Bahrain Society of Engineers	4: Inadequate	2: Good
27	 Delmon Academy for Computer and Managerial Science (DACMS)	4: Inadequate	2: Good
28	 Business Avenue Training Center		2: Good
29	 Daar Al Maarefa Language Centre	2: Good	
30	 Sylvan Learning Centre-Bahrain	2: Good	
31	 Bahrain Institute of Hospitality & Retail (BIHR)	2: Good	
32	 Berlitz Training Centre	2: Good	
33	 Gulf World Institute for Career Development & Quality	2: Good	
34	 American Cultural & Educational Centre	2: good	
35	 Gulf Insurance Institute	2: Good	
36	 A.I.T Centre	2: Good	

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Directorate of Vocational Reviews*

#	Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
37	 Dynamics Training Institute	2: Good	
38	 Berlitz Language Center - Bahrain	2: Good	
39	 Impact Training Institute	2: Good	
40	 Harvest Training Centre (Previously Al Hassad Training Center)	2: Good	
41	 Bridge Training Solutions	2: Good	
42	 Al-Wasat Training and Development institution	2: Good	
43	 AlGadh Training Institute	2: Good	
44	Ernst and Young Training Center	2: Good	3: Satisfactory
45	Golden Trust for Management & Commercial Training & Consultancy	2: Good	3: Satisfactory
46	Thinksmart for development & Training	2: Good	3: Satisfactory
47	Al Banna Training Institute	3: Satisfactory	3: Satisfactory
48	Excellence Training Solutions	3: Satisfactory	3: Satisfactory
49	Industrial Petroleum Training Services (I.P.T.S.)	3: Satisfactory	3: Satisfactory
50	I Design Training centre	3: Satisfactory	3: Satisfactory
51	English Language Skills Centre	3: Satisfactory	3: Satisfactory
52	Success Training Centre (STC)	3: Satisfactory	3: Satisfactory
53	Al - Badeel for Training Development	3: Satisfactory	3: Satisfactory
54	Al Jazeera Modern Institute	3: Satisfactory	3: Satisfactory
55	National Institute of Technology (NIT)	4: Inadequate	3: Satisfactory
56	TUV Nord Training Centre		3: Satisfactory

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Directorate of Vocational Reviews*

#	Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
57	National Institute for Industrial Training	3: Satisfactory	
58	Modern Institute of Science & Computer	3: Satisfactory	
59	Bahrain Training Institute (BTI)	3: satisfactory	
60	Flextrain for Training & Development	3: Satisfactory	
61	Deena Institute of Technology	3: Satisfactory	
62	Design Technology Training Center	3: Satisfactory	
63	Gulf International Institute	3: Satisfactory	
64	Osho Training	3: Satisfactory	
65	Projacs Training Centre	3: Satisfactory	
66	Prestige Institute for Training Human Resources	3 : satisfactory	
67	Al Adwha Institute	3: satisfactory	
68	Al Mawred Institute	3: Satisfactory	
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	
75	Bahrain Institute	3: Satisfactory	
76	Bahrain Institute for Entrepreneurship & Technology (BIET) (previously Bahrain Institute for Technology)	3: Satisfactory	
77	Professional Training Institute/ (previously Al Amal Institute for Studies & Training)	3: Satisfactory	


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Directorate of Vocational Reviews*














#	Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
78	Training Plus Institute (Previously New Horizons Computer Learning Centre)	3: Satisfactory	
79	Group Talal Abu-Ghazaleh Training Group	3: Satisfactory	
80	Hanan Training Institute	3: satisfactory	
81	Management Development Centre	3: Satisfactory	
82	Brothers Training Development Institute	3: Satisfactory	
83	Regal Gulf Training Centre	3: Satisfactory	
84	Lingo Ease centre	4: inadequate	
85	Al Amjaad Institute	4: inadequate	
86	Global Institute for Management Science	4: Inadequate	
87	English Plus Institute	4: Inadequate	
88	Al Awael Learning Institute	4: Inadequate	
89	Future Institute for Training & Development (previously Al Meer Training Center)	4: inadequate	
90	New Vision Training Institute (NTI)	4: Inadequate	
91	The Gulf Academy For Development of Human Resources	4: Inadequate	
92	Al Hayat Institute for Human Resources Development	4: inadequate	
93	Al Moheet Institute	4: inadequate	
94	Novo-Tech Training	4: Inadequate	
95	Manama Training Centre	4: Inadequate	

