

**Kingdom of Bahrain**  
**Education & Training Quality Authority**  
**Annual Report 2019**



**Education for the 21<sup>st</sup> Century:  
Quality and Empowerment**



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





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



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



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

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**Education &  
Training Quality  
Authority**



**Mandate**

## BQA MANDATE

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**

Sustainable improvement of quality and competitiveness in performance of education and training sectors through independent, fair and reliable evaluation that contributes to national capacity-building.

### **Values**

- Fairness
- Sustainability
- Competitiveness

## CHAIRMAN'S STATEMENT



In November 2018 the Education and Training Quality Authority celebrated its 10<sup>th</sup> anniversary, marking a decade of professionalism, credibility and proficiency in assessing the performance of education and training institutions, conducting national examinations and striving to develop the National Qualifications Framework. With the grace of Allah the Almighty and the continuous support of our leadership, BQA was able to excel in the field of education and training quality with Bahraini leaders and competencies that made us all proud.

No vision or renaissance can be achieved unless it is prepared to keep up with the developments and changes around us, which have a direct impact on everything.

Since the establishment of BQA, the education and training system in our precious Kingdom has come a long way on the journey of constant development, especially with the comprehensive vision of the process of developing and improving the education and training sector, which ranks high on the list of our government's priorities.

While BQA, with its competent national staff, has worked hard over the last decade to establish its presence we all believe that the next decade will present new challenges that will require new practical skills, capabilities and concepts. These will need to be enhanced and taken care of so that we can keep up with the new developments of our time, as the development of any organisation is dependent on its capacity to develop and the extent to which it believes in, and is able to sustain, such development.

The English philosopher, mathematician

and historian, Bertrand Russell, once said: "We are faced with the paradoxical fact that education has become one of the chief obstacles to intelligence and freedom of

thought." This phrase was said almost a century ago, and its dialectic is perhaps more urgent as we proceed through the 21<sup>st</sup> century.

Our societies' engagement in the knowledge transfer vehicle — by keeping up with or falling behind it — has become the biggest and most significant factor in the creativity of our young generation that will shape our future journey of building and development.

Should our education and training institutions become mentors that embrace and guide this generation in the paths of innovation, learning, research and discovery? Should our education and training institutions change their traditional vehicle into an inspiring, fun, and exciting knowledge vehicle that is full of creativity and the development of life and professional skills in line with the tremendous changes taking place in the world, and the desires and capabilities of this generation? These are issues that need serious reflection, because teaching and learning in the 21<sup>st</sup> century are not the same as they were almost a century ago.

In today's world, life and technology skills, creativity skills, innovation, and different life skills are the tools with which our children can face the challenges of life. As the amount and particulars of knowledge are relative and our children will acquire them over time; we just need to equip them with the real and necessary skills and abilities so that we can rest assured that we have put them on the right path.

Over the last ten years, through its staff,

BQA has tried to identify best practices and developments in education and training quality.

Our active participation in regional and international conferences, as well as participating in foreign performance reviews in the region and worldwide, has been an acknowledgment of the seriousness of its procedures, the efficiency of our review teams and the transparency and accuracy of our judgments. These have enhanced the confidence of education and training institutions in these countries in BQA's processes, as well as the integrity and internationality of our measurements and, consequently, adoption of the results.

Believing in its national, regional and international role BQA entered into partnerships, agreements and memorandums of understanding and cooperation with prestigious international bodies to provide education in the Kingdom of Bahrain with the best expertise, skills and experiences. These include linking the National Qualifications Framework to the Scottish Framework, as well as the transfer of experiences, best benchmarks, performance reviews and national examination applications that are in line with the practices of these bodies, and international think-tanks in this area, such as the Department of International Education Assessment at the prestigious University of Cambridge, in the design and development of examinations.

Indeed, once we succeed in looking ahead and reading the future realistically and correctly, we will be able to keep up with, and even surpass it, and vice versa.

We hereby present to you the Education and Training Quality Authority's Annual Report 2019, as we strive to shape our

future with 21<sup>st</sup> century skills in education to ensure solid sustainable development.

Here, we must extend our deepest thanks and gratitude for the invaluable directives of His Majesty, King Hamad bin Isa Al Khalifa, which have had a great impact on the development and improvement of the education and training sectors, the direct follow-up by His Royal Highness, the Prime Minister, Prince Khalifa bin Salman Al Khalifa, and the attention and support of His Royal Highness, the Crown Prince; Deputy Supreme Commander and First Deputy Prime Minister, Prince Salman bin Hamad Al Khalifa. We also thank the Supreme Council for the Development of Education and Training headed by His Highness, the Deputy Prime Minister, Sheikh Mohammed bin Mubarak Al Khalifa, which has been, and continues to be, the true supporter of the improvement of education and training quality. Our thanks are also extended to our brothers and sisters in the Board of Directors of the Education and Training Quality Authority for their great efforts, and to BQA's employees for their sincere efforts to improve the education and training system in our beloved Kingdom.

We are filled with confidence that we can overcome the challenges of the 21<sup>st</sup> century as a unified team that puts Bahrain and its future before anything else.



Eng. Kamal Bin Ahmad Mohammad  
Chairman of Board of Directors



## CHIEF EXECUTIVE'S STATEMENT



Since the establishment of the Education and Training Quality Authority, its first challenge has been to nationalise its expertise and competencies to make it a Bahraini experience with a distinctive mark, which does not only review and assess education and training institutions in the local community but also exceeds it in the regional and international arena. This has been achieved through the benevolence of Allah the Almighty, the support of our leadership, and the concerted efforts of those who believed in BQA as a beautiful dream that has materialised in reality and will continue to keep pace with developments in order to fulfil the duties it was entrusted with.

BQA has been striving throughout its years of operation to achieve the goal of graduating educated individuals who are able to deal with post-graduation requirements in our education and training institutions, in terms of higher education and the labour market, by developing their skills based on 21<sup>st</sup> century life and learning skills, as well as the way of thinking, which enables them to go through all stages of their lives strongly, persistently and aptly.

Today, we live every detail of this era of enormous and sustainable development of digital technology, which has not only affected education but our private lives as well. We see our children embrace it through their mobile phones and electronic devices that are connected to the world via the most powerful Internet networks.

The Education and Training Quality Authority spared no effort to be at the forefront of digital and technological development and to employ it in serving its strategic objectives. With our national

staff, we were able to win the Award of Excellence for communication with customers, and BQA was honored by His Highness the Prime Minister, in the presence of His Royal Highness the Crown Prince, at the 2018 Government Forum.

In November 2018, BQA launched its new website developed in both Arabic and English, with the number of people interacting with the site in 2018 reaching 138,887 users, who benefit from the many services BQA provides by publishing schools, institutes and universities review reports with utmost transparency and professionalism, making them available for everyone's use.

Furthermore, the Authority, in cooperation with the Information and E-Government Authority, launched two blogs. The first was in 2016 and has attracted over 9,000 views, the second was in July 2019 and has achieved over 12,000 views. These are in addition to the live interviews via social media platforms made in order to achieve the goal of utilising all means of communication available to reach out to the public and answer all their enquiries.

BQA has also continued its successful path to gain accreditation in the "Trust" program for the advanced level of information security organised by the Information and E-Government Authority, and the path for further achievements is still widely open.

As for the knowledge aspect, BQA has not settled for its success in the foundation and development race that it started in 2008, but is now racing against regional and international developments and is issuing the "Schools Review Handbook 2019", including the requirements of 21<sup>st</sup> century

skills as the basis for the framework of the review and assessment of government and private schools' performance. This handbook was developed by BQA's competent staff, through continuous monitoring of the rapid changes in teaching and learning skills and the labour market, and through international participation and follow-up on the latest updates and innovations in this field.

Finally, we present you with the 11th annual report of the Education and Training Quality Authority, striving to improve the quality of education and training in our education and training institutions, through the development of review and assessment processes in line with the comprehensive Vision 2030, which we all look forward to; and for the kind of education that drives us forward into the future and makes us stronger with a generation capable of continuing the task in the path of development and progress. This would not have been possible without the sincere vision of our leadership, which continues to push towards a cutting-edge education that can compete and innovatively serve our beloved Kingdom.

On my behalf and on behalf of all employees of BQA, I sincerely thank His Majesty, the King, for his continued support for the education system in our precious country, His Royal Highness, the Prime Minister, and His Royal Highness, the Crown Prince, for their care and attention for education and quality, which has had the greatest impact on the successes achieved to date, with the support and continued follow-up of the Supreme Council for the Development of Education and Training, headed by His Highness, the Deputy Prime Minister, Sheikh Mohammed bin Mubarak Al Khalifa.

My thanks and appreciation are also extended to the chairman and members of the Board of Directors of BQA and to all its employees for their dedication and devotion to establish quality at the heart of education and training institutions' work, towards another decade of giving, excellence, professionalism and mastery.



Jawaher Shaheen Al Mudhahki  
Chief Executive



## BOARD OF DIRECTORS



**HE Dr. Faisal  
Mohammed Al Mahroos**

**HE Dr. Aisha  
Salem Mubarak**

**HE Ms. Aisha  
Mohammed Abdulghani**

**HE Dr. Ebrahim  
Mohammed Janahi**  
Chief Executive Officer of Tamkeen  
BQA Vice Chairman



**HE Mr. Kamal bin  
Ahmed Mohammed**

Minister of Transportation  
& Telecommunication –  
BQA Chairman

**HE Dr. Mohammed  
Mubarak Bin Daina**

Chief Executive of the  
Supreme Council for  
Environment

**HE Dr. Abdulrahman  
Abdulhussain Jawahery**  
President of GPIC

**HE Mr. Hamad  
Faisal Al Malki**

Undersecretary of National  
Economy at the  
Ministry of Finance and  
National Economy

## EXECUTIVE MANAGEMENT



**Dr. Tariq Al Sindi**

General Director, National  
Qualifications Framework

**Dr. Hasan Al Hammadi**

**Dr. Wafa Al Mansoori**

**Dr. Sh.  
Lobna Al Khalifa**

**Mrs. Esmat Jaffar**



**Dr. Jawaher Al Mudhahki**  
Chief Executive

**Mrs. Dua`a Sharafi**

**Mrs. Wafa Al Yaqoobi**

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

**Dr. Khalid Al Baker**

**Mr. Khalid Al Mannai**



## **21<sup>st</sup> Century Skills**

## 21<sup>st</sup> Century Skills

In a rapidly changing and multi-faceted world we need to pay attention to the significant developments penetrating into the world at the technological and digital levels.

The identification of required learning skills has become essential to enable learners to manage their post-graduation stages. This is essential to learners whether they are pursuing their higher education or are involved in the labour market.

Today, knowledge is no longer restricted to a notebook and a pen; digital knowledge, and the skills of utilizing and harnessing it for teaching and learning, have become integral and inalienable skills in the twenty-first century. Those who desire to promote their scientific and cultural status cannot ignore them as they may then face the possibility of being outdated.

We currently live in the twenty-first century, which entails formidable developments in digital technology that have not only stormed into education, but have rushed into the peculiarities of our personal lives. Our children find this as natural as breathing while using the personal phones and electronic devices which connect them to the world through the most powerful Internet networks.

With the fast-paced and impressive development of online networks, accompanied by hundreds of thousands of websites and electronic applications and hundreds of social media applications, our children have access to all of them. They are affected by them, and must reap their fruits or become disadvantaged within seconds.

Therefore, the Authority must develop and link its evaluation of education and training institutions to the skills of the twenty-first century. As a result, learners will be enabled academically, have the necessary life skills and be able to adapt, compete and face challenges. The aim of these skills is to establish a common vision and language in relation to what is expected upon graduation from the different educational stages, and play an important role in reducing the gap between learning outputs and the requirements of the labour market. This is through qualifying learners in critical practical thinking, communication and teamwork, creativity and problem-solving, leadership and decision-making, local and global citizenship, entrepreneurship and initiative, technological literacy and language empowerment.

It is a new stage in which we have to build on the skills of the twenty-first century to be closer to the real practical situation, more acceptable and relevant to learners in the renewable labour market. These skills are summarized below:

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. Language empowerment       | 5. Creativity and problem solving  |
| 2. Critical thinking          | 6. Leadership and decision-making  |
| 3. Communication and teamwork | 7. Entrepreneurship and initiative |
| 4. Technological literacy     | 8. Local and global citizenship    |



### **Language empowerment**

Extend students' ability to excel intellectually, produce literary and scientific knowledge which enhances their local and global citizenship, and preserve cultural heritage and national identity by using the mother tongue and but also communicating effectively in more than one language.



### **Critical thinking**

Analyse, think independently, process information responsibly and develop the ability to evaluate and act on it impartially.



### **Communication and teamwork**

Develop students' interaction to enable them to work together, express views and ideas fluently and communicate effectively together. Develop students' ability to negotiate, discuss, persuade and build on the ideas of others, using different communication methods to ensure the achievement of results.



### **Technological literacy**

Use technology in the educational process and enable students to create, access, manage, refute, critique and disseminate information effectively, with full knowledge of the impact of technological content on the individual and society.



### **Creativity and problem solving**

Enhance students' ability to break out of stereotypes and face life situations by developing new solutions, using available resources differently and linking information and various facts. They can then contribute to solving the problems they face daily.



### **Leadership and decision-making**

Enhance students' ability to lead situations, inspire and motivate them to make sound evidence-based decisions, identify and study options and choose appropriate ones by considering personal and public interests.



### **Entrepreneurship and initiative**

Develop students' ability to self-manage productively, pursue personal goals with strong determination and motivation and deal with failures and frustrations positively, analyze risks with a clear vision, show initiative to deal with shortcomings and provide constructive suggestions to enable their entrepreneurship in their future lives.



### **Local and global citizenship**

Direct students' knowledge, behaviour and values responsibly to promote intellectual convergence among different components of society and raise their awareness of global challenges, increase their contribution to the building and development of their homeland, establish environmentally sustainable practices and social justice, and contribute to creating positive attitudes towards global problems in order to increase global cultural convergence.

# Government Schools



**Language  
Empowerment**





# Government Schools

## Introduction

21<sup>st</sup> century skills are a key starting point for the development of education across the Kingdom of Bahrain in general and school education in particular. This is an essential building-block for preparing students to adapt to labour market changes and the requirements of study in subsequent years.

Therefore, the Education and Training Quality Authority (BQA), through the Directorate of Government School Reviews (DGS) and the Directorate of Private Schools and Kindergartens Reviews (DPS), highlights trend enhancement through updating the 'Schools Review Framework' to focus on 21<sup>st</sup> century skills. Additionally, the framework aims to develop the required capacity in this aspect to raise the level of students' acquisition of these skills and establish their sustainable enhancement.

In December 2018 the BQA, through the Directorate of Government School Reviews (DGS), completed the third cycle of government school reviews by reviewing 207 government schools. Out of these schools 111 are primary, 60 are intermediate and primary-intermediate, and 36 are secondary and intermediate-secondary. Figure 1 illustrates the judgements on their 'overall effectiveness'.

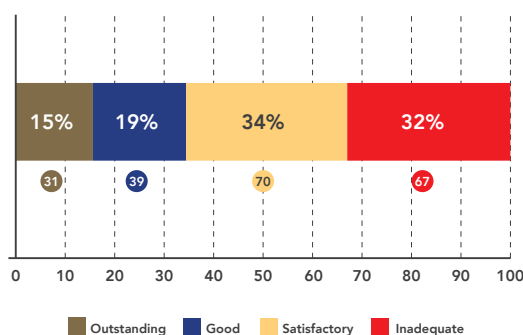
This section of the report comprises three main sections. The first section presents an analysis of the results of government school reviews across different cycles of reviews, including a comparison of the results of schools' performance during the last two cycles of reviews. It also provides a comparative analysis of the overall effectiveness of all the government schools reviewed across all review cycles along with recommendations to improve their performance. The second section outlines the processes for updating the fourth Schools Review Framework. The third section highlights the results of government school

reviews that have been conducted in phase 1 of Cycle 4 from February to April 2019.

The report also presents the results of the monitoring visits made during the 2018-2019 academic year to 20 schools that were judged 'inadequate' in the last cycle of reviews.

It is worth noting that the comparison of schools reviews between the second and third cycles excludes 4 new government schools that were not reviewed during the previous two review cycles. This brings the total number of government schools compared in this report to 203. With reference to the part of the comparison of reviewed schools across the three cycles, 10 are excluded due to the fact that they were not involved in repeat reviews across the three review cycles. This brings the total number of government schools to 197 in that comparison.

Figure 1: Overall effectiveness for 207 government schools reviewed in Cycle 3 during the 2015-2018 academic year



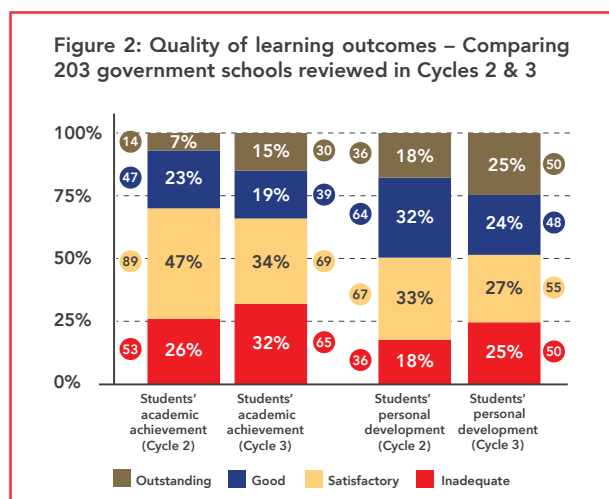
## 1. Analysis of government school reviews outcomes: Comparison of the results of schools' performance during the last two review cycles

### • Quality of Learning Outcomes

Students are considered as the centre of all government school reviews. Therefore, reviews mainly focus on two learning outcomes, namely students' academic achievement and their personal development. It is apparent that students' personal

development comes out as better than their academic achievement, which is a trend that has continuously occurred from the first cycle of reviews.

When comparing the outcomes of the second and third cycles of reviews, as indicated in Figure 2, it is seen that there is an increase in schools judged as 'outstanding' (by 8%). However, there is also an increase in schools judged 'inadequate' (by 6%). Figure 2 also illustrates that students' personal development was better, as schools receiving 'outstanding' judgements in this aspect increased by 7%. However, comparison of the first and second cycles indicates an increase in schools judged as 'inadequate' in this aspect of 3%. This indicates a decline in the performance of schools in terms of students' personal development.



The most effective schools in the students' academic achievement aspect are successful in their meticulous follow-up of students' actual standards and their progress. Students' work is given an important weight as a basis for their abilities and skills development. In addition, the diagnosis of students' standards and follow-up, particularly low achievers in the classrooms, greatly contributes to students' academic achievement. The high expectations of students' performance in high performing schools have often contributed to students' achievement of these expectations during their learning journey.

The reviews show that standards of inputs in some educational stages are below expectations. This

negatively affects the development of students' standards in the subsequent educational stage.

In the less effective schools, it is also noted that students acquire poor skills in the core subjects, especially writing skills in English.

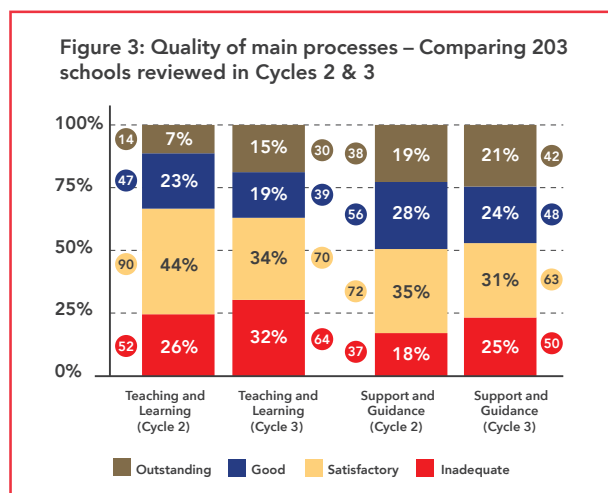
Secondary schools students performed better in the scientific track than in other tracks. With regard to students' personal development, the aspect is distinct in 'good' and 'outstanding' schools as students are able to take leadership roles, assume responsibility for their learning, participate effectively, and demonstrate high awareness and confidence. On the other hand, in the less effective schools students show weak motivation towards learning, along with behaviour, and poor awareness. These consistent rise in the percentage of 'inadequate' schools in the students' personal development aspect continues to raise serious concerns since completion of the second review cycle.

It is important that greater efforts should be made in terms of aligning the results of the schools' internal tests with the results of the Ministry's examinations, the BQA National Examinations and other international benchmarks. There is still a discrepancy between the results of internal assessments of a school, the levels of students in lessons, and the results of external examinations. This discrepancy is most evident in schools that are judged 'satisfactory' or 'inadequate' and is attributed to several factors, most notably the failure of schools' internal tests to measure the students' actual standards, either age-appropriate or according to the competencies of the curriculum, and inaccurate marking.

#### • Quality of Main Processes

To realise and develop the learning outcomes a number of main processes are conducted by a school, namely teaching, learning, and support and guidance for students. Comparing the schools' results between the second and third cycles of reviews, the percentage of schools receiving 'outstanding' judgement increased by 8% while schools graded 'inadequate' rose by 6% in the teaching and learning aspect.

Schools that were judged 'outstanding' employ various teaching strategies which are student-centred, and implement effective classroom and time management techniques that enhance students' abilities to control their behaviour. Teachers use effective assessment methods which reflect students' actual standards, provide students with feedback on their performance, provide students with opportunities to continuously develop their higher order thinking and challenge their abilities.



Overall, schools that have been judged 'satisfactory' and 'inadequate' face challenges in their main processes in the classrooms, most notably related to classroom management in general, particularly managing students' behaviour and their learning time. A number of teachers have difficulty in controlling students' behaviour and guiding them towards learning, as well as managing learning time through effective distribution of class activities. Additionally, these lessons lack the smooth transition of activities and lesson elements which ensure learning, resulting in the loss of learning time and diminishing students' right to learn. It is noted that some teachers used inappropriate learning methods relating to classroom management, especially those who have not previously taught in the schools of the Kingdom of Bahrain, which requires the improvement of awareness and teachers' career development programmes before teaching in the government schools. Many classes in these schools also lack assessment for learning, since the methods used are generic and do not consider students' individual differences

nor do they provide constructive feedback.

With regard to educational resources, teachers continue to face challenges in raising students' standards in core subjects, notably English, mathematics and the sciences, while their levels in Arabic are comparatively better.

There was no significant change in the students' support and guidance aspect during the third cycle of reviews, with a slight increase of 2% in the schools that were judged as 'outstanding' against a notable increase of 7% in the schools that were rated as 'inadequate', as illustrated in Figure 2. The increase in 'inadequate' rating in this aspect is attributed to the increasing challenges faced by the less effective schools in providing suitable academic support to students, which has an impact on their academic achievement. Moreover, students' support in classrooms was below the expected level, and programmes developing students' experiences significantly declined compared to the previous review cycle. This has affected a large proportion of schools that were previously graded 'satisfactory', while those schools receiving 'good' and 'outstanding' judgements in this aspect maintained the quality of students' academic achievement and personal development and provided a safe environment for all school staff.

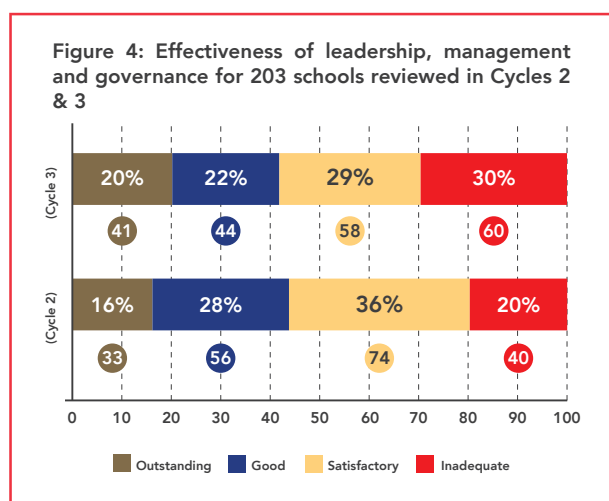
#### • Quality Assurance of Outcomes and Main Processes

To have a comprehensive assessment of school performance it is necessary to determine the quality of the main processes conducted by the school leadership and management to raise students' academic achievement and personal development and enhance and improve the overall performance of the school on a sustainable basis. When comparing the school results in the second and third review cycles the leadership, management and governance aspect experienced a worrisome increase in the 'inadequate' percentage amounting to 10%, compared to the increase in the 'outstanding' rating of 4%, as shown in Figure 4.

The rapid changes and succession of school management and shortfall of middle

management had a negative impact on the performance of school leaders and middle management in 'inadequate' schools. In addition, those schools whose leadership did not focus on the recommendations of BQA review reports faced difficulties in overcoming the challenges already encountered in the previous review cycle. The number of schools receiving recommendations for external support from the concerned parties at the Ministry of Education increased.

This indicates the decreased ability of school management to deal with current challenges and thus improve school performance. The decline in the leadership impact on the schools' overall effectiveness is attributed to different reasons, mainly poor self-evaluation processes, inaccurate key performance indicators (KPIs), discrepancies in implementation mechanisms, and inability to influence teachers' performance and practices. On the other hand, schools receiving 'good' and 'outstanding' judgements show higher ability to institutionalise school work based on rigorous procedures. The most prominent success stories occur when school management faces challenges relating to poor inputs. However, they are able to influence students' academic achievement and personal development, and improve teachers' practices in classrooms.



### • 1.1 Analysis of the results of government schools' reviews across different review cycles

This section of the report highlights the main results of the third cycle of government school

reviews, focusing on the emerging features and their impact on the overall performance of schools. It also includes a comparison of the results of schools' performance during the last two cycles of reviews and a comparative analysis of the overall effectiveness of all the government schools reviewed by the DGS. It should be noted that Cycle 1 of reviews was conducted between 2008-2011, Cycle 2 between 2011-2014 and Cycle 3 between 2014-2018.

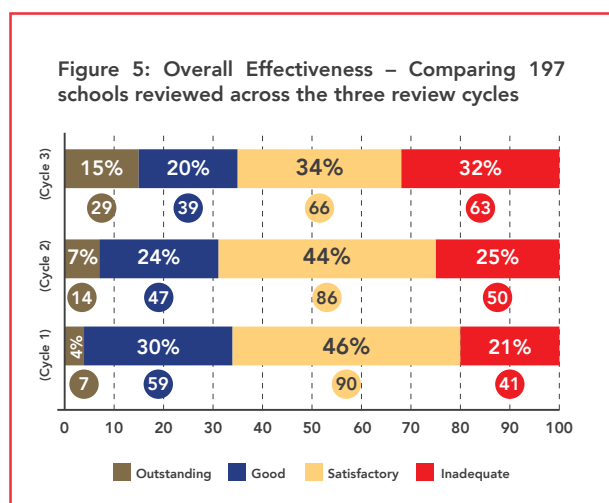
The overall results highlighted the following: the increase in the percentage of government schools that were judged 'outstanding' compared to an increase in the proportion of schools that were rated 'inadequate'; higher performance of primary schools; and a declining performance of intermediate schools. Lessons were learned from 'outstanding' schools, while the percentage of schools that were judged 'inadequate' has increased in respect of the challenges they face, such as the role of educational practices inside classrooms, the effectiveness of different levels of school leadership, student support systems, the quality of technical and vocational education (VET), discrepancies in performance of boys and girls and the equal opportunities provided to them, and the varied performance of schools across the governorates. Below is a detailed review of the overall results.

### • Increase in the percentage of schools judged as 'outstanding' and the schools that received 'inadequate' judgements

The trend of the increase in the percentage of schools receiving 'outstanding' across all cycles of reviews and the schools that received 'inadequate' judgement continued. The third review cycle continued the increase in the polarity between the 'outstanding' and 'inadequate' judgements, establishing this trend in the review results perceived from the second review cycle. These percentages increased at the expense of schools that were judged 'good' and 'satisfactory', as shown in Figure 5. The significant reasons contributing to the development of 'outstanding' schools performance include effective teachers' professional development programmes which are based on accurate analysis of

teachers' professional needs, the provision of appropriate development programmes and monitoring their implementation inside the classrooms, a comprehensive institutional work system and the use of effective and varied classroom practices.

Schools that were judged as 'inadequate' had unstable educational processes affecting their ability to address the challenges associated with standards of inputs from the previous stages of education, the instability of teaching and administrative staff, and varied standards and capabilities.

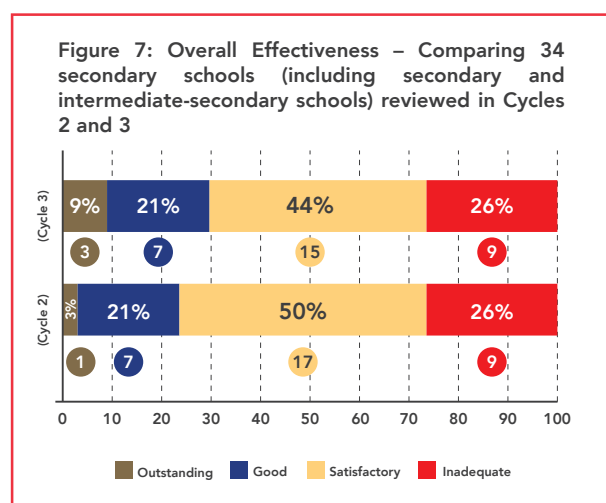
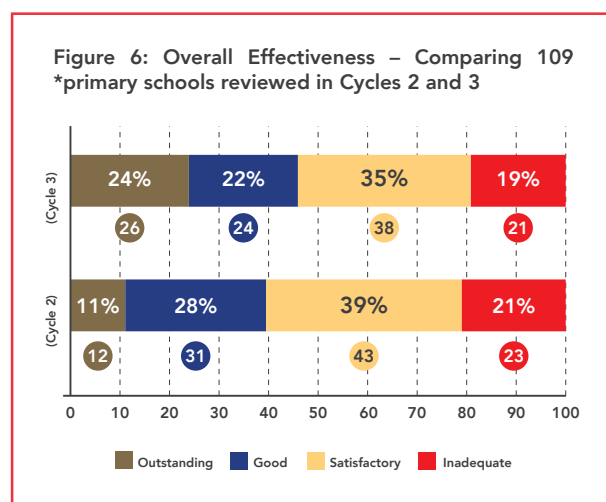


### • Stronger performance of primary schools and the decline of intermediate school performance

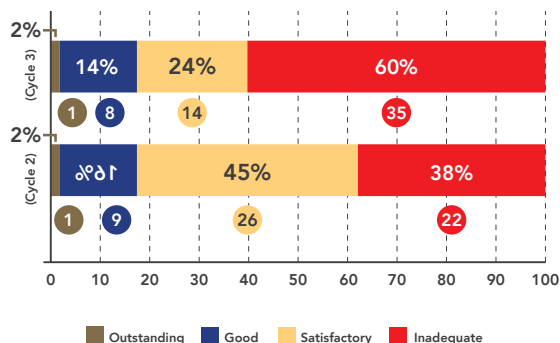
A comparison of the outcomes of government schools which were reviewed in the second and third review cycles indicates that the primary schools are the most effective schools in terms of performance. Primary schools judged as 'outstanding' rose from 11% to 24% while those judged as 'inadequate' decreased from 21% to 19%, as shown in Figure 6. Secondary schools rated as 'satisfactory' declined, while those judged 'outstanding' increased from 3% to 9% and the percentage of the secondary schools judged 'inadequate' remained steady at 26%, as illustrated in Figure 7. Although the increase in 'outstanding' schools is positive, the steadiness of the 'inadequate' percentage is a defect and action should be taken to remedy it, particularly at this stage of education which is the learning outcome of K - 12 in the Kingdom.

One of the biggest challenges is the performance of the intermediate schools. One school only was judged as 'outstanding', and the percentage of high performing intermediate schools remained stable during the last two review cycles at around 16% to 18%. However, the percentage of 'satisfactory' intermediate schools declined by 21% and the schools judged 'inadequate' rose by 22%, bringing the total percentage of intermediate schools judged as 'inadequate' to 60% as indicated in Figure 8.

This percentage causes great concern and has a direct impact on the learning outcomes on one hand and inputs to the secondary schools on the other hand. Therefore, it should be studied and immediate actions taken to address it.



**Figure 8: Overall Effectiveness – Comparing 58 intermediate schools (including intermediate and primary-intermediate schools) reviewed in Cycles 2\* and 3**



- the following schools are excluded due to changes in their education stages in Cycle 3. Isa Town Primary Boys School was changed to Primary-Intermediate and Safeyia Bint Abdulmuttalib Primary Intermediate Girls was changed to Primary only.

### • Lessons learned from 'outstanding' schools

With the increase in schools judged as 'outstanding' in the third cycle of review, this brings the total number of government schools judged as 'outstanding' to 31, including 28 girls schools comprising 24 primary schools, one intermediate school and three secondary schools, and only three boys schools, all primary. Analysing the schools' review reports with the focus on their strengths, the reasons for the schools' high performance include effective strategic planning processes in terms of their reality, implementation and follow-up mechanisms. These schools also have teachers' professional development programmes which are based on clear visions of modern educational practices. The plans have a comprehensive view of the aspects that contribute to the development of students' abilities but focus on developing the students' personal aspect, enhancing their self-confidence, equipping them with leadership skills, raising their level of participation in classrooms, developing their positive attitudes towards learning, and providing effective support programmes for the various categories of students, particularly merged-class students and students with learning difficulties. Teaching strategies are evident in the development of students' academic achievement, concentrating on the challenge of students' capabilities, being

student-centered and considering varied learning approaches.

These approaches have an obvious impact in students' acquisition of core skills and self-learning and critical thinking skills. Therefore, the authorities concerned should review the reasons for excellence in these schools in order to enrich the performance of other schools, raise their capabilities to encounter challenges, and contribute to spreading good practices.

### • Increase in the proportion of schools that were judged 'inadequate' and the notable challenges they face

The number of government schools judged as 'inadequate' in the third cycle of reviews was 67, amounting to 32% which is an unprecedented increase from all previous review cycles. These include 21 primary schools, all being boys schools, 37 intermediate schools out of which 31 were boys schools and six were girls schools, and nine secondary schools of which eight were boys schools and one girls school. Analysing the most important issues brought out in the review reports of these schools indicates that these schools face a number of challenges due to several factors as follows: poor self-evaluation mechanisms and strategic and operational planning. These plans tend to be inaccurate and do not reflect the challenges the school faces realistically, while the key performance indicators (KPIs) and success measures are weak and inaccurate.

There was a clear discrepancy in monitoring mechanisms. There was a gap between the roles of leadership and the performance of the teachers inside classrooms in these schools.

The middle management did not show sufficient ability and support to raise teachers' performance, reducing the effectiveness of teaching and learning strategies, the ability to manage the classroom and learning time, and use of assessments to support students' learning experience, particularly for the low achievers. This was shown in various aspects of students' performance

and their academic achievement, as they underperformed and demonstrated poor skills in all core subjects, especially English, mathematics and sciences. With regard to students' personal development in these schools they showed low motivation towards learning, with behavioural problems and a decline in self-confidence that influenced their learning and at times affected students' sense of security and safety. In addition, many of these schools shared two main problems namely the shortage of middle management and the instability of teaching and administrative staff. Therefore, many of these schools received recommendations for immediate intervention by the concerned bodies at the Ministry of Education to raise their performance. Consequently it is vital to examine the requirements in these schools to improve their performance, and review the options available to deal with them in order to ensure performance improvement in general.

Students at these 'inadequate' schools lack basic skills in most of the core subjects. Students have insufficient personal capabilities and skills, with low motivation towards learning. Teaching and learning processes do not meet students' needs and their situations. School leaders in these school are erratic in their awareness and abilities to handle their poor overall performance. Out of all the schools judged 'inadequate', the challenges are significantly greater in 49 schools as they have received an 'inadequate' judgement in all review aspects including their capacity to improve. Out of these 49 schools three were girls schools and 46 were boys schools. All these schools received recommendations for immediate intervention by the concerned bodies at the Ministry of Education.

It is a matter of even greater concern that a significant number of students will spend their learning journey at all education stages in 'inadequate' schools. It is worth noting that 40 schools have remained 'inadequate' during the second and third cycles of reviews, out of which 38 were boys schools while the remaining two were girls schools. Eighteen

schools retained this performance during the three cycles of reviews and all were boys schools.

Therefore, the Authority recommends that measures should be taken to improve the situation in these schools, including for example the appointment of experienced and qualified teaching and administrative staff and the discontinuation of the appointment of inexperienced leaders and teachers. Financial support should be redirected to these schools to focus to a greater extent on the support of teaching and learning processes and enhancement of the practices of the performance improvement teams. Intensive awareness campaigns should be conducted to raise parents' understanding of their children's learning and the enhancement of twinning programmes with similar schools that have successfully managed to overcome their challenges. This is to secure the achievement of the objectives of Bahrain's Economic Vision 2030.

#### • The role of educational practices inside classrooms

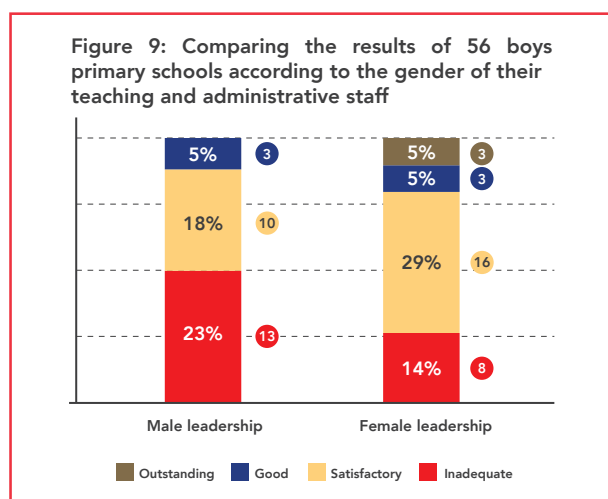
The Authority's reviews of school performance focus on the level of teacher practices inside classrooms which are relevant to all aspects of the teaching and learning aspects and are a major source of passing judgement on teachers' ability to facilitate students' acquisition of the required skills. The BQA reviews have shown that the performance of teachers in relation to teaching and learning strategies was judged 'good' and 'outstanding' in about one-third of lessons. The remaining schools still use inappropriate strategies and classroom management and assessments, along with the use of ineffective-learning and lack of regular maintenance for devices. Focus on promoting students' self-learning skills is still below the expected standard in many schools. Therefore students are not equipped with the requirements of the next stage of education and labour market needs, nor with the skills of the twenty-first century.

Teachers' professional development

programmes provided either internally in schools or by concerned parties such as the Ministry of Education and the Bahrain Teachers College indicate that efforts are being made to raise teachers' standards. However, their erratic impact indicates the need for greater attention to the coordination mechanisms to ensure their efficiency, avoid duplication of effort, and provide the most appropriate programmes which are based on teachers' training needs. Additionally, more support is needed to enable teachers to conduct action research to improve classroom teaching practices, which in turn will directly contribute to enhancement of teachers' motivation and performance.

#### • Effectiveness of different levels of school leadership

Instability of teaching and administrative staff and the shortage of middle management are major challenges faced by many schools that are underperforming or have regressed in their performance compared to the previous review cycle. The focus in these schools has been confined to improving students' behaviour and developing the school environment and its resources, with a lack of ability to improve overall performance and develop an effective management and quality assurance system.



The recommendations relating to the leadership, management and governance aspect cover the main challenges faced by these schools regarding their ability to implement strategic processes based

on an accurate self-evaluation which informs strategic and action plans, with clear monitoring of their implementation. Many schools lack middle management despite the importance of this role, which increases the burden on the school leaders and weakens the technical monitoring of teachers. It is worth mentioning that the primary boys schools that have been judged 'outstanding' have female leaders, indicating that boys schools can achieve 'outstanding' judgement as shown in Figure 9.

#### • Effective students' support system

Government schools set an example in terms of appropriate academic achievement and personal development offered for students with special needs, merging them into the regular education system and maintaining the necessary follow-up with the parents to keep them acquainted with their children's levels. However, challenges in dealing with this category of students still raise concerns. Low achievers constitute a significant majority at 'satisfactory' and 'inadequate' schools, which affects the overall performance of the school and contributes to their achievement being below expectations. In addition, students whose mother tongue is not Arabic still face challenges in making progress in some schools. It is worth mentioning that many schools that have been judged 'outstanding' were successful in addressing these challenges.

These successful practices should be identified and transferred to other schools. However, a number of teachers at schools with students whose mother tongue is not Arabic lack the necessary skills to deal with this category of students.

#### • Quality of technical and vocational education

To achieve the required economic diversification of Bahrain's Economic Vision 2030, development efforts must be reflected in the technical and vocational education sectors. However, students in the Commercial Track are better than those in the Technical Track, while students in the Scientific Track are better than both of these. Technical school students continue to achieve lower

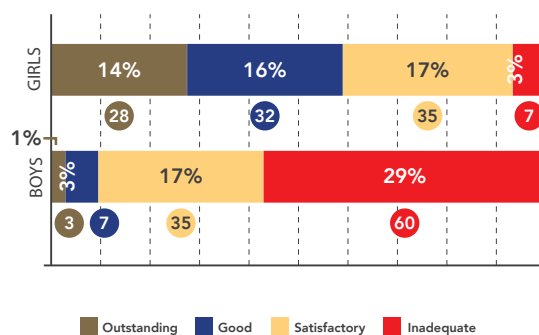
standards than expected in the theoretical core subjects in general and in English in particular. However, these students perform well in practical lessons, where they show greater motivation for learning and achieve success in different projects and competitions. The variance in students acquisition of English and theoretical skills shows in students lower expectations in these skills in the commercial and technical tracks despite the importance of these skills.

During review visits technical school management focus on stressing poor inputs, and many students are enrolled in the secondary stage without completing the requirements of the intermediate stage. This requires reexamination by the concerned bodies at the Ministry of Education in terms of curricula, methods of delivery, students' admission standards and mechanisms, and use of diagnostic tests to offer more support for students in line with their standards.

#### • **Equal opportunities in Bahrain's education system**

The Kingdom of Bahrain has taken significant steps in gender equality and women's empowerment in the education system, and the literacy differential has almost disappeared. Girls and boys have equal access to education and both genders have equal rights and opportunities for education. When reviewing the overall performance of boys and girls schools in detail, Figure 10 illustrates that the poor performance of boys schools was the main reason for the overall low performance of government schools across the Kingdom of Bahrain. On the other hand, the findings of girls schools were more balanced and represented the success story of the quality review system.

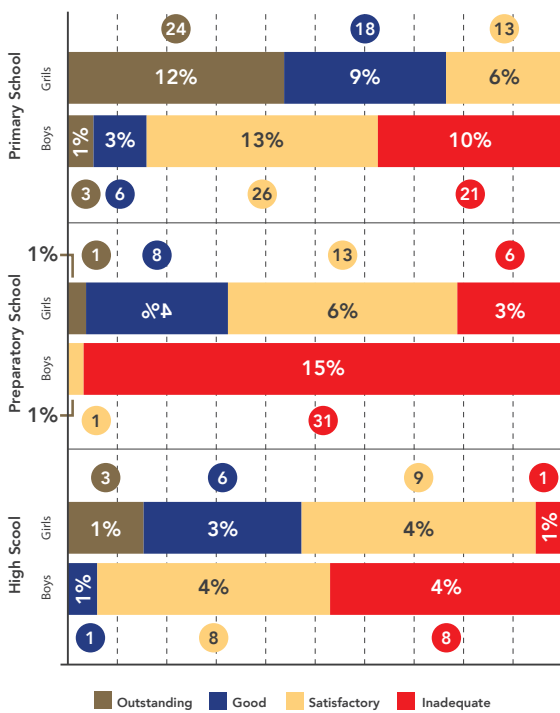
**Figure 10: Overall Effectiveness according to gender – Comparing 207 schools reviewed in Cycle 3**



Girls schools that have been judged 'outstanding' and 'good' are more than seven times that of boys schools, while the boys schools receiving 'inadequate' judgement is around ten times that of girls schools.