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Cultural Centres















#	Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
1	 Bahrain Music Institute	1: outstanding	
2	 Life in Music	1: outstanding	
3	 Bahrain Ballet Centre	2: Good	
4		3: Satisfactory	
5		3: satisfactory	
6		4: inadequate	

Directorate of Government Schools Reviews*

#	Government schools reviewed		Overall judgements Cycle 2	Overall judgements Cycle 3
1		Sumayia Primary Girls School	1: Outstanding	1: Outstanding
2		Al-Sehlah Primary Girls School	1: Outstanding	1: Outstanding
3		Khawlah Secondary Girls School	1: Outstanding	1: Outstanding
4		Hitteen Primary Boys School	1: Outstanding	1: Outstanding
5		Aminah Bint Wahab Primary Girls School	1: Outstanding	1: Outstanding
6		Zubaidah Primary Girls School	2: Good	1: Outstanding
7		Al-Safa Primary Girls School	2: Good	1: Outstanding
8		Al-Belad Al-Qadeem Primary Girls School	2: Good	1: Outstanding
9		Al-Sanabis Primary Girls School	2: Good	1: Outstanding
10		Mariam Bint Omran Primary Girls School	3: Satisfactory	1: Outstanding
11		Um Ayman Primary Girls School	3: Satisfactory	1: Outstanding
12		Rabia'a Al-Adaweyia Primary Girls School	1: Outstanding	
13		Al-Rawdha Primary Girls School	1: Outstanding	
















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Directorate of Government Schools Reviews*

#	Government schools reviewed		Overall judgements Cycle 2	Overall judgements Cycle 3
14		Ain Jaloot Primary Girls School	1: Outstanding	
15		Karrana Primary Girls School	1: Outstanding	
16		Um Salama Intermediate Girls School	1: Outstanding	
17		Tubli Primary Girls School	1: Outstanding	
18		Al-Khawarizmi Primary Boys School	1: Outstanding	
19		Al-Orouba Primary Girls School	1: Outstanding	
20		Hajer Primary Girls School	1: Outstanding	
21		Sh. Mohamed Bin Isa Al-Khalifa Primary Boys School	2: Good	2: Good
22		Al-Noaim Secondary Boys School	2: Good	2: Good
23		Omayma Bint Al-Noaman Secondary Girls School	2: Good	2: Good
24		Zannoobia Intermediate Girls School	2: Good	2: Good
25		West Rifaa Primary Girls School	2: Good	2: Good
26		Al-Noor Secondary Girls School	2: Good	2: Good
27		Al-Hunaineia Primary Girls School	3: Satisfactory	2: Good

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Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
28	 Al-Busaiteen Intermediate Girls School	3: Satisfactory	2: Good
29	 Ibn Al-Nafees Primary Boys School	3: Satisfactory	2: Good
30	 Buri Primary Girls School	3: Satisfactory	2: Good
31	 Hassan Bin Thabit Primary Boys School	3: Satisfactory	2: Good
32	 Al-Hidd Secondary Girls School**	2: Good	
33	 Arad Primary Girls School	2: Good	
34	 Fatima Bint Asad Primary Girls School	2: Good	
35	 Gharnata Primary Girls School	2: Good	
36	 Al-Duraz Intermediate Girls School	2: Good	
37	 Jidhafs Secondary Girls School	2: Good	
38	 Sitra Intermediate Girls School	2: Good	
39	 Sitra Secondary Girls School	2: Good	
40	 Aali Intermediate Boys School	2: Good	
41	 Al-Qadsiah Primary Girls School	2: Good	
42	 Al-Jazeera Primary Boys School	2: Good	

*Reports published on BQA website www.bqa.gov.bh

**Al-Hidd Intermediate Secondary Girls School Previously





Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
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	
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	

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***Asma That Alnetaqain Primary Intermediate Girls School Previously

Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
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		2: Good	3: Satisfactory
63		2: Good	3: Satisfactory
64		2: Good	3: Satisfactory
65		2: Good	3: Satisfactory
66		2: Good	3: Satisfactory
67		2: Good	3: Satisfactory
68		2: Good	3: Satisfactory
69		2: Good	3: Satisfactory
70		3: Satisfactory	3: Satisfactory
71		3: Satisfactory	3: Satisfactory
72		3: Satisfactory	3: Satisfactory
73		3: Satisfactory	3: Satisfactory
74		3: Satisfactory	3: Satisfactory
75		3: Satisfactory	3: Satisfactory
76		3: Satisfactory	3: Satisfactory