Girls schools outperformed boys schools at several levels. The standards of academic support for students in girls schools are better than their counterparts in the boys schools, with all categories of female students having greater opportunities for academic progress. Figure 11 illustrates the distribution of the overall effectiveness of schools according to the education stages and gender in details. None of the primary girls school received an 'inadequate' judgement and the percentage of girls schools that are rated 'outstanding' has increased. The greater percentage of girls schools judged as 'outstanding' and 'good' remains a constant trend in the Kingdom. A matter of concern is the continuing failure of boys schools, shown by the increase of 'inadequate' percentages at all stages of schools in general and in the intermediate stage in particular. Therefore the gender gap in performance continues to widen between boys and girls, which may jeopardize the principle of equal opportunities between genders in the Kingdom. Consequently there is an urgent need to study this trend as it has critical implications on the future of boys and limits their efficiency and readiness to integrate into the labour market.

Figure 11: Overall Effectiveness according to stage of education and gender – Comparing 207 schools reviewed in Cycle 3



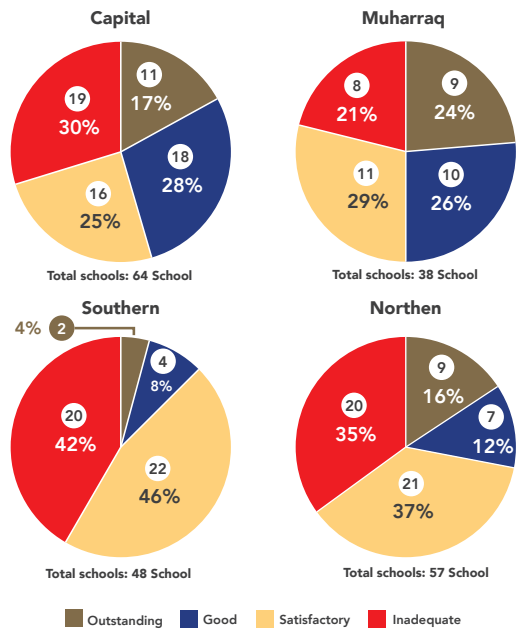
The presence of a gender gap in favour of girls is a global phenomenon. However, the gap is far greater in the education system in the Kingdom of Bahrain. The nature of sex-segregated education in the Kingdom is an opportunity to experiment with redesigning the learning experience in boys schools to include teaching and learning strategies and curriculum that suit their psychological characteristics.

#### • Comparison of governorate performance

Analysis of the results of school performances in the third review cycle, as shown in Figure 12, shows that Muharraq Governorate schools performed better than other schools across all governorates, with the percentage of schools receiving 'outstanding' being the highest among all governorates and the percentage of schools judged as 'inadequate' being the lowest. The Southern Governorate schools were the least effective. Although the Capital Governorate has the largest number of schools their performance ranked second. Ensuring that all students receive equal quality education is a fundamental right, therefore the concerned parties at the Ministry of Education should review the

reasons for the schools whose judgements have regressed, especially in the Northern and Southern Governorates, and seek to support those that have been judged 'inadequate'.

Figure 12: Comparing the results of 207 schools reviewed according to governorates



## 1.2 Recommendations

Upon completion and analysis of the results of the third review cycle of government schools and comparing them with the results of the previous cycles of reviews, the most important recommendations to achieve the desired progress are summarised as follows:

1. Benefit from the successful practices in the 'outstanding' schools in improving the overall performance of the education system.
2. Launch a project to raise the performance of those schools that have been judged 'inadequate', in collaboration with the relevant stakeholders.
3. The concerned bodies at the Ministry of Education should intervene immediately to deal with unstable and 'inadequate' schools.
4. Reassess the school leaders and teachers' professional development programmes, and identify their training needs based on continuous diagnosis of their performance while raising the levels of integration with

other stakeholders.

5. Encourage the pursuit of action research to study the phenomena that have been identified by the BQA's quality reviews of the school performance over the last ten years.

6. Ensure the stability of the teaching and administrative staff in schools and provide the necessary human and physical resources.

7. Support teachers by enabling them to conduct action research to improve their classroom teaching practices.

8. The concerned bodies at the Ministry of Education should diagnose the problems of intermediate schools in detail and support them with the necessary measures to improve their performance.

9. Study the reasons for the phenomenon of the growing gender gap in performance between boys and girls schools and take the necessary intervention actions to deal with them.

10. Study the reasons for the schools whose judgments have regressed in the Northern and Southern Governorates and seek to support schools that have been judged 'inadequate'.

11. Seek to reduce the variance between the results of school internal assessments and the results of the external examinations conducted by the Ministry of Education, the BQA or other external bodies.

12. The concerned bodies at the Ministry of Education should review students' admission standards and mechanisms, curricula and methods of delivery in the technical schools to raise students' performance and involve them in the labour market.

## **2. Updating the 'Schools Review Framework'**

The BQA adopts an approach of continuously developing practices and updating assessment standards and tools in line with international standards in school reviews which are aligned to the school environment in the Kingdom of Bahrain. This is based on its responsibility for drawing up standards for

assuring the quality of education in schools and developing guiding indicators for the measurement of quality performance and reviewing processes. Therefore the BQA, through the Directorate of Government School Reviews (DGS) and the Directorate of Private Schools and Kindergartens Reviews (DPS) and prior to the completion of the third cycle of government schools reviews and the second cycle of private schools reviews, conducted a comprehensive assessment of the Schools Review Handbook in the Kingdom of Bahrain and all related standards and procedures.

The process of updating the schools review framework was based on a clear methodology covering the main domains, namely international benchmarking after reviewing 18 systems in different countries\*, and analysing the reality of local school performances ten years after the implementation of the external performance assessment system. Feedback was also collected through meetings and various consultancy sessions with the internal reviewers, team leaders and quality assurance directors to benefit from their cumulative experiences and record their significant notes regarding the schools review process. The principle of participation was also reinforced through correspondence and meetings being held with key partners and relevant stakeholders, namely the Ministry of Education at various levels of representation from senior leaders, specialists, school principals and teachers, private schools, a sample of parents, and education advisors in the Kingdom. All of these views have been carefully considered, on the basis of which the framework has been issued in its first draft.

The proposed framework was presented to external consultants with expertise in the field to obtain impartial views and make proposals with the necessary amendments being made in accordance with their feedback.

\* The review of the various systems concluded that the domains reviewed and benchmarked are aligned to those adopted in the schools review framework for the Kingdom of Bahrain, which is in line with the feedback provided by international consultants in this field.

The DSR Fifth Forum held in September 2018 under the theme of 'Standards and Mechanisms of Schools Reviews: Reality and Aspirations', has had a significant impact on the quality of the drafted framework through the main paper and discussion sessions with about 120 education specialists in the government and private schools sectors. The review framework was approved by the BQA Board of Directors and the Supreme Council for the Development of Education and Training, endorsed by the Cabinet, and published in the Official Gazette. Later, the draft schools review framework was translated and edited in both Arabic and English, and was published in the BQA website. In addition, both Directorates trained all their staff including team leaders and reviewers, as well as all schools across the Kingdom, on the new schools review framework to integrate their views and concepts regarding review criteria and procedures covered by the new framework.

The updated schools review framework included various amendments. Most significant is the focus on the identification of the twenty-first century skills as a basis of the review aspects and criteria. The framework also emphasises the development of learning outcomes so that the education process will prepare learners who are enabled academically, have the necessary life skills, and are able to adapt, compete and face challenges. The framework is centred upon developing the skills of critical thinking, communication and teamwork, creativity and problem-solving, leadership and decision-making, local and global citizenship, entrepreneurship and initiative, technological literacy, and language empowerment. In addition it gives a clear weight to security and safety criteria in the empowerment and meeting special needs aspect, which has become a limiting criteria in judging the aspect to ensure the safety and security of students in relation to the school environment.

The new schools review framework is divided into three domains. The first is Quality of Outcomes, including the academic achievement aspect and personal development and social responsibility

aspect. The second is the Quality of Main Processes, including the teaching, learning and assessment aspect, and empowerment and meeting special needs aspect. The third domain is about the Quality Assurance of Outcomes and Processes, including the leadership, management and governance aspect. The judgements for a schools' overall effectiveness and capacity to improve are awarded on a four-point scale, being 'outstanding', 'good', 'satisfactory' and 'inadequate'. For more information on the schools review framework please visit the BQA website: [www.bqa.gov.bh](http://www.bqa.gov.bh).

### **3.Cycle Four of Reviews – Government Schools**

The Directorate of Government School Reviews (DGS) commenced Cycle 4 of government schools reviews in the second semester of the 2018-2019 academic year, and reviewed 20 schools in accordance with the new Cycle 4 Schools Review Framework. These 20 schools included 13 primary schools, 4 intermediate schools and 3 secondary schools and were reviewed during the first phase of Cycle 4. This section of the report provides an overview of those 20 schools and compares their performance with the last review cycle. Additionally, the cumulative results of the government schools across the Kingdom of Bahrain according to the last review cycle is provided to give an overview of the schools' performance according to the latest results.

#### **3.1 Overall effectiveness**

As indicated in Figure 13, the overall effectiveness judgements give two relatively different patterns. When comparing the reviewed schools' performance with their results in the previous review cycles, the results vary in terms of the distribution of performance percentage. Overall, the performance of government schools in the Kingdom of Bahrain is still a cause of concern. With regard to the first phase of Cycle 4, the trend of improvement has been seen in the 'outstanding' and 'good' schools, which amounted to 60%. However, the percentage of schools judged as 'satisfactory' dropped to 30%, with two schools rated as 'inadequate' (10%). This has affected the current results of these schools since none of the schools

reviewed in this phase had been judged as 'inadequate' in their previous reviews. The results of this set of schools demonstrate progress in the percentages of 'outstanding' and 'good' judgements, attributed to the keen efforts of the schools' leadership in addressing the recommendations in the previous BQA review report and focusing on the quality of teaching and learning processes. This shows in students' academic achievement and personal development. It is worth noting that one intermediate girls school that was reviewed in this phase made particular progress and was judged 'outstanding' compared to a 'satisfactory' judgement in the last review cycle.

The increase in the cumulative percentage of government schools receiving an 'inadequate' judgement for overall effectiveness, which amounts to one-third (33%), is still prevailing across the Kingdom's government schools. This can be attributed to the regress in students' academic achievement that is directly affected by the quality of teaching, learning and assessment processes. Moreover, the teachers' professional development programmes are weak and the follow-up mechanisms are ineffective. Building on the progress of performance made during this phase of review, and continuous focus on the BQA recommendations upon completing review processes, will increase the Kingdom's success opportunities to improve the overall performance and decrease the percentage of schools receiving 'inadequate' judgements.

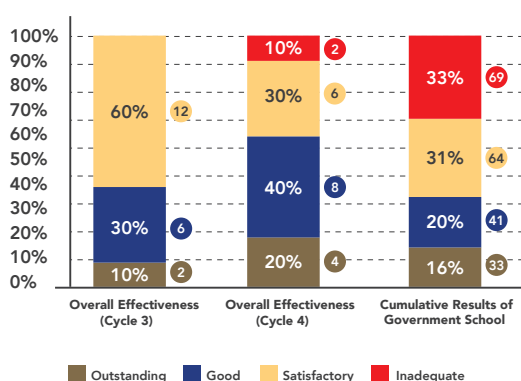
As before, the performance of girls schools has improved over boys schools in phase 1 of Cycle 4, with ten girls schools judged as 'outstanding' (3 schools) and 'good' (seven schools) against two boys schools; one judged as 'outstanding' and another as 'good'. All 'inadequate' schools in this phase of reviews were boys schools. Reasons for this trend include the great polarity in the implementation of effective teaching and learning strategies, ineffective follow-up mechanisms with parents, and poor academic support for the different categories of students. This directly affects their motivation and shows in inconsistency in students' performance.

### 3.2 Schools' capacity to improve

Judgements about schools' capacity to improve are based on a school's history of high performance or continuous improvement in its work, along with focus on the role and effectiveness of leadership and management in assessing the current school situation, developing strategic plans and exploring future trends of performance.

In comparing the results of 20 schools in the last two cycles of reviews, as indicated in Figure 14, the number of the schools with 'outstanding' and 'good' capacity to improve increased at the rate of 10% against 10% for 'inadequate' schools. Following the pattern of the schools' overall effectiveness, and as illustrated in Figure 14, the judgements given to schools' capacity to improve show variance in terms of phase and cumulative results. There is progress in the capacity to improve in schools reviewed in this phase, due to the adequate awareness and efforts made by the school leadership teams, which however need some time to show the improved performance as stability needs to be maintained in these schools. However, these schools are still affected by many challenges relating to inputs, facilities and resources, school environment and stability of teaching and administrative staff, where the percentage of 'inadequate' judgement amounts to one-third.

Figure 13: Overall effectiveness – Comparing 20 schools reviewed in Cycle 3 and Cycle 4 and the cumulative results of Overall Effectiveness for 207 government schools



**Figure 14: Schools' capacity to improve – Comparing 20 schools reviewed in Cycle 3 and Cycle 4 and the cumulative results of Overall Effectiveness for 207 government schools**

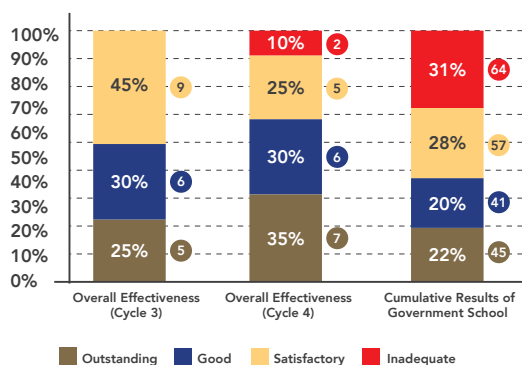
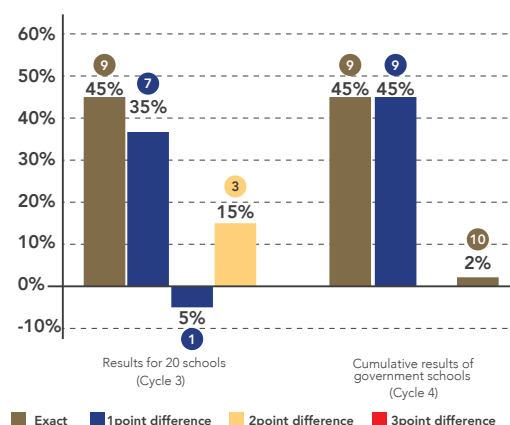


Figure 15 shows that 45% of government schools in the Kingdom of Bahrain had an evident ability to conduct accurate self-evaluation and were professionally mature in reaching judgements in their Self-Evaluation Forms (SEFs). A match between judgements drawn by schools and reviewers can be seen. Confidence can be drawn in these schools' capacity to improve once they have stable teaching and administrative staffing and the appropriate tools. There is an acceptable one-point difference between the judgements drawn by these schools in their SEFs and the judgement given by the review teams in 40% of the schools. However, the inability of 15% of schools to assess their real situation accurately despite receiving the necessary training on filling up the SEFs and the review criteria set forth in the 'Schools Reviews Framework in the Kingdom of Bahrain', as well as overestimating their performance and judgements in the SEF with a two-point difference, are still causing concerns. Schools are recommended to be objective in their assessment, have good understanding of the review criteria and have clear explanations of the evidence related to each judgement. Overall, the results of the schools have not varied greatly from the remaining results of this phase.

**Figure (15): Comparison of judgments in SEFs for 20 schools reviewed in the second semester (2018-2019) and the cumulative results of Overall Effectiveness for 207 government schools**



### 3.3 Students' academic achievement

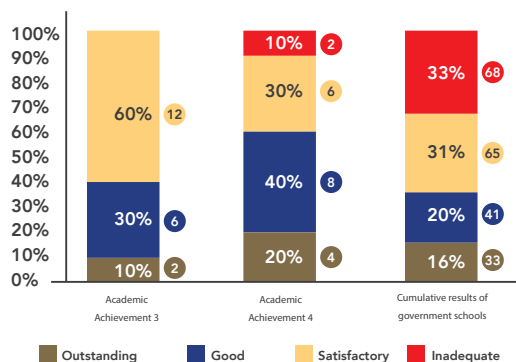
The review process focuses on the impact of all schools' procedures and their quality assurance on the learning outcomes. Students' academic achievement is one of the two main outcomes that are accurately assessed in the review process. This aspect has seen a qualitative change upon the introduction of an additional criterion. Assessing achievement focused previously on students' academic achievement standards and students' expected progress according to their abilities. The emphasis is now on the learning skills of students. The assessment of this aspect will largely focus on verifying the growth and development of students' academic abilities and learning skills. In assessing students' attainment, review teams examine a wide range of evidence including the performance of students in the schools' internal tests and the external examinations. In addition, reviewers examine students' standards and the progress they make in lessons, and examine students' work over time and learning skills level such as critical thinking, self-learning and technological literacy abilities.

When comparing the results of these 20 schools during this phase of reviews with their results during the previous two review cycles, the percentage of 'inadequate' schools increased by 10%, regressing from 'satisfactory'. Schools receiving 'outstanding'

and 'good' judgements rose to 20%, these schools excelling in in developing clear mechanisms to assess the real levels of students, reduction of the gap between performance in lessons and reported results, and students having showed effective learning skills that contribute to their academic progress, as illustrated in Figure 16.

However, the overall picture of achievement results in the Kingdom is still a source of concern as one-third of judgements are 'inadequate'. The most significant areas that require addressing are the inconsistency between the results achieved in the schools' internal tests and the external examinations. When the review teams examine students' learning, the quality does not match the students' standards reported from the test results or the standards observed in the classroom, especially in English and mathematics at different stages of education. This is matched by the results of the national examinations conducted by the BQA through The Directorate of National Examinations (DNE).

**Figure 16: Students' academic achievement aspect – Comparing 20 schools reviewed in Cycle 3 and Cycle 4 and the cumulative results of Overall Effectiveness for 207 government schools**

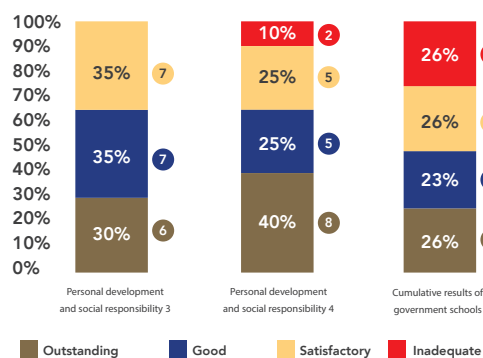


### 3.4 Personal development and social responsibility aspect

In the new 'Schools Review Framework' this aspect focuses on students' behaviour and work ethics, their adherence to citizenship values, self-confidence, ability to take leadership roles and make decisions, communication skills, health and environmental awareness and their

competitiveness and innovation abilities. Following the same pattern of reviews, progress has been achieved in this aspect, though with the impact of school processes on students' behaviour, self-confidence and enthusiastic participation in various facets of school life being more evident than in students' academic achievement, as illustrated in Figure 17. School judgements (at 65%) were better than their ratings in the last two cycles of reviews in this aspect, compared to two schools (10%) receiving an 'inadequate' judgement. The students' personal development aspect was better during this phase of review, where students were able to organise events, undertake projects, participate in national events, communicate confidently, and show high initiative in classroom and school life generally. As shown in Figure 17, although the progress in students' personal development aspect is usually clearer than in other aspects, the increase in the percentage of the schools that were judged 'inadequate' (a quarter of the schools in the Kingdom of Bahrain, mostly boys schools) still raises concerns. The most significant reasons for this poor outcome are students' unacceptable attitudes, their inability to assume responsibilities and limited parental support.

**Figure 17: Personal development and social responsibility aspect – Comparing 20 schools reviewed in Cycle 3 and Cycle 4 and the cumulative results of Overall Effectiveness for 207 government schools**

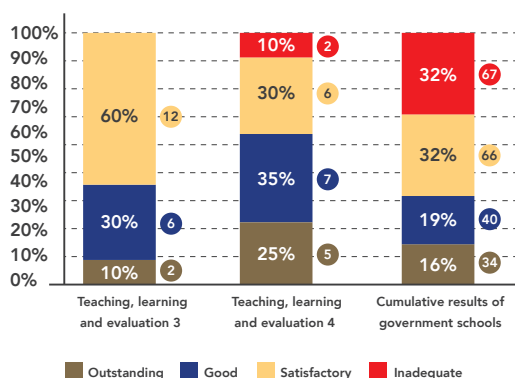


### 3.5 Teaching, learning and assessment aspect

The school's processes have a key role in achieving better quality outputs. In this aspect, review teams assess various elements of the effectiveness of teaching, learning and assessment, and their impact on students'

progress. When comparing the results of the 20 schools during this phase of reviews with their results during the last two review cycles, as indicated in Figure 18, the percentages of schools that received 'outstanding' and 'good' judgements are positive at 15%, while the percentage of 'satisfactory' schools regressed to half with 10% of schools turning into 'inadequate' schools, as seen in Figure 18. The progress of teaching and learning in the high performing schools is attributed to the use of effective teaching and learning strategies, the provision of productive and safe learning environments, and the establishment of classroom disciplines that directly contribute to the facilitation of classroom management processes. However, these factors are not sufficiently present in the 'inadequate' schools. The most significant impact on the overall results of the Bahrain' schools in the aspect is the high rating of 'inadequate' schools, amounting to 32%. This is due to the insufficient development of learning skills due to a lack of emphasis on these through the activities provided. Another factor is the lack of constructive feedback to students. Both these factors are critical to the success of assessments for learning, exacerbated by inaccurate assessments methods that address lower order thinking levels as indicated in Figure 18.