*Reports published on BQA website www.bqa.gov.bh

Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
77	Ahmad Al-Umran Secondary Boys School	3: Satisfactory	3: Satisfactory
78	Balqees Primary Girls School	3: Satisfactory	3: Satisfactory
79	Yathreb Intermediate Girls School	3: Satisfactory	3: Satisfactory
80	Al-Sanabis Primary Boys School	3: Satisfactory	3: Satisfactory
81	Hamad Town Secondary Girls School	3: Satisfactory	3: Satisfactory
82	Halima Al-Sa'adeyya Intermediate Girls School	3: Satisfactory	3: Satisfactory
83	Saba' Primary Girls School	3: Satisfactory	3: Satisfactory
84	Barbar Primary Boys School	3: Satisfactory	3: Satisfactory
85	Khadija Al-Kubra Intermediate Girls School	3: Satisfactory	3: Satisfactory
86	Um Al-Qura Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory
87	Al-Dheya Primary Boys School	3: Satisfactory	3: Satisfactory
88	Arad Primary Boys School	4: Inadequate	3: Satisfactory
89	Al-Alaa Alhadhrami Primary Boys School	4: Inadequate	3: Satisfactory
90	Al Wadi Primary Boys School	4: Inadequate	3: Satisfactory
91	West Rifaa Intermediate Girls School	3: Satisfactory	
92	A'ali Primary Girls School	3: Satisfactory	
93	Al-Khansa Primary Girls School	3: Satisfactory	
94	East Rifaa Primary Boys School	3: Satisfactory	
95	Jaw Primary Intermediate Girls School	3: Satisfactory	

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Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
96	Al-Manama Secondary Girls School	3: Satisfactory	
97	Abu Alaala Almaari Primary Boys School	3: Satisfactory	
98	Al-Dair Primary Intermediate Girls School	3: Satisfactory	
99	Al-Qayrawan Intermediate Girls School	3: Satisfactory	
100	Al-Imam Ali Primary Intermediate Boys School	3: Satisfactory	
101	Al-Razi Primary Boys School	3: Satisfactory	
102	Ibn Sina Primary Boys School	3: Satisfactory	
103	Jidhafs Secondary Technical School	3: Satisfactory	
104	Omar Bin Abdul Aziz Primary Boys School	3: Satisfactory	
105	Al-Rifaa Intermediate Boys School	3: Satisfactory	
106	Salmabad Primary Girls School	3: Satisfactory	
107	Badr Al-Kobra Primary Boys School	3: Satisfactory	
108	Abu Bakr Al-Siddeeq Primary Boys School	3: Satisfactory	
109	Al-Salmaniyia Intermediate Boys School	3: Satisfactory	
110	Alta'awon Secondary Boys School	3: Satisfactory	
111	Buri Primary Boys School	3: Satisfactory	
112	Isa Town Primary Boys School	3: Satisfactory	
113	Al-Wafa'a Secondary Girls School****	3: Satisfactory	
114	Jaber Bin Hayian Primary Boys School	3: Satisfactory	
115	Sh. Isa Bin Ali Al-Khalifa Secondary Boys School	3: Satisfactory	

*Reports published on BQA website www.bqa.gov.bh

****Isa Town Secondary Commercial Girls School Previously

Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
116	Al-Muharraq Secondary Girls School	3: Satisfactory	
117	Al-Ma'refa Secondary Girls School	3: Satisfactory	
118	Al-Salam Primary Girls School	3: Satisfactory	
119	Arad Intermediate Girls School	3: Satisfactory	
120	Askar Primary Intermediate Boys School	3: Satisfactory	
121	Khalid Bin Alwaleed Primary Boys School	3: Satisfactory	
122	Safeyia Bint Abdulmuttalib Primary Intermediate Girls School	3: Satisfactory	
123	Al-Sanabis Intermediate Girls School	3: Satisfactory	
124	Sakeena Bint Al-Hussain Primary Girls School	3: Satisfactory	
125	Tulaitela Primary Girls School	3: Satisfactory	
126	West Rifaa Primary Boys School	3: Satisfactory	
127	A'ali Intermediate Girls School	3: Satisfactory	
128	Abufiras Alhamadani Primary Boys School	3: Satisfactory	
129	Al-Busaiteen Primary Girls School	3: Satisfactory	
130	Al-Hedayah Al-Khalifia Secondary Boys School	3: Satisfactory	
131	Al-Hooraa Secondary Girls School	3: Satisfactory	
132	Al-Ja'afari Religious Institute	3: Satisfactory	
133	Al-Nuzha Primary Girls School	3: Satisfactory	
134	East Rifaa Intermediate Girls School	3: Satisfactory	
135	Jidhafs Primary Boys School	3: Satisfactory	

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Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
136	Nasiba Bint Ka'ab Primary Girls School	3: Satisfactory	
137	Primary Religious Institute	3: Satisfactory	
138	Al-Esteqlal Secondary Girls School	3: Satisfactory	
139	Isa Town Secondary Boys School	3: Satisfactory	
140	Isa Town Secondary Girls School	3: Satisfactory	
141	Omar Bin Al-Khattab Primary Intermediate Boys School	3: Satisfactory	
142	Um Alhassam Primary Boys School	3: Satisfactory	
143	Al-Hidd Intermediate Girls School	3: Satisfactory	
144	Al-Shorooq Secondary Girls School	3: Satisfactory	
145	Isa Town Intermediate Girls School	3: Satisfactory	4: Inadequate
146	Al-Jasra Primary Boys School	3: Satisfactory	4: Inadequate
147	Othman Bin Affan Intermediate Boys School	3: Satisfactory	4: Inadequate
148	Abdul Rahman Al-Nassir Intermediate Boys School*****	3: Satisfactory	4: Inadequate
149	Safrah Primary Intermediate Girls School	3: Satisfactory	4: Inadequate
150	Al-Yarmook Primary Boys School	3: Satisfactory	4: Inadequate
151	Alzallaq Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
152	Al-Qudaibia Primary Intermediate Boys School*****	3: Satisfactory	4: Inadequate
153	Uqba Bin Nafe'a Primary Boys School	3: Satisfactory	4: Inadequate
154	Sh. Abdul Aziz Bin Mohd Al Khalifa Secondary Boys School	3: Satisfactory	4: Inadequate
155	Ammar Bin Yaser Primary Boys School	4: Inadequate	4: Inadequate

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*****Abdul Rahman Al-Nassir Primary Intermediate Boys School in Cycle 2

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

Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
156	Al-Duraz Intermediate Boys School	4: Inadequate	4: Inadequate
157	Ahmad Al-Fateh Primary Intermediate Boys School	4: Inadequate	4: Inadequate
158	Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	4: Inadequate	4: Inadequate
159	Ibn Rushd Intermediate Boys School	4: Inadequate	4: Inadequate
160	Al-Khalil Bin Ahmad Intermediate Boys School	4: Inadequate	4: Inadequate
161	Al-Khamis Primary Boys School	4: Inadequate	4: Inadequate
162	Sitra Primary Boys School	4: Inadequate	4: Inadequate
163	Tareq Bin Ziyad Intermediate Boys School	4: Inadequate	4: Inadequate
164	Al-Dair Primary Boys School	4: Inadequate	
165	Al-Hidd Primary Intermediate Boys School	4: Inadequate	
166	Ibn Tufail Primary 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	
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	

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

Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
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-WaBQAs 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	
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	

*Reports published on BQA website www.bqa.gov.bh

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

Directorate of Government Schools Reviews*

#	Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
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	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	

*Reports published on BQA website www.bqa.gov.bh

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

#	Government schools receiving monitoring visits in 2015-2016	Monitoring visit 1**	Monitoring visit 2
1	Abusaiba Primary Boys School	In progress	Sufficient Progress
2	Al-Monthir Bin Sawa Al-Tamimi Primary Boys School	In progress	Sufficient Progress
3	Sa'ad Bin Abi-WaBQAs Primary Boys School	In progress	Sufficient Progress
4	Al-Budaiya Primary Intermediate Girls School	In progress	Sufficient Progress
5	Sh. Khalifa Bin Salman Institute Of Technology	In progress	Sufficient Progress
6	Al-Hidd Primary Boys School	In progress	Sufficient Progress
7	Al-Imam Malik Bin Anas Primary Boys School	In progress	Sufficient Progress
8	Al-Muharraq Secondary Boys School	In progress	Sufficient Progress
9	Al-Tadamon Secondary Girls School	Insufficient Progress	Sufficient Progress
10	Karzakan Primary Boys School	In progress	In progress
11	Hamad Town Intermediate Boys School	In progress	In progress
12	Al-Wehda Secondary Boys School	In progress	In progress
13	Al-Budaiya Primary Boys School	In progress	In progress
14	Isa Town Intermediate Boys School	In progress	In progress
15	Al-Imam Al-Ghazali Intermediate Boys School	In progress	In progress
16	Ghazi Al-Qosaibi Secondary Girls School	In progress	In progress
17	Religious Intermediate Secondary Institute	In progress	In progress
18	Al-Rawdha Primary Boys School	In progress	In progress