**Figure 18: Teaching, learning and assessment aspect – Comparing 20 schools reviewed in Cycle 3 and Cycle 4 and the cumulative results of Overall Effectiveness for 207 government schools**

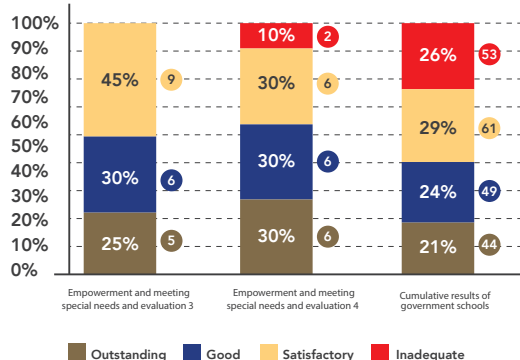


### 3.6 Empowerment and meeting special needs aspect

School processes to support students

academically and personally, enhance their experiences, talents and innovation, and meet their special needs are significant to guide, develop and enable students. The new 'School Reviews Framework' focuses on these standards and gives greater weight to the safety, security and appropriateness of the school environment. This has become a key criterion that affects the overall effectiveness of the schools. When comparing the results of these 20 schools in this phase of reviews with their results during the last two review cycles, schools show progress in 'outstanding' and 'good' judgements (at 5%), as shown in Figure 19. This progress shows clearly in the level of support services provided inside schools, especially schools that have shown a clear awareness of their students' levels and their academic and personal needs, so that the school provides students with many and various opportunities to develop their interests, talents and experiences. Comparing the results indicates that 10% of schools turned out to be 'inadequate', mainly being characterised by poor students' academic support. The overall picture of government schools in this aspect remains below the expected standard, where nearly a quarter of schools were judged as 'inadequate', as illustrated in Figure 19. The most significant reasons for this judgement are the inconsistency of students' academic support that meets their various needs and the poor learning support provided to students inside the classroom. In a very few schools issues related to the appropriateness and safety of school buildings and facilities emerged; this requires continuous communication and immediate intervention by the concerned bodies at the Ministry of Education.

**Figure 19: The empowerment and meeting special needs aspect – Comparing 20 schools reviewed in Cycle 3 and Cycle 4 and the cumulative results of Overall Effectiveness for 207 government schools**



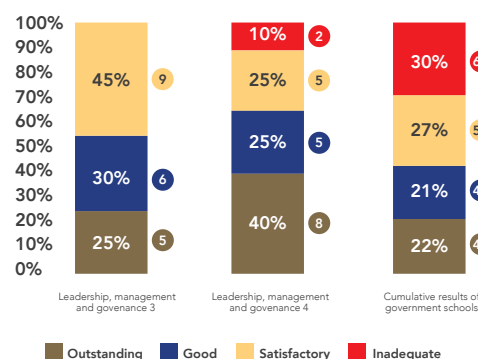
### 3.7 Leadership, management and governance aspect

According to the new 'Schools Review Framework', this aspect focuses on rigorous self-evaluation, improvement efforts and strategic planning. It also highlights staff performance development and the commitment of the school leadership to monitor and improve performance. Effective management of resources and communication with both internal and community stakeholders are important.

The results of this phase of the review, as indicated in Figure 20, show positive progress (10%) in 'outstanding' and 'good' judgements, while the percentage of 'satisfactory' schools regressed to 20% and 10% of schools were 'inadequate'. The positive findings are attributed to: schools that have addressed the recommendations of BQA review reports and developed effective action plans and systematic work mechanisms which result in improvement in the performance of teachers, with clear follow-up of the implementation of these plans. However, the schools which were judged as 'inadequate' in this aspect encountered challenges, most notably viewing and dealing with quality performance as off events rather than as a continuous development process. Reviewing the cumulative results at the Kingdom's level, this aspect needs to be followed up as a worrying percentage amounting to a quarter of government schools were judged 'inadequate'. To achieve substantial development the stability of teaching and administrative staffing is critical. It is therefore essential to ensure the effective implementation of a school's strategic plans, provide appropriate

support for the schools at risk based on the BQA recommendations, and review the strategic plans for such schools to ensure that actual challenges are discussed and addressed.

**Figure 20: Effectiveness of leadership, management and governance aspect – Comparing 20 schools reviewed in Cycle 3 and Cycle 4 and the cumulative results of Overall Effectiveness for 207 government schools**

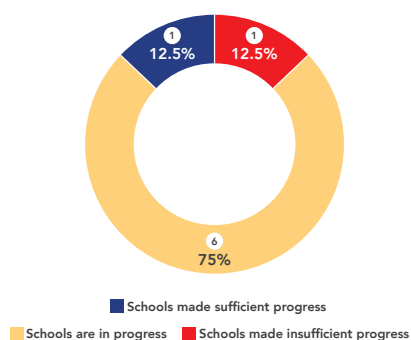


### 3.8 Monitoring visits (2018-2019)

Schools are subject to monitoring visits within six months to a year from when they are judged as 'inadequate', to determine the extent of progress they have made towards addressing the review recommendations. Schools that have made 'sufficient progress' in their first monitoring visit are scheduled back into the regular cycle of school reviews; whereas schools judged as 'in progress' or 'insufficient progress' are subject to a second and final monitoring visit. During the 2018-2019 academic year, the BQA conducted 20 second monitoring visits for schools that were judged 'inadequate' in the third cycle of reviews.

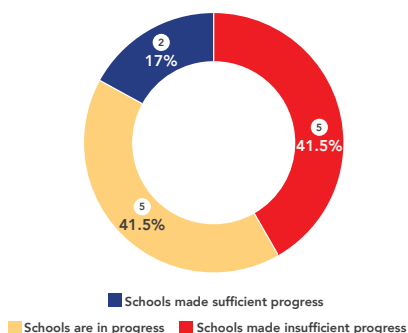
As illustrated in Figure 21, eight schools received their second monitoring visit, of which one school received 'sufficient progress', while six of them were found 'in progress' and one school was given 'insufficient progress'. It is worth mentioning that three schools which did not address the BQA recommendations of the last review were judged 'inadequate' across the three cycles of reviews.

Figure 21: Progress made by the eight schools judged 'Inadequate' during their second monitoring visit (2018-2019)



Twelve schools that were judged 'inadequate' during the third review cycle received their first monitoring visit in the academic year 2018-2019, as show in in Figure 22. Two of these schools (17%) made 'sufficient progress', five schools (41.5%) were 'in progress' and the remaining five schools (41.5%) made 'insufficient progress'. Schools that were judged 'in progress' and 'insufficient progress' will receive a second monitoring visit.

Figure 22: Progress made by the 12 schools judged 'Inadequate' during their first monitoring visit (2018-2019)



# Private Schools and Kindergartens



**Critical  
Thinking**





# Private Schools and Kindergartens

## Introduction

In December 2018, during the first semester of the academic year 2018-2019, the Education and Training Quality Authority (BQA), represented by the Directorate of Private Schools and Kindergartens Reviews (DPS), completed the second cycle of private school reviews by reviewing 62 private schools. The Directorate also commenced the third cycle of private schools reviews during the second semester of the same academic year, reviewing six private schools.

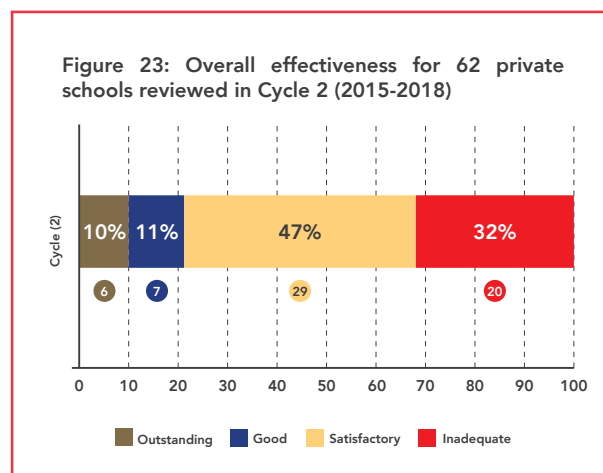
The first section of this report presents an overview of the results of the second cycle of private schools' reviews and a comparison of the results of schools' performances between the first and second cycles of reviews, including an analysis of the private schools' performance and an introduction to their strengths and aspects to improve, along with recommendations for improvement. The second section outlines the results of 6 private schools reviewed during phase 1 of Cycle 3 of reviews, and the results of the monitoring visits conducted during the 2018-2019 academic year to 12 private schools that were judged 'inadequate' in the second review cycle.

## 1. An overview of the results of the second cycle of private schools' reviews and comparing them with their results in the first cycle of reviews

This section presents the results of the second cycle of private schools' reviews conducted during the period 2015-2018, compares them with the results of Cycle 1 implemented during the period 2011-2014, highlights the changes in the overall effectiveness judgements between both cycles of reviews, presents a detailed analysis of the schools' performance in various review aspects and introduces the main recommendations to improve their performance.

Figure 23 illustrates the overall effectiveness of the private schools reviewed during

the second cycle of reviews, where 68% of schools were judged 'satisfactory' or better, with six of these being rated 'outstanding' and seven receiving a 'good' judgement.



In comparing the results of private schools in the first and second cycles of reviews five new private schools are excluded as they have not been reviewed during the first cycle and five more private schools have been closed during the second cycle of reviews, bringing the number of schools to be compared to 57. The overall effectiveness of the private schools has slightly improved, as illustrated in Figure 24, where the percentage of schools receiving 'outstanding' and 'satisfactory' ratings rose from 7% to 11% and from 40% to 46% respectively, and 12% of schools maintained their 'good' judgement. Schools that were graded 'inadequate' declined from 40% to 32%; however, this is a cause for concern since they need rigorous follow-up of performance and support by the concerned bodies to address the BQA recommendations and raise their standards.

**Figure 24: Overall Effectiveness - Comparing 57 private schools reviewed in Cycles 1 & 2**

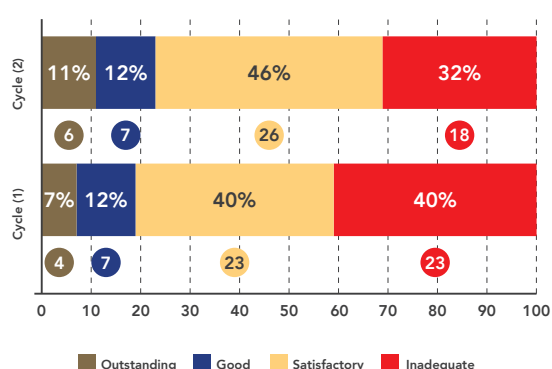
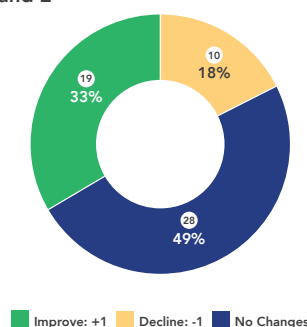


Figure 25 indicates the change in the level of performance of the private schools reviewed over the first and second cycles, where the performance of 19 out of a total of 57 private schools improved. Out of the 19 improved schools, the performance of two schools have moved from 'good' to 'outstanding', six from 'satisfactory' to 'good' and eleven from 'inadequate' to 'satisfactory'. Schools that have improved or retained their high performance were characterised by their ability to implement schoolwork mechanisms based on realistic strategic plans, informed by improvement priorities and based on accurate and comprehensive self-evaluation processes. In addition, such plans focus on improving students' academic achievement through raising the quality of teaching and learning processes, while school leaders play a prominent role in the close follow-up of performance and focus on introducing constant improvements and initiatives to the school work aspects.

Twenty eight schools maintained their judgements received from the previous cycle of reviews, with four schools maintaining their 'outstanding' judgement, one remaining 'good' and eleven remaining 'satisfactory'. However, twelve schools retaining 'inadequate' judgements over the first and second review cycles causes concern. Furthermore, the performances of ten schools have regressed, four from 'good' to 'satisfactory' and six from 'satisfactory' to 'inadequate'. This decline is due to reasons related to teaching, learning and assessment strategies, classroom management particularly

connected to managing learning time, poor follow-up mechanisms, teachers' professional development programmes which do not address their actual training needs, and strategic plans which are unrealistic added to the challenges of instability of the schools' senior and middle management and teaching and administrative staffing.

**Figure 25: Changes in the overall effectiveness judgements for 57 private schools reviewed in Cycles 1 and 2**



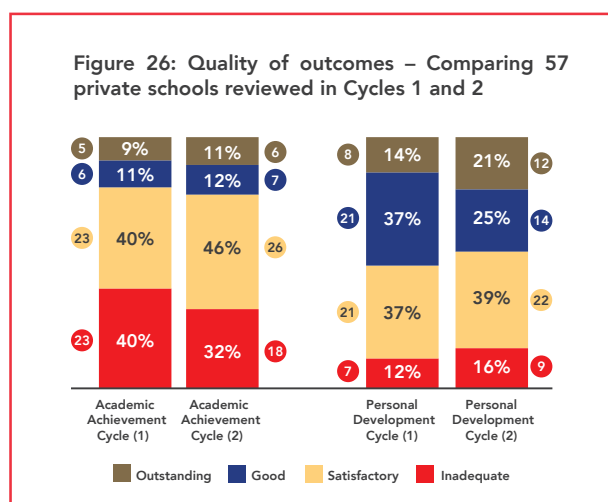
Below is a review of the results of private schools according to domains and aspects of the second cycle of review framework, comparing them with their results in the first review cycle, namely quality of outcomes, quality of main processes and quality assurance of outcomes and processes.

#### • Quality of outcomes

As illustrated in Figure 26, students' academic achievement judgements are identical to the schools' overall effectiveness judgements and the percentages in 'outstanding', 'good' and 'satisfactory' judgements increased in the students' academic achievement when comparing the schools' results between both cycles of reviews at the rate of 2%, 1% and 6% respectively against the decline of schools that were judged 'inadequate' (8%). There is often a discrepancy between the results of the schools' internal tests and the levels of students in the lessons and written work. This discrepancy is most evident in schools that were judged 'inadequate'. This necessitates the need to apply accurate assessment mechanisms matching with the level of competencies to be achieved through the school curriculum.

Private schools perform better in the

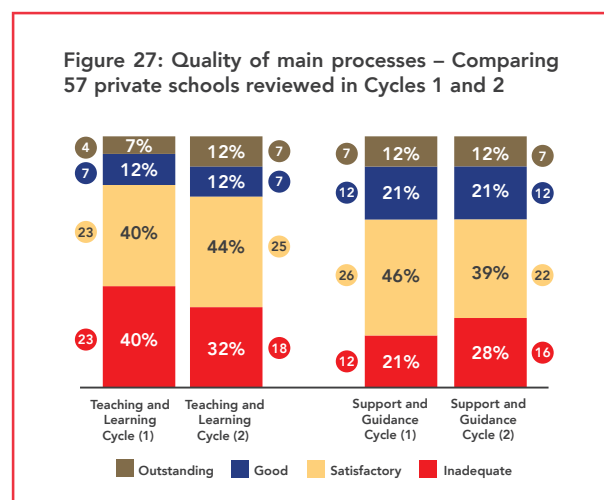
students' personal development aspect, as indicated in Figure 26. The percentage of schools receiving an 'outstanding' judgement increased from 14% to 21% in this aspect compared to a slight increase in the schools that were graded 'inadequate' (4%). The schools received a 'good' judgement declined by 12%, with a slight increase in the schools that were rated 'satisfactory' (2%). This 'good' or better performance in students' personal development aspect is attributed to students' ability to assume responsibility, enthusiasm in taking part in school life with confidence, teamwork and embracement of citizenship values. Therefore, schools whose performance regressed in the students' personal development aspect or were judged as 'inadequate' should do their best to improve students' behaviour and attitudes, motivate them towards learning, and provide an appropriate school environment to help students participate in school life positively.



#### • Quality of main processes

Figure 27 shows the progress made in judgements of the effectiveness of teaching and learning when comparing the results of both cycles of reviews. The percentage of schools receiving 'outstanding' and 'satisfactory' judgements increased by 5% and 4% respectively, with a decline of 8% in the schools graded 'inadequate'. Reasons for improved educational practices over both cycles of reviews are similar, especially in relation to the use of effective teaching and learning strategies that engage students in the learning process contributing to high

students' academic achievement, challenge of students of different abilities, opportunities provided to develop students' higher order thinking skills and use of effective assessment methods that address the various needs of students and contribute to developing students' self-learning skills. Schools in general and 'inadequate' schools in particular need to develop the educational practices related to teaching and learning strategies, appropriate assessments matching the applicable curriculum, effective use of assessment methods to support students of different abilities and management of classroom and processes.

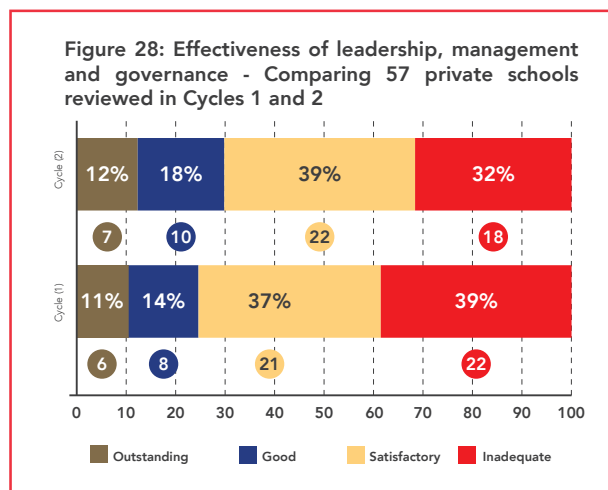


The effectiveness of students' support and guidance processes impacts on students' academic achievement and personal development. The percentage of schools that were judged 'good' and 'outstanding' remains unchanged in the second cycle of reviews, as demonstrated in Figure 27. This is due to effective support provided for students, efficient diagnosis of students' academic needs and meeting them, follow-up of their progress in such areas, provision of opportunities to meet their interests, development of students' abilities and experiences through extracurricular programmes and activities and the safety and security of school environment in general. On the other hand the increase in the percentage of schools receiving an 'inadequate' judgement, from 21% to 28%, is at the expense of the schools receiving 'satisfactory' judgement in the students'

support and guidance aspect and is attributed to the challenges they face and exist from the first cycle of reviews in terms of ineffective students' academic support and follow-up of its impact, lack of sufficient safety and security measures necessary in some of the schools' buildings and infrastructure to secure a risk free school environment.

- **Quality assurance of outcomes and processes**

Overall, the effectiveness of the leadership, management and governance aspect is a critical factor in a school's performance because it links to the quality assurance of the school's outcomes and processes. Generally, improvement was observed in this aspect as illustrated in Figure 28, where the percentage of schools that were judged 'inadequate' in Cycle 2 decreased by 7% compared to Cycle 1, and the percentage of schools that were rated 'outstanding', 'good' and 'satisfactory' in Cycle 2 increased by 1%, 4% and 2% respectively.



Schools that improved their performance in this aspect are characterised by their ability to draw up strategic plans, focus on the schoolwork priorities, and maintain rigorous control of all main processes to improve or sustain performance, especially in regard to student's academic achievement and personal development, based on effective leadership and management teams. Reasons for schools receiving an 'inadequate' judgement in this aspect during the first and second cycles of reviews are attributed to poor follow-up of the impact of teachers'

professional development programmes on classroom practices and monitoring of the programmes to determine their impact on students' performance in classrooms, poor self-evaluation mechanisms and failure to use their results in developing strategic and action plans to improve the school's performance. In addition, strategic plans lack KPIs and follow-up of their implementation, and school leadership is unaware of strengths and aspects to improve performance.

### 1.1 Analysis of the performance of private schools

Overall, the results of the second cycle of reviews shows an improvement in the performance of private schools, with an increase in the percentage of schools receiving an 'outstanding' judgement and a decrease in the percentage of schools judged 'inadequate', where some schools implemented the previous BQA review report recommendations and focussed on raising their students' academic achievement level. However, twelve schools retained their 'inadequate' judgement over both cycles of reviews; this requires intensified efforts by all the relevant stakeholders to ensure that the standards of such schools are raised in order to realise the Kingdom of Bahrain's Economic Vision 2030. In general, the most important factors affecting the performance of private schools are as follows:

- **School leadership and management**

The school leadership and management are one of the most influential factors in determining the overall effectiveness of schoolwork, where schools that were judged 'outstanding' and 'good' were characterised by effective leadership and management teams in terms of focusing their efforts on the main processes of the school, especially teaching and learning, to ensure raising the students' academic achievement levels. On the other hand some school leaderships and managements underperform, lacking the necessary expertise and knowledge to establish a quality system that ensures development and improvement, with poor performance in this aspect centred on the self-evaluation processes and strategic

planning and the role of the leadership in the management of staff and the development of their performance.

#### • **Governance of private schools**

Each private school has a board of directors pursuant to the regulations of the licensing body, represented by the Directorate of Private Education at the Ministry of Education. These boards of directors play an important role in monitoring the school's performance and providing strategic support. A board's performance and effectiveness in carrying out its roles in terms of holding school management accountable for the performance of the school, as well as their role in the strategic guidance of schools and pushing them towards improvement and development, varies. There have been some conflicts of interest that hinder development, for example where the owner of the school is the principal of the school and chairman of the board of directors. In addition, some board members lack the experience to enrich the exchange of views and provide the necessary support to the school.

#### • **Arabic language skills**

The schools seek to develop students' basic and specialised skills at different stages of education, but the development of Arabic language skills for native speakers is the weakest in most private schools in terms of oral expression and reading skills in general and writing skills in particular, in all stages of education. Therefore, the recommendation to develop the students' Arabic language skills was repeated in many private schools, including some receiving an 'outstanding' judgement.