*Reports published on BQA website www.bqa.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*












#	Government schools receiving monitoring visits in 2015-2016	Monitoring visit 1**	Monitoring visit 2
19	Al-Sehlah Primary Intermediate Boys School	In progress	In progress
20	Arad Primary Intermediate Boys School	In progress	In progress
21	Al-Khaleej Al-Arabi Primary Intermediate Girls School	In progress	In progress
22	Sanad Primary Boys School	In progress	In progress
23	Osama Bin Zaid Primary Boys School	In progress	In progress
24	Samaheej Primary Intermediate Boys School	In progress	In progress
25	Al-Jabiriyia Secondary Technical School	In progress	In progress
26	Jidhafs Intermediate Boys School	Insufficient Progress	In progress
27	East Rifaa Secondary Boys School	Insufficient Progress	In progress
28	Abdul Rahman Al-Dakhel Intermediate Boys School	Insufficient Progress	In progress
29	Al-Imam Al-Tabary Primary Boys School	Insufficient Progress	In progress
30	Safra Primary Intermediate Boys School	Insufficient Progress	In progress
31	Qalali Primary Boys School	Insufficient Progress	In progress
32	Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	In progress	
33	Al-Belad Al-Qadeem Intermediate Boys School	Insufficient Progress	Insufficient Progress
34	Hamad Town Secondary Boys School	Insufficient Progress	
35	Awal Intermediate Boys School	Insufficient Progress	

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Directorate of Private Schools & Kindergartens Reviews*

#		Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
1		St Christopher's School	Grade 1 to 13	1: Outstanding	1: Outstanding
2		The British School Of Bahrain	Grade 1 to 13	1: Outstanding	1: Outstanding
3		Nadeen School	Grade 1 to 6	2: Good	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		Arabian Pearl Gulf School	Grade 1 to 12	3: Satisfactory	2: Good
7		Naseem International School	Grade 1 to 12	3: Satisfactory	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		Modern Knowledge Schools	Grade 1 to 12	2: Good	3: Satisfactory
13		Palms Primary School	Grade 1 to 6	2: Good	3: Satisfactory
14		Al Rawabi Private School	Grade 1 to 12	3: Satisfactory	3: Satisfactory
15		Middle East Educational Schools	Grade 1 to 12	3: Satisfactory	3: Satisfactory
16		International School of Choueifat	Grade 1 to 11	3: Satisfactory	3: Satisfactory
17		Sacred Heart School	Grade 1 to 10	3: Satisfactory	3: Satisfactory
18		Alfalah Private School - Muharraq - Boys	Grade 3 to 12	3: Satisfactory	3: Satisfactory
19		Al-Eman School - Boys	Grade 1 to 12	3: Satisfactory	3: Satisfactory
20		Talent International and the Infant School - Manama	Grade 1 to 7	4: Inadequate	3: Satisfactory

*Reports published on BQA website www.bqa.gov.bh

Directorate of Private Schools & Kindergartens Reviews*

#	Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
21	Al Hekma International School	Grade 1 to 12	4: Inadequate	3: Satisfactory
22	Al-Maaly Gate School	Grade 1 to 6	4: Inadequate	3: Satisfactory
23	Al-Wisam International School Bahrain	Grade 1 to 12	4: Inadequate	3: Satisfactory
24	Dilmun School	Grade 1 to 6	3: Satisfactory	-
25	Asian 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	New Millennium School - Manama	Grade 1 to 12	3: Satisfactory	-
29	Alfalah Private School - Muharraq - Girls	Grade 1 to 6	3: Satisfactory	-
30	The Indian School -Sitra & Isa Town	Grade 1 to 12	3: Satisfactory	-
31	Al Raja School	Grade 1 to 12	3: Satisfactory	-
32	Shaikha Hessa Girls' School	Grade 1 to 12	3: Satisfactory	-
33	Abdul Rahman Kanoo International School	Grade 1 to 12	3: Satisfactory	-
34	Al-Eman School - Girls	Grade 1 to 12	3: Satisfactory	-
35	New Vision School	Grade 1 to 12	3: Satisfactory	-
36	Al Salam School	Grade 1 to 9	3: Satisfactory	-
37	The New Indian School	Grade 1 to 12	3: Satisfactory	4: Inadequate
38	Quality Education School- Magabah	Grade 1 to 9	3: Satisfactory	4: Inadequate
39	Ibn Al-Hytham Islamic School	Grade 1 to 12	3: Satisfactory	4: Inadequate
40	Talent International and Infant School - Riffa	Grade 1 to 8	3: Satisfactory	4: Inadequate
41	Al Majd Private School	Grade 1 to 9	4: Inadequate	4: Inadequate

*Reports published on BQA website www.bqa.gov.bh

Directorate of Private Schools & Kindergartens Reviews*

#	Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
42	AMA International school	Grade 1 to 12	4: Inadequate	4: Inadequate
43	Sanabil Private School	Grade 1 to 12	4: Inadequate	-
44	Bangladesh School Bahrain	Grade 1 to 10	4: Inadequate	-
45	Pakistan School - Isa Town	Grade 1 to 12	4: Inadequate	-
46	Pakistan Urdu 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	-
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 4	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 9	4: Inadequate	-
58	Quality Education School-Manama	Grade 1 to 4	4: Inadequate	-
59	Al Mahd Day Boarding School – Rifaa	Grade 1 to 5	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	-

*Reports published on BQA website www.bqa.gov.bh

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

#	Private schools receiving monitoring visits in 2015-2016	Monitoring visit** 1	Monitoring visit 2
1	Ahlia School	Sufficient Progress	-
2	Quality Education School - Manama	In Progress	In Progress
3	The Eastern School	In Progress	In Progress
4	Al Mahd Day Boarding School- Samaheej	In Progress	In Progress
5	The New Horizon School - Janusan	In Progress	In Progress
6	Hawar International School	In Progress	In Progress
7	Alfalah School (Aali-Girls)	In Progress	In Progress
8	Pakistan school - Mananma	Insufficient Progress	In Progress
9	City International School	Insufficient Progress	In Progress
10	Ebnears Private School	Insufficient Progress	In Progress
11	Al Mahd Day Boarding School –Riffa	In Progress	Insufficient Progress
12	Al Manar Private School	Insufficient Progress	Insufficient Progress
13	The New Horizon School – Al Sugayah	Insufficient Progress	-

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Institutional Listing

#	Institution Name	Sector
1	Ahlia University	Higher Education
2	Royal University for Women	Higher Education
3	University of Bahrain	Higher Education
4	Royal College of Surgeons in Ireland – Medical University of Bahrain	Higher Education
5	Bahrain Polytechnic	Higher Education
6	Bahrain Training Institute	Vocational Education and Training
7	Genetech Training and Development	Vocational Education and Training
8	Applied Science University	Higher Education

*Reports published on BQA website www.bqa.gov.bh

Qualification Placement

#	Title	Institution	NQF Level
1	Bachelor's Degree in Banking and Finance	Ahlia University	8
2	Bachelor of Science in Computer Science	University of Bahrain	8
3	Certificate of Tertiary Teaching and Learning	Bahrain Polytechnic	6
4	Bachelor of Science in Nursing	University of Bahrain	8
5	Bachelor of Information and Communications Technology (Networking Major)	Bahrain Polytechnic	8
6	Bachelor of Information and Communications Technology (Programming Major)	Bahrain Polytechnic	8
7	Bachelor of Information and Communications Technology (Database Major)	Bahrain Polytechnic	8
8	Bachelor of Information and Communications Technology (Management Information Systems Major)	Bahrain Polytechnic	8
9	Diploma in Information and Communications Technology	Bahrain Polytechnic	6
10	Master's Degree in Information Technology and Computer Science	Ahlia University	9
11	Bachelor of Science (BSc) in Nursing	Royal College of Surgeons in Ireland – Medical University of Bahrain	8
12	Bachelor of Business in Banking and Finance	Royal University for Women	8
13	Bachelor of Business in International Business	Royal University for Women	8