#### • **Lifelong learning skills**

Lifelong learning skills are essential for students as part of their personal development. Included are problem-solving, critical thinking, communication, negotiation, and discussion skills, as well as inferring, analysing, and synthesising skills. These motivate students towards learning and enable self-learning skills. While the students' personal development aspect was better than the remaining aspects in most schools,

the development of lifelong learning skills was less than the remaining criteria in most schools, and weaker in schools that received 'satisfactory' and 'inadequate' judgements due to poor focus on the development of these skills in the teaching strategies used.

#### • **External benchmarks**

External benchmarks provide opportunities for schools to measure students' levels and progress according to certain international standards based on the school's curriculum. Many schools use external examinations at different stages of education, especially in high schools, to increase the chances of students obtaining internationally accredited certificates. While students take these examinations in most schools voluntarily, all students should sit for them in a few schools. It is apparent that many students are reluctant to choose to sit for them, therefore the review teams must consider the proportions of students sitting for these examinations, and the proportion they constitute compared to the total number of students at different study stages in the school. In addition, reviewing the quality of the school's internal tests and analysing their results ensures that they match with the quality of external examinations and curriculum competencies, and avoid any inflation in the schools' internal tests. This is stated clearly in the private schools' review reports, especially those receiving 'inadequate' or 'satisfactory' judgements.

#### • **Roles of parents**

Most private schools have sought to communicate with parents to get their suggestions for the development of the school through the formation of parents' councils and holding meetings regularly. Increased parents' awareness of their role in the educational process in terms of monitoring the performance of the school and having access to the BQA review reports has been noted. However, parents still have a greater role to play in promoting the quality of the performance in private schools.

### **1.2 General Recommendations**

By completing the second cycle of the private schools reviews, and upon analysing the results

of this cycle and comparing them with the results of the previous cycle, the most important recommendations made to achieve the desired progress are:

1. Maintaining the high performance and distinguished educational practices in 'outstanding' schools, and ensuring the sustainability of performance through the exchange of experiences and benefits with other schools.
2. Developing the students' basic skills and self-learning skills at different stages of education.
3. Developing Arabic language skills for native speakers at different stages of education.
4. Developing school leadership skills in the implementation of accurate and realistic strategic plans, realistically focusing on improvement and based on accurate and rational self-evaluation processes.
5. Supporting teachers and administrators with effective career development programmes based on their individual training needs and following up their impact on the performance of students.
6. Employing effective and varied teaching and learning strategies, as well as assessment mechanisms that meet the differing needs of students and raise their academic achievement.
7. Considering the factors that contribute to the stability of teaching and administrative staffing in private schools.
8. Participation of parents in the educational process and follow-up of performance.
9. Following up the security and safety aspects in private schools to ensure a safe and healthy environment for students as well as the teaching and administrative staff.
10. Establishing internal teams or departments concerned with the dissemination of a culture of quality, monitoring and following up all school processes.

## **2. Cycle Three of Private Schools Reviews**

The Education and Training Quality Authority (BQA), represented by the Directorate of Private Schools and Kindergartens Reviews, commenced the third cycle of private schools reviews in February 2019 using the fourth edition of the schools review framework

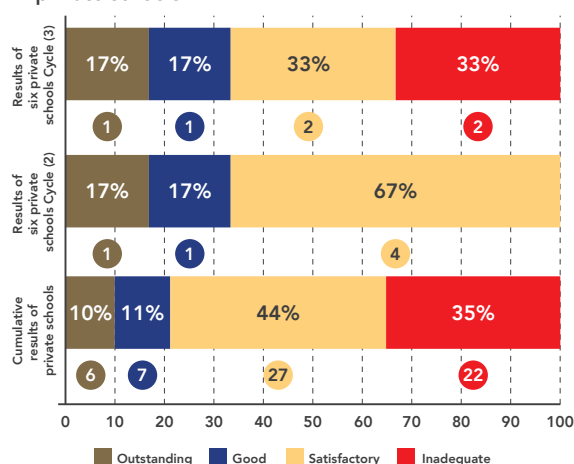
that focuses on twenty-first century skills as explained in the DGS section of this Annual Report.

Phase 1 of Cycle 3 covered the review of six private schools, all of which are co-ed schools. Five schools include primary, intermediate and secondary stages, and one is a primary school. This section of the report provides an overview of the performance of the six private schools reviewed in Phase 1 of Cycle 3 and their impact on the overall results of private schools across the Kingdom of Bahrain.

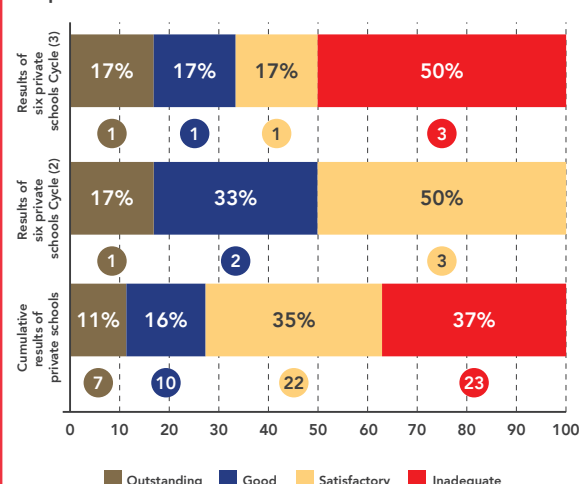
### **2.1 Overall effectiveness**

Figure 29 demonstrates the overall effectiveness of the six private schools that were reviewed in the second semester of the academic year 2018-2019, comparing their results with the performance of the same schools in the second cycle of reviews. The results show that four private schools retained their previous judgements, where one school underwent a special review and was graded 'outstanding' and one retained the 'good' rating, and two schools received 'satisfactory' judgements. However, two schools regressed from 'satisfactory' to 'inadequate'. Consequently, this has affected the cumulative result of the performance of private schools. The percentage of schools receiving an 'inadequate' judgement increased to 35% at the expense of the decline in the percentage of schools rated 'satisfactory' (44%). The results of schools that were judged 'inadequate' still causes concern as they face various challenges that hinder their progress and improvement of performance, most notably the insufficient focus of the schools plans on improvement priorities, poor or absence of follow-up and assessment mechanisms such as the follow-up of teachers' professional development programmes, and disparity of effective teaching strategies. This negatively affects students' academic achievement and personal development.

**Figure 29: Overall Effectiveness - Comparing six private schools reviewed in Cycles 2 & 3 and the cumulative results of overall effectiveness for 62 private schools**



**Figure 30: Capacity to improve - Comparing six private schools reviewed in Cycles 2 & 3 and the cumulative results of capacity to improve for 62 private schools**



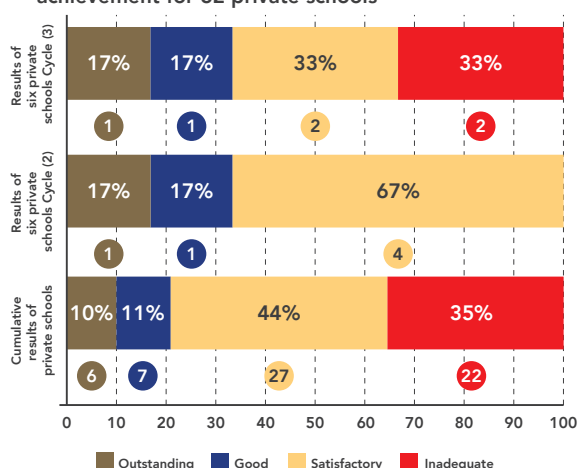
## 2.2 Schools' capacity to improve

In comparing the results of the six schools reviewed in the second semester of the academic year 2018-2019, the performance of three schools regressed to 'inadequate' and other ratings were distributed to the remaining three schools, as illustrated in Figure 30. The decline to the 'inadequate' level negatively affected the cumulative results of private schools in their capacity to improve, where the percentage of schools with 'inadequate' capacity to improve increased at the rate of 37%. This raises concerns, especially with the challenges facing these schools for their capacity to improve, due to the absence of effective strategic planning that focusses on raising the overall performance of the school, lack of effective and realistic improvements, and instability of teaching and administrative staffing in some schools.

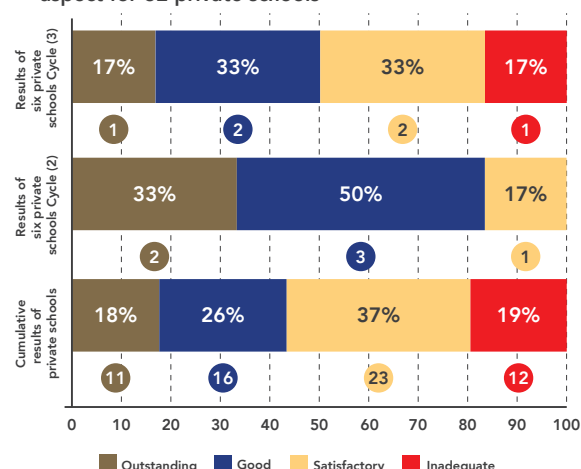
## 2.3 Students' Academic Achievement

As illustrated in Figure 31, students' academic achievement judgements have been maintained in four private schools out of the six, where one school was rated 'outstanding', one 'good', and two 'satisfactory' while two schools were judged 'inadequate' showing a decline from the previous review cycle in which they were judged 'satisfactory'. This was attributed to the regression of students' standards in lessons and various written work, which does not correspond with their high rates in the school's internal tests due to poor assessment mechanisms and ineffective teaching and learning strategies in providing students with the necessary skills. The cumulative results of private schools receiving an 'inadequate' judgement increased to 35%, while the percentage of schools judged as 'satisfactory' dropped to 44%, while the percentage of schools receiving 'outstanding' and 'good' judgements remained unchanged at the rate of 10% and 11% respectively.

**Figure 31: Students' academic achievement - Comparing six private schools reviewed in Cycles 2 & 3 and the cumulative results of students' academic achievement for 62 private schools**



**Figure 32: Personal development and social responsibility aspect - Comparing six private schools reviewed in Cycles 2 & 3 and the cumulative results of personal development and social responsibility aspect for 62 private schools**



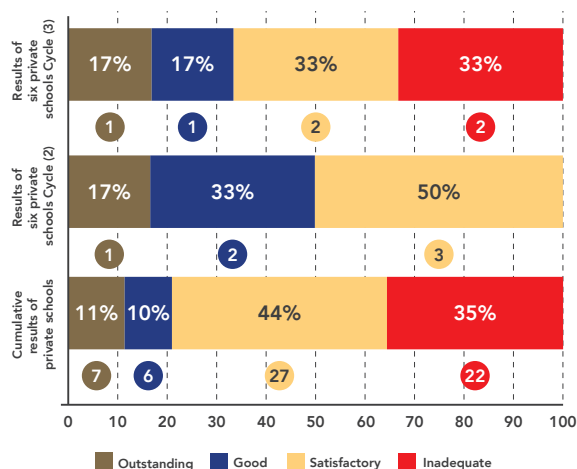
## 2.4 Personal development and social responsibility aspect

As illustrated in Figure 32, the results of the six schools indicate that some of them witnessed a drop in their judgement in this aspect compared to the previous review cycle. This is due to the decline in the previous 'outstanding' and 'good' judgements, the increase in the percentage of schools rated 'satisfactory' and one school being judged 'inadequate'. Variance is seen in the results of this aspect. Schools that were judged 'outstanding' and 'good' are at 18% and 26% respectively. This is attributed to effective efforts made by these schools and their positive impact on the students' personal development resulting from the students' awareness, self-confidence, ability to assume responsibility, and citizenship values. The percentage of schools with 'satisfactory' rating in this aspect was 37% and schools receiving 'inadequate' were 19%. The percentage of 'inadequate' judgments is high, particularly considering that they are judged as 'inadequate' in other aspects as well. This remains a cause of concern in terms of their abilities to raise their overall performance with the challenges facing them and insufficient support given to students.

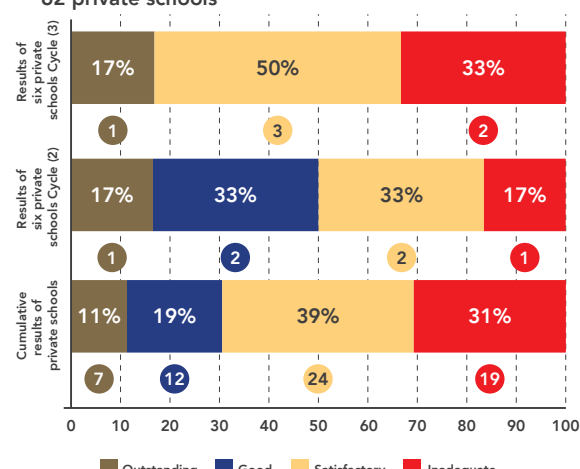
## 2.5 Teaching, learning and assessment aspect

The performance of four private schools remains unchanged in four schools out of the six reviewed during this cycle in this aspect, where one was judged 'outstanding', one 'good' and two 'satisfactory', while two schools declined to an 'inadequate' judgement compared to the previous cycle of reviews. This resulted in the increase of the cumulative percentage of the schools receiving an 'inadequate' judgement to 35%, as seen in Figure 33. The most effective schools in this aspect were characterised by effective teaching and learning strategies and assessments being used by teachers, as well as the effective use of learning and technological resources to enrich students' learning. However, the schools that were judged 'inadequate' were characterised by ineffective use of the assessment results to support the various categories of students, lower standards of students, and poor time management resulting in students' poor motivation towards learning and engagement in the educational process.

**Figure 33: Teaching, learning and assessment aspect – Comparing six private schools reviewed in Cycles 2 & 3 and the cumulative results of teaching, learning and assessment aspect for 62 private schools**



**Figure 34: Empowerment and meeting special needs aspect – Comparing six private schools reviewed in Cycles 2 & 3 and the cumulative results of the empowerment and meeting special needs aspect for 62 private schools**



## 2.6 Empowerment and meeting special needs aspect

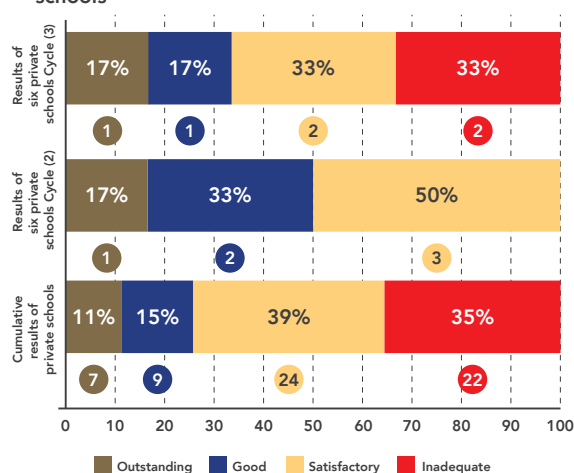
When comparing the results of the six schools in this phase of reviews with their results during the last review cycle in the empowerment and meeting special needs aspect, one school received an 'outstanding' judgement and one that was rated 'satisfactory' remain unchanged, while the performance of three schools dropped from 'good' to 'satisfactory' and one school that was rated 'satisfactory' dropped to 'inadequate', as shown in Figure 34. When comparing the cumulative results of the empowerment and meeting special needs aspect, the percentage of schools receiving 'outstanding' and 'good' judgements were 11% and 19% respectively due to effective procedures in terms of students' empowerment of learning, promotion of students' personal development and social responsibility, and enrichment of students' experiences and talents through various extracurricular activities. Reasons for the schools that were judged 'inadequate', amounting to one-third (31%) in this aspect, are attributed to ineffective support provided for students especially in relation to their academic needs, and some of the school buildings and facilities did not meet the safety and security requirements, requiring close follow-up by the concerned bodies.

## 2.7 Leadership, management and governance

Figure 35 shows that the performance of four out of the six schools reviewed during Phase 1 of Cycle 3 remains unchanged in this aspect compared to the previous review cycle, where one school receiving 'outstanding', one rated 'good' and two judged 'satisfactory' maintained their ratings. The performance of two schools regressed; one from 'good' to 'inadequate' and one from 'satisfactory' to 'inadequate'. The cumulative results of the 62 schools in leadership, management and governance aspect were 11% 'outstanding' and 15% 'good'. These percentages were higher than the schools' percentages for overall effectiveness due to the use of effective strategic plans, the comprehensive self-evaluation processes which are based on the schoolwork priorities, and focused follow-up mechanisms. The impact of these was reflected in the schoolwork aspects and the judgements awarded to other review aspects, namely, the students' personal development and the empowerment and meeting special needs aspects. The effectiveness of leadership, management and governance aspect was judged 'inadequate' in over one-third (35%) of schools. This raises concerns regarding the ability of these schools to develop improvement plans, especially when using poor assessment mechanisms and with ineffective use of their results in

drawing up strategic plans, in addition to poor follow-up mechanisms particularly in teaching, learning and assessment processes. This results in ineffective focus of teachers' career development programmes that meet teachers' actual training needs. These schools also face challenges in terms of instability of the teaching staff and sometimes of administrative staff.

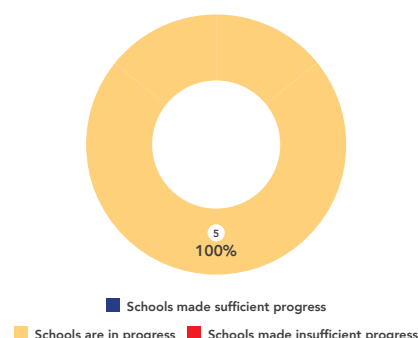
**Figure 35: Leadership, management and governance aspect – Comparing six private schools reviewed in Cycles 2 & 3 and the cumulative results of leadership, management and governance aspect for 62 private schools**



## 2.8 Monitoring visits during the academic year 2018-2019

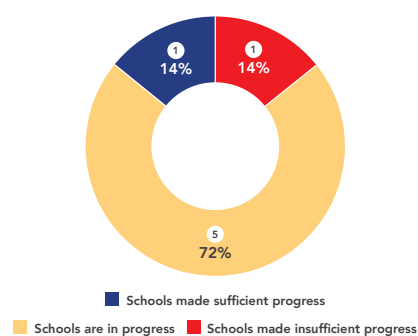
The BQA, through the DPS, conducts monitoring visits to schools where the overall effectiveness is judged 'inadequate' in the last review, to assess the progress they have made in addressing the recommendations in their review reports. During the academic year 2018-2019 the BQA made monitoring visits to twelve private schools that were judged 'inadequate' in the second review cycle. Of these, five schools received their second monitoring visit and all were rated 'in progress', as illustrated in Figure 36.

**Figure 36: Schools received 'inadequate' judgment in Cycle 2, and progress made during their second monitoring visit in the academic year 2018-2019**



During the academic year 2018-2019, seven private schools that were judged 'inadequate' in the second review cycle were subject to the first monitoring visit. Of these, one school had 'sufficient progress' as it had sufficiently taken the necessary measures to implement the recommendations of the BQA's review report. Five schools were found 'in progress' and one school was given 'insufficient progress' in addressing the BQA recommendations, as shown in Figure 37. Therefore, these six schools will be subject to a second monitoring visit.

**Figure 37: Schools received 'inadequate' judgment in Cycle 2, and progress made during their first monitoring visit in the academic year 2018-2019**



# Vocational Institutions



**Communicaion  
and Teamwork**





# Vocational Institutions

## Introduction

The Directorate of Vocational Reviews (DVR) assesses the performance of the Vocational Education and Training (VET) providers in line with twentieth-first century needs. The DVR assesses how providers can keep abreast with the skills and endless knowledge required in the twentieth-first century and how this is reflected in the outcomes of these providers, and how they enable trainees, learners and stakeholders relevant to the education and training system in general. It is imperative that the Directorate seeks to improve and enhance the educational and training sector's reality, follow up and evaluate the sector's performance and outcomes, draw up and update the DVR's own review frameworks in line with international standards and criteria, and adapt these to suit the educational environment in the Kingdom. Moreover, the DVR seeks to spread the culture of technical and vocational education and its importance in improving the intellectual and professional skills of learners (the outcomes of training institutions), which has become a condition for employment in the labour market locally, regionally and internationally.

In December 2018, the Education & Training Quality Authority (BQA), represented by the DVR, completed the third cycle of reviews in line with the approved DVR review plan for the period 2015 to 2018, during which the performance of 96 vocational education and training institutions were reviewed; 67 of which are licensed by the Ministry of Labour and Social Development (MLSD), 27 licensed by the Ministry of Education (MoE), and two self-regulated institutions. The review framework was updated and approved to be used for Cycle 4 reviews, which commenced in February 2019, and the performance of 10 training institutions – out of which 8 are licensed by MLSD and 2 licensed by MoE – was assessed.

This part of the Annual Report consists of three sections. The first section presents an overview of the outcomes of the third

cycle of reviews, together with an analysis of the outcomes across the three review cycles and a comparison of the providers' performance in the previous two cycles of reviews. It also indicates the most significant recommendations stipulated in the review reports, which should contribute to improving providers' performance once these are addressed. The second section presents the mechanisms used for, and results of, updating the Cycle 4 Review Framework for VET Providers. The third section highlights the outcomes of Phase 1 of Cycle 4 reviews that was conducted during the period February-July 2019. It also presents the outcome of the monitoring visits conducted in the academic year 2018-2019.

## Overview of the outcome of the third cycle of vocational and training provider reviews

The first section of this Report highlights the outcomes of the third cycle of vocational and training provider reviews across the Kingdom of Bahrain. It covers 67 providers licensed by MLSD, 27 licensed by MoE, and two self-regulated institutions. The size and programmes offered by VET providers operating in the Kingdom vary, with the majority of the providers deemed to be 'small', i.e. with an average of 500 to 1,000 learners enrolled in any given year. The vast majority of learners attending courses and training programmes offered by MLSD licensed providers come from the private sector and are sponsored by their employers or the Labour Fund (Tamkeen).

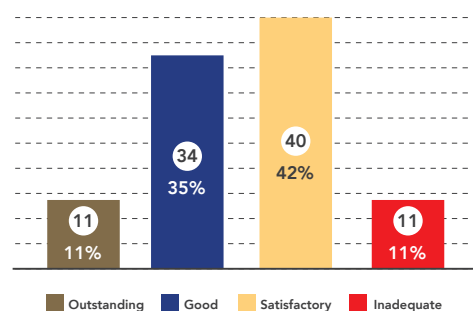
In relation to the nature of programmes on offer, providers licensed by the MLSD offerings are across a wide range of vocational areas. Most of these are concentrated in the management and business and commerce sectors. Courses in the fields of information technology, health and safety, insurance, retail, engineering, hospitality and catering, and hair and beauty are also offered. On the other hand, MoE licensed providers mainly offer tutorial or revision courses for school

students based on the national curriculum, or revision courses for university students. A few MoE licensed providers offer courses towards obtain's UK qualifications (IGCSE and 'A' levels), but the majority offer English language courses as preparation for IELTS and TOEFL. The two self-regulated institutions are the largest in the Kingdom of Bahrain. One of them serves the banking, finance and insurance sector and the other mainly targets high school graduates seeking to further their education and receive tertiary certificates in different fields of VET.

It is worth mentioning that the instability in the licensed training institutions is still an issue; the third review cycle witnessed 25 institutions exiting the market, while 22 new institutions were subject to the BQA reviews.

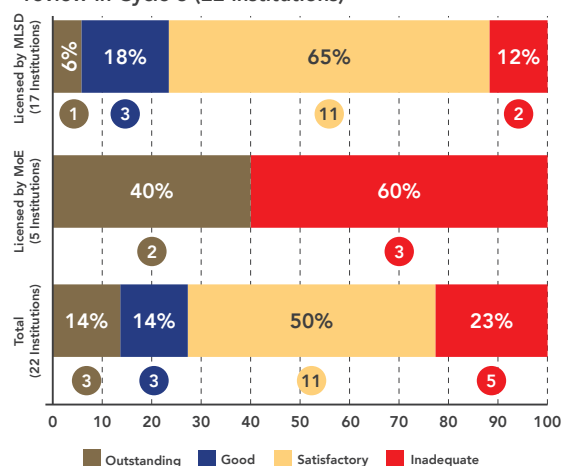
During the period from March 2015 to December 2018, the DVR completed the third cycle of VET providers reviews, where the performance of 96 institutions was assessed. Of the total providers reviewed, as shown in Figure 38 85 institutions (88%) were judged 'Satisfactory' or better for their overall effectiveness; 11 institutions judged 'Outstanding', 34 rated 'Good' and 40 rated 'Satisfactory'. These results indicate an increase in the institutions awareness of the quality assurance requirements, and that they benefit from the BQA review reports and the recommendations stated in them, and from their regular participation in the workshops and conferences organised by the Authority and relevant stakeholders. This has enhanced the importance of quality assurance and its inclusion in the institutions' processes and activities. Consequently, such practices become tools in rectifying the direction of the institutions and focussing their efforts on developing high quality training and education outcomes.

Figure 38: The cumulative outcomes for the overall effectiveness in Cycle 3 (96 institutions)



It is worth noting that among the 96 institutions reviewed in Cycle 3, 22 providers were licensed recently and were subject to their first review visit during this cycle. 17 (78%) of these were judged 'Satisfactory' or better for their overall effectiveness, three (14%) were graded 'Outstanding' and three (14%) received a 'Good' judgment, as shown in Figure 39. These outcomes reveal that these institutions were aware of the culture of quality assurance and its requirements during their establishment phase, which had a significant impact on their abilities to meet the requirements of the Cycle 3 Review Framework. However, all the institutions offering tutorial courses were judged 'Inadequate' for their overall effectiveness.

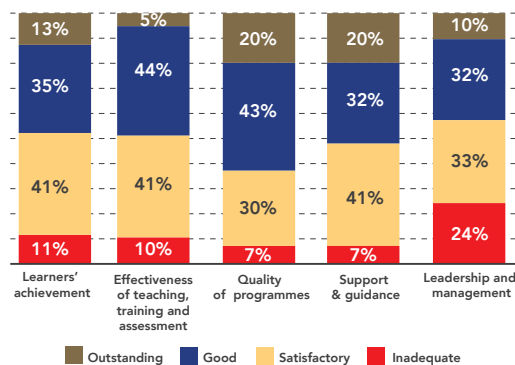
Figure 39: Grades awarded for the overall effectiveness of institutions undergoing their first review in Cycle 3 (22 institutions)



When analysing the results of 96 institutions reviewed in Cycle 3, as illustrated in Figure

40, these institutions performed best in the quality of programmes offered and quality of support and guidance, while their lowest performance was in leadership and management. This is because a number of them are not aware of the role of leadership and management in determining the institution's strategic direction and performance, limiting their role to managing day-to-day business activities.

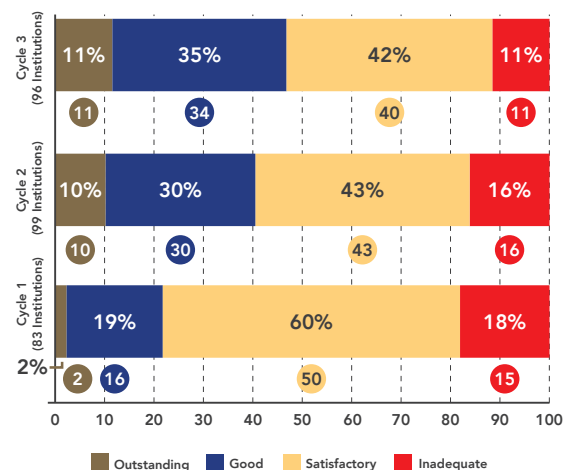
**Figure 40: Outcomes of Cycle 3 reviews by aspects (96 Institutions)**



### Comparison of the outcomes of the three cycles of reviews

The DVR has completed three review cycles, with the first cycle running from September 2008 to December 2011 and the second from January 2012 to December 2014. The outcomes of these reviews, as illustrated in Figure 41, indicates that the institutions operating in the kingdom of Bahrain have clearly improved their performance. The percentage of institutions that were graded 'Inadequate' dropped from 18% to 16% and then to 11%, with an increase in the percentage of institutions that were judged 'Outstanding' and 'Good' from 21% to 40%, and then to 46% over the three cycles of reviews, despite that the standards expected from institutions rose from one cycle to another, in line with good practices in the vocational education and training sector.

**Figure 41: The cumulative outcomes of cycles 1, 2 & 3**

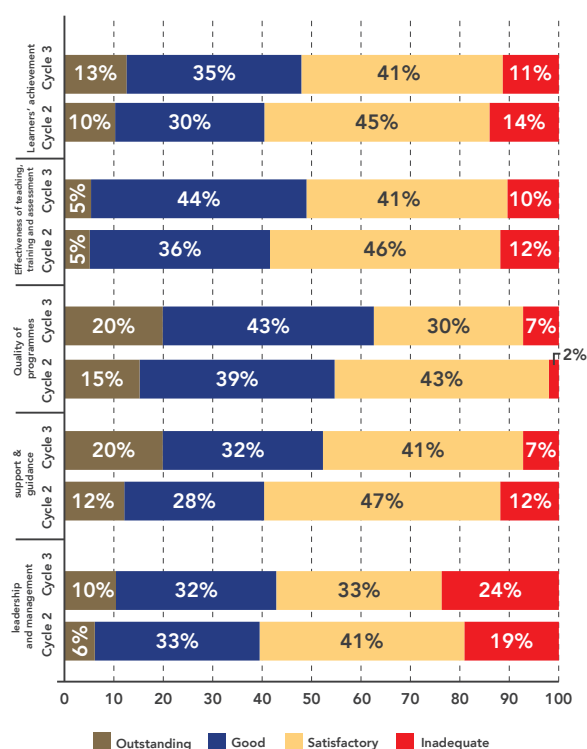


### Comparison of the outcomes of Cycle 2 & Cycle 3 of reviews

Figure 42 shows the judgements awarded to the institutions for each aspect during the second and third review cycles, where the outcomes of institutions have improved in three aspects, most notably in the support and guidance aspect, then learners' achievement, followed by the effectiveness of teaching/training and assessment. Despite the increase in the percentage of 'Inadequate' judgements in the quality of programmes aspect from 2% to 7%, due to the lack of clear mechanisms to verify the needs of the labour market, in addition to the lack of formal policies and processes developed by the institutions to design and review the offered programmes and courses, the overall improvement is evident in the increase in the percentage of institutions with 'Outstanding' and 'Good' judgement from 54% to 63%. However, the outcomes of aspect 5, leadership and management, remain a cause for concern. While the percentage of 'Outstanding' and 'Good' has increased to 42%, Figure 42 shows an increase in the institutions that were judged 'Inadequate' to 24%. This is a result of the leadership and management of these institutions not being committed to their expected roles, through follow-up and evaluation of the performance of trainers and staff, and not following up learners' achievement, and analysing the outcomes of the different batches, in order

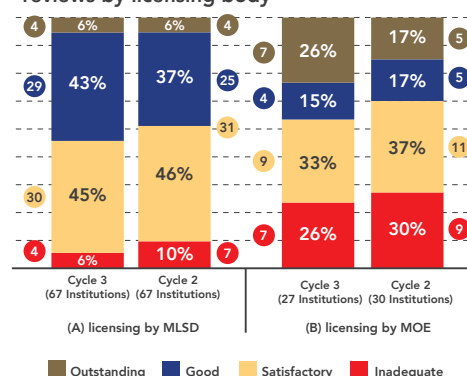
to benefit from these in further developing institutions' work mechanisms and improving the quality of the provision. Moreover, a number of these institutions do not have an internal quality assurance system in place, and the process of developing a clear and detailed strategy for the institution is still in its early stages.

Figure 42: Comparison of the outcomes of reviews by aspects between cycles 2 & 3



When comparing the outcomes of the providers' overall effectiveness in Cycle 2 and Cycle 3 by the licensing bodies, improvement was noted in the performance of the two sets of providers. Although the percentage of institutions licensed by the MLSD that were judged 'Inadequate' has dropped by 6%, the percentage of 'Inadequate' institutions licensed by the MoE is at 26% as illustrated in Figure 43. This causes a concern and necessitates immediate actions being taken by the concerned parties.

Figure 43: Comparison of the Overall Effectiveness outcomes in Cycle 2 & Cycle 3 reviews by licensing body



Out of the total institutions reviewed during Cycle 3, 74 were subject to reviews during both Cycles 2 and 3. In comparing the outcomes of the providers' overall effectiveness, as indicated in Figure 44, 27% of the institutions have improved their grades by one point or more, while the grades of 53% remained unchanged and the grades of 20% have dropped by at least one point. Further scrutiny of the reviews outcomes shows that one institution licensed by MoE maintained its 'Inadequate' judgment, as indicated in Figure 45, and the grade of five institutions (two licensed by the MLSD and three by the MoE) has dropped from 'Satisfactory' to 'Inadequate', which is worrying. Nevertheless, positive changes and maintaining grades of 'Satisfactory' or better is still the general feature of the changes in judgments, especially for institutions licensed by MLSD, as seen in Figure 45.

Figure 45 (a) : 50 institutions licensed by the MLSD

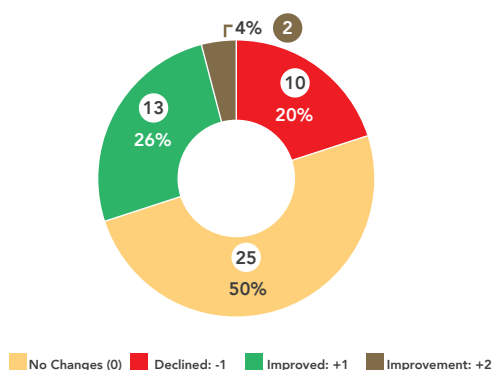
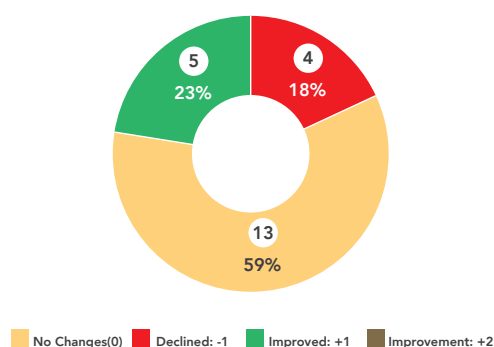


Figure 45 (b) : 22 institutions licensed by the MoE



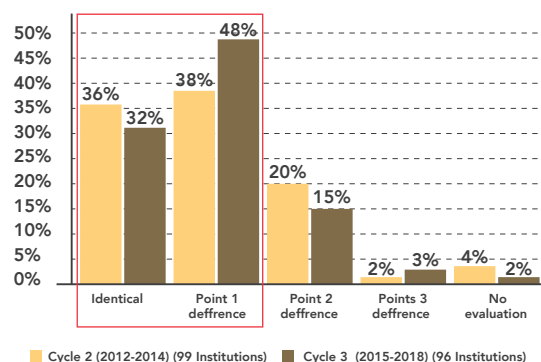
### Institutionalisation of the culture of self-evaluation

The BQA emphasises that quality assurance of the provision is primarily the responsibility of the education and training institution itself, and has also highlighted how important it is for an institution to be able to conduct a critical and impartial self-evaluation.

Consequently, the Authority is keen on adopting the philosophy that the review of any education and training institution starts from the institution's own self-evaluation, being based on the BQA published indicators and presented to the review teams as a basis from which they commence the review process. The institution's judgements of grades in the self-evaluation form (SEF) are then compared with the grades awarded by the review team for each review aspect. When comparing the grades awarded by the institutions in their SEF with the judgments awarded by the review teams over the last two cycles of reviews for the overall effectiveness, there is a slight improvement in the total number of identical judgments and those for which the difference in judgment does not exceed one point.

This percentage having increased from 74% to 80% as illustrated in Figure 46. This indicates that most of the institutions are appropriately aware of their real situation. However, 4% of the institutions did not make any judgment on themselves in their SEF, which needs to be addressed in future cycles.

Figure 46: Comparison of grades awarded by providers and review teams in Cycle 2 & Cycle 3



Overall, the outcomes of Cycle 3 illustrate a general improvement in the performance of VET institutions and the ability of the majority of institutions to meet the requirements of the criteria set out in the review framework. The outcomes also show an improvement in their systems that ensure the quality of the provision and standards of teaching/training and assessment, which has contributed to an improvement in the overall effectiveness of the institutions as detailed above. However, the challenge remains in relation to leadership and management, where the ability of these institutions to meet the relevant criteria was less. The Authority's work with the licensing bodies of these institutions, through the joint committees, has had a major impact on improving the outcomes of the institutions operating in the Kingdom; however, the fact that the overall effectiveness of 11% of the institutions was judged 'Inadequate' is still a challenge that needs addressing.

The recommendations of the review reports of Cycle 3 indicate that, to improve VET providers' performance, the institutions need to verify labour market needs periodically and formally and adopt systematic policies and processes to design and review their programmes and courses accordingly. Moreover, they must enhance the mechanisms used to evaluate learners' initial levels when they join a programme or a course, their progress and their achievement at the end of each course and programme. VET providers should also use a wide range of teaching and learning methods and adapt these to meet learners' different needs

through planning lessons and managing the sessions more effectively. Some institutions also need to develop their strategic plans in line with their vision and desired goals, develop mechanisms to monitor their performance; including following up the performance of trainers and learners, and apply a systematic and rigorous internal quality assurance system.

### **Recommendations**

By completing the third cycle of vocational education and training institutions reviews and upon analysing the results of this cycle and comparing these with the results of the previous cycle of reviews, the most important recommendations that should contribute to the enhancement of VET providers are to:

1. Put in place strategic plans in line with the institution's vision and desired goals.
2. Apply clear and formal methodologies to verify labour market needs periodically.
3. Adopt official and systematic policies and processes to design and review the programmes and courses offered.
4. Improve and vary the teaching and learning methodologies used to address the needs and standards of the various categories of learners, planning lessons and managing them more effectively.
5. Develop mechanisms to measure and assess learners' initial level when they first join a programme or a course, their progress, and their achievement at the end of the programme or course.
6. Develop mechanisms to monitor the performance of institutions; including following up the performance of trainers and learners.
7. Apply a systematic and rigorous internal quality assurance system.

### **Updating the Review Framework of Vocational Education and Training Institutions**

Before the completion of the third cycle of reviews, the DVR has implemented an action plan to update the review framework to be used in Cycle 4 reviews, following the BQA policies for updating the criteria and tools used in the reviews. This is in line with international standards in the field of

reviews of vocational education and training providers, taking into account the levels of institutional maturity and how deeply the culture of quality assurance is established, while considering the current and future needs of the Kingdom of Bahrain.

In this regard, the DVR started to evaluate the outcomes of the third cycle of reviews by analysing the relevant stakeholders' feedback gathered throughout the review period. This included the feedback collected from the institution during the last day of the review and VET views based on after-review surveys. The Directorate also sought detailed feedback from the vocational education and training providers, consultants, external reviewers, relevant stakeholders on the third cycle review framework and assessment criteria. The DVR also reviewed and benchmarked the review framework with four international frameworks and held a number of meetings with the relevant Directorates within the Authority, especially the General Directorate of National Qualifications Framework (GDQ), to link the review framework with the National Qualifications Framework (NQF) requirements.

The DVR held a number of intensive meetings through which it reviewed all the above mentioned inputs, taking into account the cumulative experiences of all the department's staff over the years of the Authority's work and the analysis of the cumulative outcomes of the third review cycle. This indicates the level of institutional maturity, institutionalisation of the culture of quality assurance and institutions' ability to understand and meet the requirements of the criteria set out in the review framework. As a result the review framework has been updated and the first draft of Cycle 4 Review Framework was developed.

In the next phase, the views of VET institutions, stakeholders and the relevant Directorates of the Authority on the proposed review framework were collected. The draft review framework was evaluated by local and international experts as required by the BQA vision and mission statements. It was

benchmarked against the four international frameworks that were used earlier in the benchmarking study conducted by the DVR, to ensure the framework's compatibility with international standards and that it included the main aspects covered by current international frameworks. The DVR reviewed all replies and feedback and made the necessary amendments. All the required internal approvals were then obtained in accordance with the BQA's policies and procedures and then the review framework was approved by the BQA Board of Directors and the Supreme Council for the Development of Education and Training, endorsed by the Cabinet, and published in the Official Gazette. The Cycle 4 Review Handbook to be used in the review of providers of vocational education and training was issued in both Arabic and English and was published on the BQA website to be used with effect from February 2019.

The most significant amendments included in the Cycle 4 Review Framework were the merging of some of the criteria, with more focus on the description of the criteria in order to be more precise and specific and increase the linkage of the review criteria with the NQF requirements. In addition, the limiting criteria were revised to commensurate with the level of institutional maturity and rooting of the culture of quality assurance. The revised criteria were grouped under five aspects that paralleled the previous review framework aspects. Hence, the revised review framework consists of the following aspects: Learners' achievement, Effectiveness of teaching/training and assessment, Quality of courses/programmes, Learners' support and guidance, and Effectiveness of leadership, management and governance. The judgments for these aspects and the institutions' overall effectiveness and capacity to improve are still awarded on a four-point scale as follows: 'Outstanding', 'Good', 'Satisfactory' and 'Inadequate'. For more information on the Cycle 4 Review Handbook you can access the BQA website: [www.bqa.gov.bh](http://www.bqa.gov.bh).

#### **Cycle Four of Vocational Education and Training Institution Reviews**

The DVR commenced Cycle 4 reviews of vocational education and training institutions

in February 2019, conducting the first phase of Cycle 4 reviews during the period extending from February to July 2019. It included evaluation of the performance of 10 vocational education and training institutions; out of which eight are licensed by MLSD and two by MoE. Review teams assess the performance of vocational institutions in five aspects; namely: Learners' achievement, Effectiveness of teaching/training and assessment, Quality of courses/programmes, Learners' support and guidance, and Effectiveness of leadership, management and governance. Each of these aspects is evaluated against its criteria stipulated under the aspect in the review framework, to arrive at judgements about the overall effectiveness of the institution and its capacity to improve. Grades are awarded on a four-point scale: 'Outstanding', 'Good', 'Satisfactory' and 'Inadequate'.

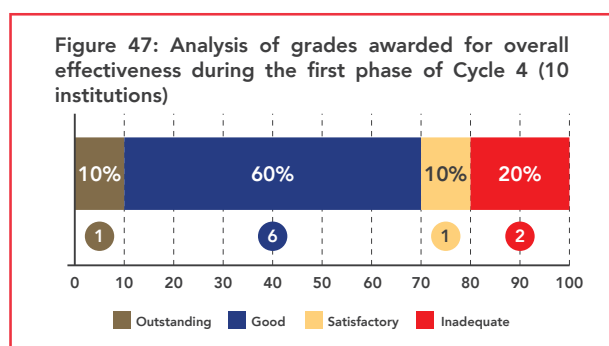
This part of the Annual Report presents an overview of the outcomes of the ten institutions reviewed during the first phase of Cycle 4 of reviews, together with the cumulative outcomes of the vocational education and training institutions operating in the Kingdom of Bahrain according to the results of their last review, which will provide a general overview of the institutions' performance based on their most recent results. The total number of vocational institutions operating in the Kingdom of Bahrain is 87 licensed by MLSD, 27 licensed by MoE and two self-regulated institutions. It is worth noting that 27 institutions were not subject to the BQA reviews until the end of the academic year 2018-2019 due to the instability amongst the licensed training institutions and the discontinuity of their business activity, where 26 new institutions have been licensed recently and one training institution did not undergo any review to date as it did not undertake any significant training activity. Therefore, this section of the Annual Report highlights the cumulative outcomes of 88 vocational institutions.

#### **Overall Effectiveness**

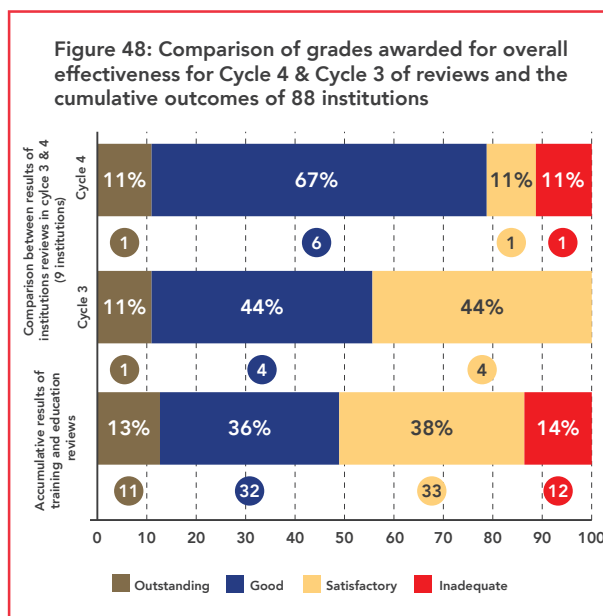
The most important judgement passed on providers by the review teams is that of overall effectiveness. Reviewers make this decision based on the judgements

awarded on the five aspects of the review framework, with the judgement on learners' achievement being the limiting judgement. This means that the judgement on the overall effectiveness cannot surpass that of learners' achievement, taking into account the analysis of the judgements of the other aspects and linking them to the overall effectiveness judgement to achieve consistency across all judgements.

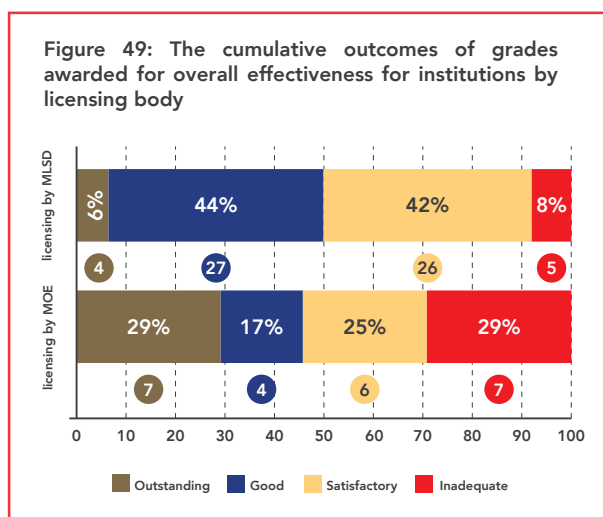
In the second semester of the 2018-2019 academic year, the DVR commenced the first phase of Cycle 4 reviews, reviewing 10 institutions. The judgements received by these institutions for their overall effectiveness were positive, as indicated in Figure 47. Eight (80%) received a 'Satisfactory' or better grade, broken down as one (10%) receiving an 'Outstanding' judgment, six (60%) 'Good' and one (10%) 'Satisfactory', two (20%) receiving an 'Inadequate' judgment, of which one of them was reviewed for the first time.



Comparing the judgments awarded to these institutions for their overall effectiveness with the judgments of Cycle 3 reviews (except for one institution that was reviewed in Cycle 4 for the first time), Figure 48 shows that the percentage of institutions receiving an 'Outstanding' judgment remains unchanged (being one institution that has retained its 'Outstanding' grade for overall effectiveness over three consecutive cycles of reviews), two institutions have improved their grades from 'Satisfactory' to 'Good', while the performance of one institution has declined from satisfactory to inadequate. Figure 11 also highlights the cumulative outcomes of the vocational education and training institutions for their overall effectiveness, which are appropriate with 86% receiving a 'Satisfactory' or better grade.



When reviewing the cumulative outcomes of vocational education and training institutions by licensing body, as shown in Figure 49, 92% of the training providers licensed by MLSD have received a 'Satisfactory' or better judgment compared to 71% of those licensed by MoE. Hence, 29% of the institutions licensed by the MoE were rated 'Inadequate' for their overall effectiveness. This is a concern, especially after completing three cycles of reviews.



## Capacity to Improve

The extent to which a training institution has the resources and capabilities needed to enhance its performance in a sustainable way determines its capacity to improve and develop. Key to this is its ability to provide the necessary support to raise the level of

learners' achievements and experiences, plus its history of improvements and the impact that initiatives taken have had on improving the teaching, learning and assessment processes. The institution's leadership and management have a major role in strategic planning and driving enhancement that is based on rigorous planning and self-evaluation processes, to ensure that the institution is steered in the right direction, and following up these changes through providing good institutional governance.

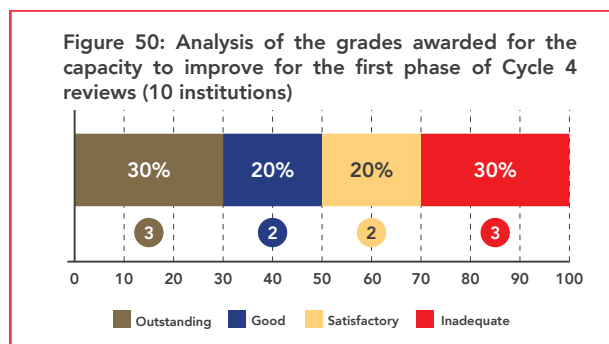
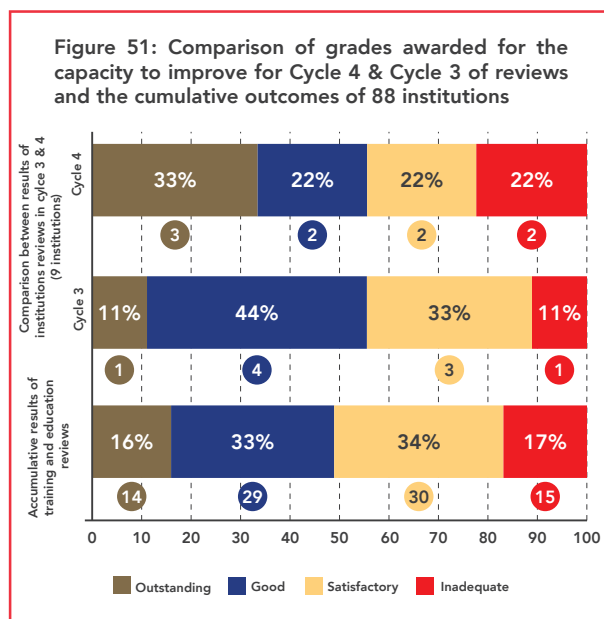


Figure 50 indicates that out of the 10 institutions reviewed in the first phase of Cycle 4 in the academic year 2018-2019, nine (70%) received a 'Satisfactory' or better judgement and three (30%) were judged 'Inadequate', of which one was subject to its first review.

A comparison of the providers' results for their capacity to improve in Cycle 4 over Cycle 3 shows improvement in the percentage of institutions receiving an 'Outstanding' grade due to their ability to improve their performance in various areas and conduct accurate analysis of their situation and utilise the outcomes to inform future plans. It is worth noting; however, that the grade of one institution has dropped from 'Satisfactory' to 'Inadequate', as illustrated in Figure 51.



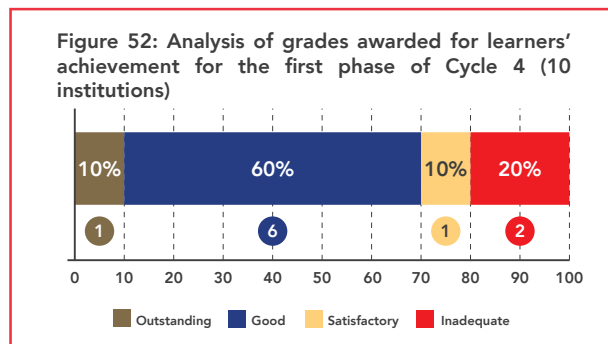
The cumulative reviews outcomes of vocational education and training institutions according to the results in the last reviews, as shown in Figure 51, shows that 83% of the institutions received a 'Satisfactory' or better judgment and 17% (15 institutions) were rated 'Inadequate'. This level of 'Inadequate' judgements is a concern, especially as this judgment has been negatively affected by the providers' inability to meet the requirements of the review criteria relating to the leadership, management and governance aspect.

### Learners' Achievement

In assessing this aspect, the review team focuses on the extent to which learners develop relevant vocational skills, knowledge and competences, and their ability to achieve the qualifications and intended learning outcomes they aim for. This aspect also evaluates the progress made by learners within a programme and over levels in comparison to their prior attainment, and the extent to which they show commitment and ability to critically assess their learning experience and to work independently and/or collectively.

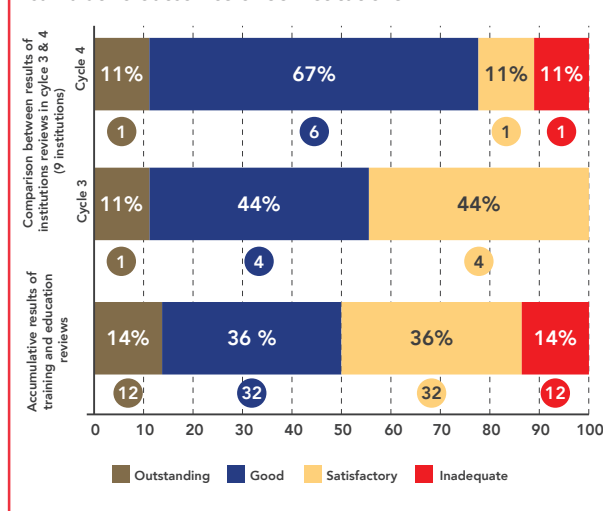
Analysis of the reviews' outcomes for this aspect in the first phase of Cycle 4, for the academic year 2018-2019, as shown in Figure 52 indicates that out of the ten institutions reviewed in this phase 70% (seven institutions)

received a 'Good' or better grade. Two institutions, of which one was reviewed for the first time, were graded 'Inadequate'. It is worth noting that the institution receiving an 'Outstanding' judgment for this aspect was able to retain this rating over three successive cycles of reviews.



When comparing the judgments for learners' achievement in Cycles 3 and 4, Figure 53 shows that one institution retained its 'Outstanding' rating, the performance of two institutions improved from 'Satisfactory' to 'Good', and the grade of one institution dropped from 'Satisfactory' to 'Inadequate'. The cumulative outcomes (Figure 53) show that almost half of the institutions reviewed were judged 'Good' or better and 14% received an 'Inadequate' judgement. Developing highly relevant vocational knowledge and skills by learners, achieving the qualifications they aim for within due time, and learners' ability to undertake critical analysis and work independently and collectively are the most prominent strengths in the providers that received a 'Good' or better judgement. The less effective institutions must make greater efforts to improve learners' skills and the knowledge gained through their learning experience, ensuring that these reflect labour market needs and provide appropriate conditions that help learners raise their standards.

**Figure 53: Comparison of grades awarded for learners' achievement for Cycle 4 & Cycle 3 of reviews and the cumulative outcomes of 88 institutions**



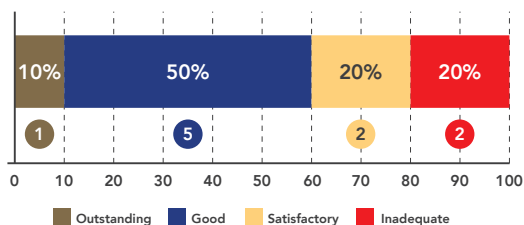
### Effectiveness of Teaching/ Training and Assessment

This aspect addresses the effectiveness of the learning process through the extent to which teachers/trainers employ their experience effectively, use teaching/training strategies that are suitable for delivering the intended learning outcomes, use rigorous assessment methods, plan and manage sessions in a manner that meets learners' individual needs, stimulate self-learning and higher order and critical thinking amongst learners, and promote life-long learning.

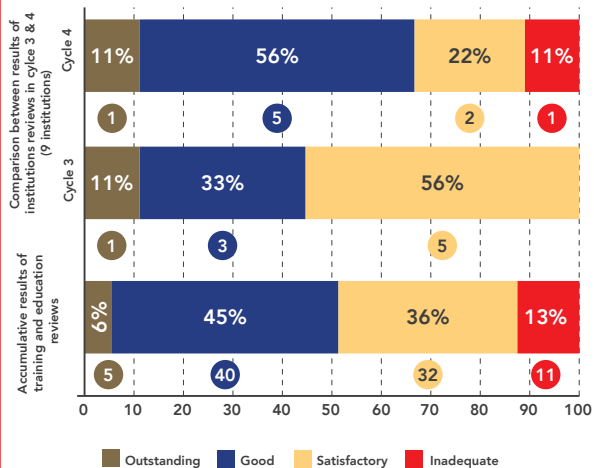
Figure 54 summarises the grades awarded for the ten institutions reviewed, relating to the effectiveness of the teaching/training and assessment aspect during the first phase of Cycle 4 in the 2018-2019 academic year. Eight training providers (80%) received a 'Satisfactory' or better grade, of which one retained its 'Outstanding' rating over three successive review cycles and five (50%) were rated 'Good'. On the other hand two training providers failed to meet the requirements of this aspect's criteria and were judged 'Inadequate'. Overall, these percentages are in line with the percentages indicated in the cumulative results of reviews as illustrated in Figure 55. When comparing the providers' results for the effectiveness of teaching/training and assessment in Cycle 4 against Cycle 3, two institutions (50%) improved by one grade and received a 'Good' judgment,

while the grades of one institution dropped by one point to be judged 'Inadequate' as shown in Figure 55.

**Figure 54: Analysis of grades awarded for effectiveness of teaching/ training and assessment for the first phase of Cycle 4 (10 institutions)**



**Figure 55: Comparison of grades awarded for teaching/training and assessment for Cycle 4 & Cycle 3 reviews and the cumulative outcomes of 88 institutions**



The most important characteristics of the institutions being judged 'Good' or better for this aspect are trainers' ability to use various teaching and learning strategies that meet learners' needs and promote their higher order abilities and skills, and use of assessment tools that are aligned to the programme's intended learning outcomes with their rigour being assured through official moderation mechanisms that are applied systematically and consistently. Also important is that assessment outcomes are used to adjust lesson plans to accommodate learners' needs.

The less effective institutions still face challenges that need to be addressed. These include assessment tools not being rigorous, while the outcomes of formative

and summative assessments are not used in lesson planning to meet learners' various needs and the trainers are still the centre of the learning process in a number of training session. A few providers still do not maintain accurate records that reflect learners' real levels of performance during the courses.

### Quality of Courses/Programmes

This aspect focuses on the extent to which the programmes offered by the institution meet the needs of learners and the market. The judgment on the effectiveness of the programmes offered also considers the mechanisms used to design, structure and approve programmes and revise them periodically, while ensuring that they address the NQF requirements, if applicable.

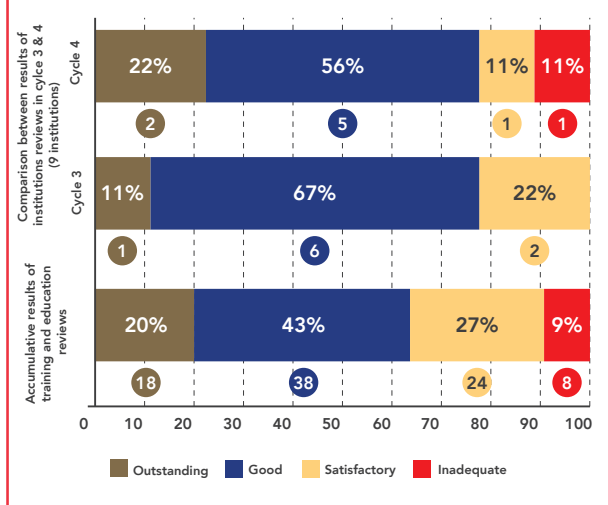
The review team will also consider the extent to which programmes are suitably resourced and the provider implements a suitable admission policy.

Figure 56 indicates the grades awarded for this aspect to the institutions reviewed during the first phase of Cycle 4. Nine (90%) of the institutions reviewed were judged 'Satisfactory' or better; out of which one provider was graded 'Outstanding', six received a 'Good' judgment and one was judged 'Inadequate'.

**Figure 56: Analysis of grades awarded for quality of courses/programmes for the first phase of Cycle 4 (10 institutions)**



**Figure 57: Comparison of grades awarded for the quality of courses/programmes for Cycle 4 & Cycle 3 of reviews and the cumulative outcomes of 88 institutions**



Comparing the results of the reviews for this aspect in Cycle 3 and 4 indicates that the percentage of 'Outstanding' judgments has risen, but with an increase in the percentage of providers judged 'Inadequate'. This is shown in Figure 57. Out of the nine institutions, one made an improvement by one point and received an 'Outstanding' judgement, while the performance of another dropped by one point and was judged 'Inadequate'. It is also noted from the accumulated VET providers' review results for this aspect, according to the judgements received in their last review, that these institutions performed better in this aspect than in learners' achievement and effectiveness of teaching/training and assessment.

Again this is shown in Figure 57. The most prominent strengths of these institutions are programmes that are based on a clear understanding of local labour market needs and maintaining continuous communication with stakeholders when planning, designing and structuring programmes, in addition to implementing good practice in relation to the programmes.

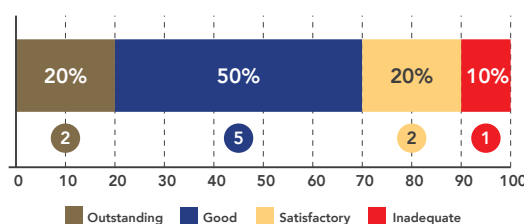
Notwithstanding the above, VET institutions' ability to formulate the intended learning outcomes and link them with the correct assessment tools are still in the early stages of development and most of the locally designed programmes have limited credit

hours. Entry policies also vary among these institutions in term of clearly stating admission requirements and their appropriateness for the programme, and policy implementation and periodic reviews.

### Learners' Support and Guidance

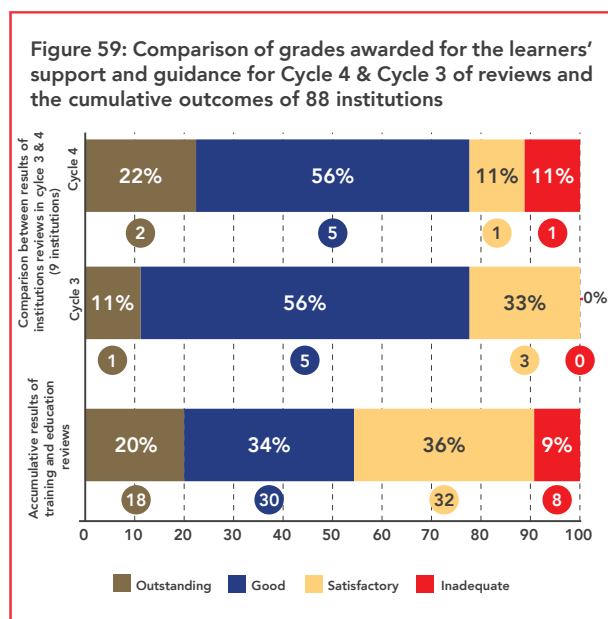
In arriving at a judgment for this aspect review teams assess the extent to which the institution implements formal mechanisms to support and guide learners and provide them with opportunities to enhance their personal abilities, in addition to the availability of effective mechanisms to communicate with stakeholders. The review team also investigates if there is a formal mechanism in place to identify and support learners with special educational needs and/or disabilities. Figure 58 illustrates that 90% of the institutions reviewed in Cycle 4 were rated 'Satisfactory' or better, indicating an improvement in the performance of the training providers in this aspect.

**Figure 58: Analysis of grades awarded for learners' support and guidance for the first phase of Cycle 4 (10 institutions)**



When comparing the review results for learners' support and guidance for institutions reviewed in Cycles 3 and 4, it is noted that the percentage of institutions receiving 'Outstanding' and 'Good' judgments has increased to 78%, while the performance of one institution dropped from 'Satisfactory' to 'Inadequate', as shown in Figure 59. Overall, the cumulative results of VET institutions indicate that they performed better in this aspect. Figure 59 illustrates that 91% of the institutions were judged 'Satisfactory' or better, while the performance of the remaining 9% was not up to the expected standard. Better performing institutions had adopted formal policies and procedures that contributed effectively to raising learners'

performance. Moreover, these institutions provide learners with effective induction sessions when they first join, to get them adequately acquainted with the requirements of programmes. All of this have had a positive impact on improving the learning experience. Nevertheless, review teams observed variance in the official policies and mechanisms used to identify learners at risk of failure. In addition, some providers did not have clear policies to identify and support learners with special educational needs and/or disabilities.



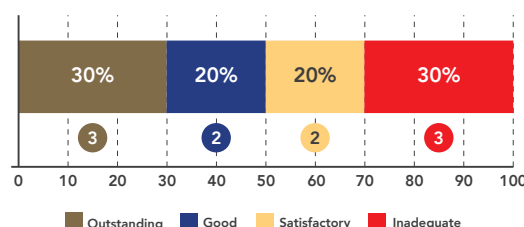
## Effectiveness of Leadership, Management and Governance

This aspect is judged on an evaluation of the effectiveness of the leadership, management and governance in adopting strategic plans based on critical, accurate and rigorous self-evaluations and informed by the outcomes of analysis of learners' achievement. Reviewers also evaluate the appropriateness of the organisational structure that has clear policies and procedures, particularly in relation to quality assurance, assessment of staff performance and their training needs, and the availability of an appropriate environment that ensures the health and safety of staff and learners.

Figure 60 shows that the percentage of institutions receiving 'Inadequate' and 'Satisfactory' judgements in the first phase

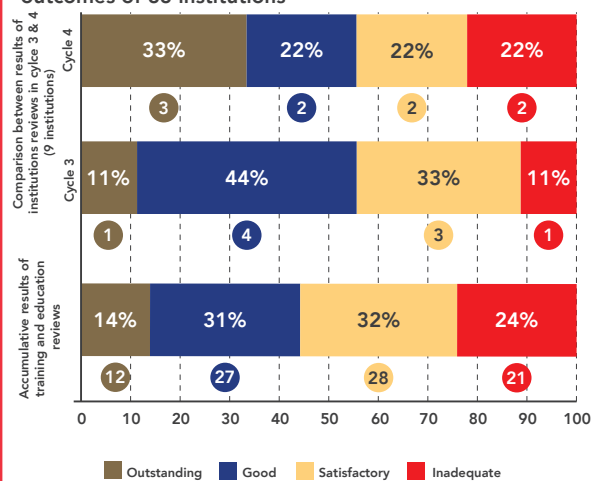
of Cycle 4 is 30% and 20% respectively, indicating a decline in the performance of training institutions in this aspect compared to the other aspects, as these failed to fulfil the requirements of criteria of this aspect.

**Figure 60: Analysis of grades awarded for the effectiveness of leadership, management and governance for the first phase of Cycle 4 (10 institutions)**



When comparing the effectiveness of leadership, management and governance of the institutions reviewed in Cycle 4 and Cycle 3, as shown in Figure 61, the percentage of institutions that were judged 'Outstanding' has improved with the performance of two institutions improving from 'Good' to 'Outstanding' but with one moving from 'Satisfactory' to 'Inadequate'. The cumulative results of the last reviews of institutions, as shown in Figure 61, illustrates that 24% of these institutions are judged 'Inadequate', which is a worrying percentage.

**Figure 61: Comparison of grades awarded for the effectiveness of leadership, management and governance for Cycle 4 & Cycle 3 of reviews and the cumulative outcomes of 88 institutions**



Institutions receiving 'Outstanding' and 'Good' judgements are characterised by their ability to develop strategic plans that are translated into realistic action

plans, contributing to an enhanced level of performance. They also have the capacity to conduct accurate and systematic self-evaluation processes, therefore their decisions are informed by the actual results achieved, be it in terms of learners' achievement or staff performance. Conversely, the awareness of the role of leadership and management is still weak in the less effective institutions, where these roles are still limited to 'facilitating' the training functions by providing good trainers and programmes demanded by learners but attention is not paid to their strategic role in following up of the performance of staff (both trainers and administrators) and monitoring and analysing the levels of learners' achievement and progress, nor in identifying the areas that are in need of improvement over the short and long terms.

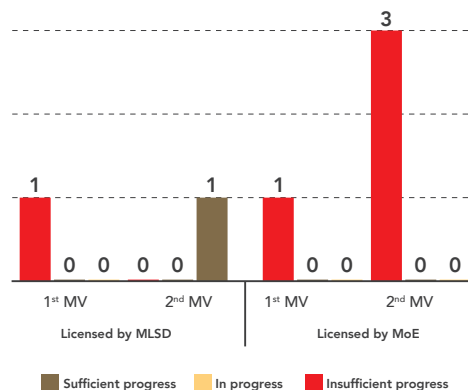
### Monitoring Visits for 2018-2019 Academic Year

According to the Cycle 3 Review Framework for Vocational Training Providers, institutions that are judged 'Inadequate' for their overall effectiveness should undergo up to two monitoring visits by the DVR review teams to assess their progress and how effectively they are implementing their action plan to address the recommendations of the review reports. An institution's progress is judged using a three-point scale: 'sufficient progress', 'in progress' and 'insufficient progress'.

In the academic year 2018-2019 six monitoring visits were conducted; of these two were visits to institutions licensed by MLSD and four to institutions licensed by MoE. Figure 62 summarises the results of these monitoring visits. One of the institutions licensed by MLSD made notable progress in addressing the recommendations of the review report after being subject to the second monitoring visit, while the other institution did not address all the recommendations of the review report by the time of its first monitoring visit. However, none of the four institutions licensed by MoE was able to make any notable progress. This lack of improvement is attributed to the ineffective teaching/training and assessment approaches, which negatively impacted learners' achievements, and the

lack of sufficient quality assurance systems and monitoring of learners and trainers' performance, which negatively affected the institutions' overall effectiveness.

Figure 62: Analysis of grades awarded for monitoring visits for academic year 2018-2019



Thus, during the academic year 2018-2019, none of the six training institutions that underwent BQA's monitoring visits received 'sufficient progress' judgment except for one institution licensed by MLSD, which was able to achieve significant progress in implementing the recommendations contained in its review report.

# Higher Education Institutions



**Technological  
Literacy**



# Higher Education Institutions

## Introduction

The Education and Training Quality Authority (BQA), through the Directorate of Higher Education Reviews (DHR), carries out two types of reviews: Institutional Reviews and Programme Reviews. The DHR passes its judgements on both types of reviews according to a set of pre-determined indicators and criteria that are continuously developed in line with international best practices of higher education. The BQA also maintains open lines of communication with the Higher Education Council (HEC) of the Kingdom of Bahrain through the Joint Steering Committee for the Development of Higher Education, and through its permanent membership in the HEC Academic Committee. Furthermore the Authority constantly communicates and coordinates with all parties concerned with higher education in the Kingdom.

The DHR completed Cycle 1 of institutional reviews in 2011 and commenced Cycle 2 in the academic year 2018-2019 based on the Cycle 2 Institutional Review Framework, which was approved through the Council of Ministers' Resolution No. 38 of 2015. Institutional reviews for all higher education institutions across the Kingdom of Bahrain are expected to be completed by the beginning of 2020.

For programme reviews, their first cycle was divided into two phases. During phase 1 (2008-2011) a limited number of academic programmes, which were at the time being offered by the higher education institutions, were reviewed. Phase 2 of the programme reviews was conducted during the period from 2012 to 2017, with all academic programmes offered by higher education institutions in the Kingdom of Bahrain being reviewed. Both phases of Cycle 1 Programme Reviews were completed in December 2017, and the last batch of academic programme review reports was approved and published

*\* 11 private HEIs, in addition to two public ones and three that are currently closed, were reviewed.*

in October 2018. This brings the total number of review reports to 149 for programmes in various fields, including business administration, information technology, law, medicine and health sciences, engineering, human sciences, education, and social sciences. These were offered by 45 colleges of \*16 Higher Education Institutions (HEIs).

Cycle 2 of Programme Reviews will commence in the academic year 2019-2020, following ratification of the Cycle 2 Academic Programme Reviews Framework by the Council of Ministers Resolution No. 17 of 2019. These reviews will cover all the academic programmes on offer by the 15 higher education institutions that are currently licensed by the HEC. The academic programmes include those offered by the three newly licenced HEIs (the College of Hospitality, the British University of Bahrain, and the American University of Bahrain) and cover several disciplinary fields: engineering, ICT, business administration, and international hotel management.

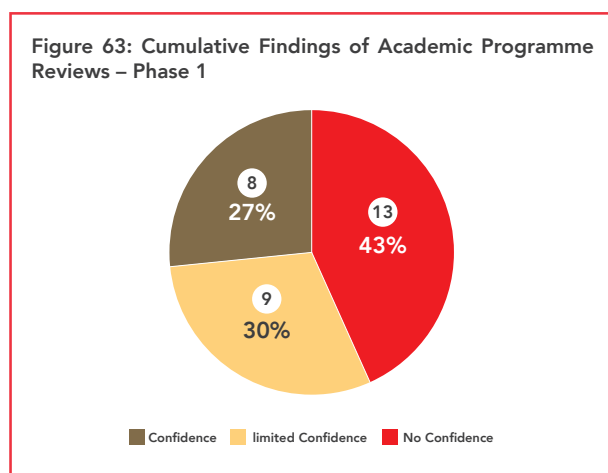
This part of the Annual Report presents the cumulative findings of all the academic programme reviews that were conducted in the first and second phases of Cycle 1, showing how the quality of academic programmes offered by HEIs improved between the two phases of reviews. This part also presents the cumulative findings of the follow-up visits of academic programmes, as well as the latest updates of the second cycle of institutional reviews.

## 1. Cumulative Findings of Academic Programme Reviews (Phase 1 of Cycle 1)

In the academic years 2009-2011 the BQA, represented by the DHR, reviewed 30 academic programmes including 12 Bachelor and eight Master programmes in Business Administration, five Bachelor programmes in Law, and five Master programmes in Information Technology (IT). As indicated in Figure 63, the cumulative findings of Phase 1 of Cycle 1 of programme reviews revealed that eight academic programmes

(27%) received a 'confidence' judgement, while, nine academic programmes (30%) received a 'limited confidence' judgement and 13 programmes (43%) received a 'no confidence' judgement.

As per Figure 63, 13 programmes satisfied the requirements of Indicator 1 'The Learning Programme' and Indicator 3 'Academic Standards of the Graduates'. However, the requirements of these two important indicators were not satisfied in the remaining 17 programmes (57%). This raised concerns in relation to the quality level of the academic programmes that were on offer by the HEIs in the Kingdom of Bahrain during that period, as the aggregated results indicated that the HEIs were still far from offering reasonable quality programmes.

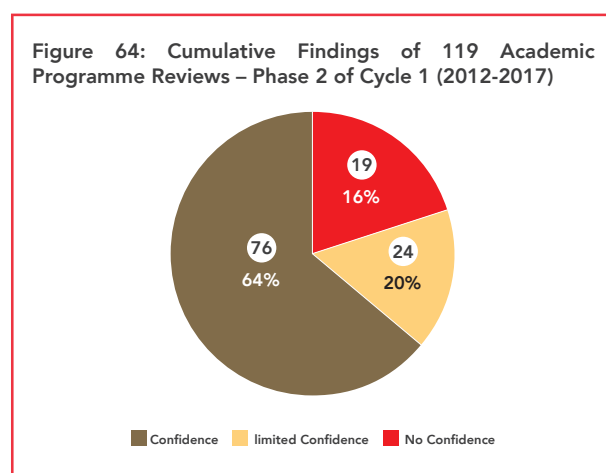


## 2. Cumulative Findings of Academic Programme Reviews (Phase 2 of Cycle 1)

Phase 2 of Cycle 1 of academic programme reviews began in 2012, with the last batch of its review reports being published in October 2018. During that the intervening period the BQA reviewed and published the review results of 119 academic programmes that were offered by 42 colleges of 13 HEIs. The reviews covered seven Bachelor and two Master programmes in Medicine and Health Sciences, 13 Bachelor and two Master programmes in Computer Science and IT, three Bachelor and two Master programmes in Law, 32 Bachelor and nine Master programmes in Business Administration, 16 Bachelor programmes in Engineering, one Master and nine Bachelor programmes

in Design, five Bachelor programmes in Sciences, two Bachelor programmes in Education, and 11 Bachelor and five Master programmes in Human Sciences and Services.

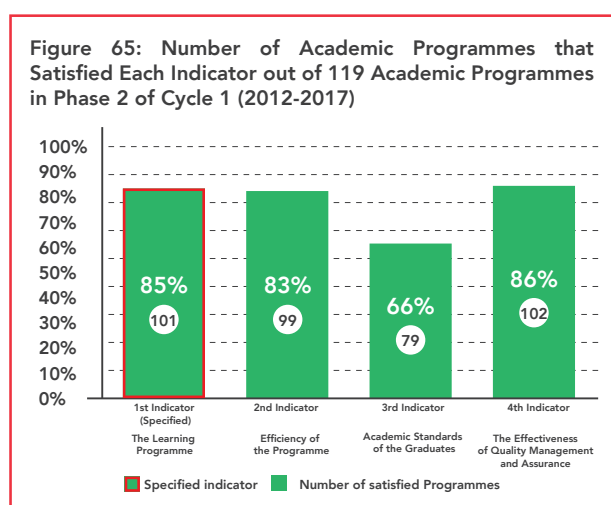
As made clear in Figure 64, the cumulative findings of Phase 2 of Cycle 1 of academic programme reviews indicates that 76 programmes (64%) received a 'confidence' judgment, 24 programmes (20%) received a 'limited confidence' judgement, and 19 programmes (16%) received a 'no confidence' judgement.



When comparing the results of Phase 1 (2009-2011) with Phase 2 (2012-2017) of Cycle 1 of academic programme reviews, it becomes evident that the results of Phase 2 were better than those of Phase 1. These results show that out of the total number of academic programmes that were reviewed in Phase 2, 76 academic programmes (64%) received a 'confidence' judgment.

This shows an increase of 37% in the number of programmes that received a 'confidence' judgement compared with the cumulative results of Phase 1. In addition, the percentage of academic programmes that received a 'limited confidence' judgement declined from 30% to 20%, and the percentage of academic programmes that received a 'no confidence' judgement dropped from 43% to 16%. The aggregation of the numbers of academic programmes that satisfied each Indicator (Figure 65), and the analysis of the outcomes of the programme reviews

as well as the findings of the review panels, show clearly that 101 programmes (85%) out of a total of 119 have satisfied Indicator 1 'The Learning Programme', representing a 42% increase in comparison with the cumulative results of Phase 1. Furthermore, the percentage of academic programmes that have satisfied Indicator 2 'Efficiency of the Programme' increased from 60% to 83%. There was also a notable increase from 43 to 66 in the percentage of programmes satisfying Indicator 3, 'Academic Standards of the Graduates' and an increase from 60 to 86 in the percentage of academic programmes satisfying Indicator 4 'Effectiveness of Quality Management and Assurance'.



## 1. General Remarks on the Results of Cycle 1 of Academic Programme Reviews

The results of Phase 2 of Cycle 1 of academic programme reviews were better than the results of Phase 1, as the percentage of academic programmes that received a 'confidence' judgment increased from 27% to 64%, the percentage of academic programmes that received a 'limited confidence' judgement decreased from 30% to 20%, and the percentage of academic programmes that received a 'no confidence' judgement also dropped from 43% to 16%. The findings of the BQA academic programme review reports show that the improvement in the performance of most programmes that were reviewed during Phase 2 can be attributed to the following:

- HEIs in the Kingdom of Bahrain have

become more attentive to academic planning and to the linking of these plans and the aims of academic programmes to the missions of the programme, college or university. In addition, HEIs are giving more attention to reviewing and improving their study plans to ensure proper academic progression, balance between theory and practice, and a well-distributed spread of academic responsibilities/requirements across students' courses of study.

- HEIs in the Kingdom have started paying more attention to organising the contents of course files, which include a description of each course, its objectives, teaching and learning methods and assessment policy and procedures.
- HEIs in the Kingdom are putting more effort into supporting students and optimising use of their information management systems, as per the requirements of the programme reviews' standards and indicators.
- Programme advisory boards have been formed and students' progression and alumni destinations are being tracked, in accordance with the BQA's recommendations that emanated from the programmes' follow-up visits.
- Internal quality management systems and mechanisms have been developed in compliance with the requirements of the programme reviews' indicators.
- The HEIs and management teams of some of the academic programmes that were reviewed in Phase 1 have benefited from the BQA recommendations listed in the Authority's review reports and the follow-up visit reports, as well as from the capacity-building workshops that are regularly organised and offered by the Authority.
- Some HEIs have benefited from the first cycle of institutional reviews by revising and developing their various policies and

procedures, in line with recommendations listed in the BQA review reports and covered during the follow-up visits, which helped ensure that the concerned HEIs have addressed these recommendations.

- Some academic programmes have developed their work-based learning methodology and approach in line with the BQA review reports' recommendations. This was evident during the follow-up visits to some academic programmes, where greater diversification in the type of training providers hosting interns was noticed, as well as a larger number of HEIs that are currently assigning credit hours to work-based learning and seeking to achieve a balance in assessment between the training provider and the academic supervisor.
- The Licenses of some institutions and academic programmes which did not satisfy the requirements of the review indicators in Phase 1 of the academic programme reviews were withdrawn.

The Table below presents a comparison of the cumulative findings of Phase 1 and Phase 2 of the academic programme reviews:

Table 1: Comparison of the Cumulative Findings of Phase 1 and Phase 2 of Cycle 1 of Academic Programme Reviews

Judgement	confidence	Limited Confidence	No Confidence	Total Number of AP
Number of AP in Phase 1	8 (27%)	9 (30%)	13 (43%)	30
Number of AP in Phase 2	76 (64%)	24 (20%)	19 (16%)	119

Analysing the outcomes of the published review reports of Phase 2 of Cycle 1 of the academic programme reviews, there continue to be some aspects in need of improvement in line with the requirements of academic programme reviews, which vary in degree from one academic programme to another and from one institution to another.

Based on each indicator, these aspects 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.**

Among the most important aspects that the Authority's review reports recommended to be addressed are the following:

- There are inadequate programme structures in terms of depth and breadth and a lack of some basic courses, alongside an imbalance between theory and practice in a number of courses particularly in the hybrid programmes that aim to cover more than one disciplinary field at the same time.
- The intended learning outcomes of some programmes are not appropriate to the level and type of the programme, and some of them are not measurable. As indicated in the review reports of these academic programmes, this calls for the training of academic staff on outcomes-based learning. This shortcoming in relation to the intended learning outcomes raises a concern, especially after the lapse of 10 years since the Kingdom's adoption of outcomes-based learning in higher education.
- The HEIs need to employ a variety of teaching and learning strategies that develop in students a sense of individual responsibility towards learning, alongside their development of independent learning, through the provision of suitable environments of learning.

### Indicator 2: Efficiency of the Programme

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

Among the most important aspects that the Authority's review reports recommended to

be addressed are the following:

- Students' admission policies and procedures in many academic programmes are not solid and have not been benchmarked with the admission policies and procedures of similar programmes. Also, some academic programmes that have special requirements (e.g. design programmes) lack the placement tests needed to ensure that the profile of admitted students is suitable for the programme's aims and requirements.
- The implemented remedial measures and programmes are not sufficient to raise the standards of admitted students and enable them to meet the requirements of some academic programmes. The statistics submitted to the BQA's review teams indicated high dropout rates and/or prolonged/extended study periods of students in some programmes to be able to meet their requirements. Collectively, these statistics do not conform to good practices and constitute a waste of human and financial resources.
- There is a need to increase the recruitment of new experienced and qualified faculty members, who possess appropriate practical experience. The HEIs also should not comply only with the maximum student-to-teacher ratio permitted but should also take into account other considerations when determining the number of academic staff to be recruited, especially in the various disciplinary areas and sub-disciplines.
- A high teaching load of academic staff is apparent in a number of academic programmes due to an imbalance between the number of faculty members and the number of students enrolled in these programmes. On the one hand this has a negative impact on the efficiency of academic staff in providing sufficient support and guidance for students. On the other hand it hinders their professional development and promotion, due to the

insufficient time allocated for research and community service in comparison with the time spent on teaching.

- The impact of the faculty appraisal policy implemented is very limited in most of the reviewed programmes. The same applies to the resource-usage tracking system since, although such a system is available and is capable of generating and making accessible various types of information, statistics, and reports, its use is still limited and is not contributing sufficiently at a strategic level to the enhancement of academic offering.
- Some HEIs do not sufficiently possess the necessary and appropriate infrastructure and physical resources which provide students with study spaces and room for small-group discussions. Additionally, some institutions have poorly-equipped laboratories and lack sophisticated and up-to-date software that students can be motivated to make optimal use of. Libraries also need to be equipped with an adequate number of diverse learning resources such as books, journals and periodicals and must include appropriate spaces for individual and group study. Furthermore, the unavailability of enough recreational facilities in the campuses of these HEIs leads students to perceive their campus only as a hub for receiving lectures.

### **Indicator 3: Academic Standards of the Graduates**

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

Among the most important aspects that the Authority's review reports recommended to be addressed are the following:

- The use of assessment tools that lack diversity and are not suitable for the level of the programmes nor for ensuring the achievement of the intended learning outcomes, especially

the outcomes related to the acquisition of higher order thinking skills and to analytical and problem-solving skills. In fact, the assessment methods that require memorisation and the recall of information are the most common. The review panels also observed many cases of misalignment between the degree of difficulty of the final year examinations and the course intended learning outcomes.

- The lack of formal mechanisms for benchmarking academic standards of students and graduates hinders management teams of the programmes from ensuring that these academic standards are in line with what is expected from their peers in similar academic programmes offered by HEIs locally, regionally, and internationally.
- The lack of appropriate and effectively implemented mechanisms for internal and external moderation of the main assessment tools in many programmes. These mechanisms must be applied before and after the assessment process to ensure the appropriateness and the alignment of the assessment tools with the course intended learning outcomes, and to ensure fairness of the marking and awarding of grades for students. Although a number of institutions have benefitted from adopting internal and external moderation mechanisms in response to BQA recommendations, their implementation of these mechanisms in an efficient and systematic manner is still not sufficient. Nonetheless, their positive impact has been noted in a few programmes that had undergone follow-up reviews.
- There is a need to develop mechanisms for the assessment of intended learning outcomes for both academic programmes and courses. There is also a need to determine the extent to which these learning outcomes and the graduate attributes have been achieved.

- Although most of the HEIs have formed external advisory boards that are composed of experts in specific disciplines, employers and alumni, the role of these boards is still in the infancy stage of development. The BQA looks forward to greater contribution from these boards due to their importance in enriching and improving the academic programmes and their related outcomes.

#### **Indicator 4: The Effectiveness of Quality Management and Assurance**

**The arrangements in place for managing the programme, including quality assurance and continuous improvement, contribute to giving confidence in the programme.**

Among the most important aspects that the Authority's review reports recommended to be addressed are the following:

- Quality assurance practices are not consistently implemented in the different colleges of the same institution and, in a number of institutions, quality management structures are ineffective. This adversely affects the ability of some programmes to satisfy the requirements of Indicator 3, 'Academic Standards of the Graduates', in particular, as in the absence of strong quality management teams shortcomings in other indicators become difficult to address as well, and the opposite is also true.
- In order to strengthen the quality assurance processes the programme teams must integrate various QA mechanisms to assure the quality of their provision. Moreover, these mechanisms must be implemented in a regular and holistic/comprehensive manner, and their effectiveness must be measured to ensure continuous improvement of the programme in line with the latest developments in higher education and in its disciplinary area.
- There is a need to ensure the stability of academic and administrative staff in a

number of academic programmes, along with the availability of a dedicated team to oversee QA arrangements and enhance follow-up mechanisms. In addition, the quality of provision must be a part of the daily routine and the responsibility of all staff involved in the delivery of the academic programmes.

- The majority of the reviewed programmes had not implemented a formal mechanism to identify labour market needs when developing or offering new academic programmes. This was obvious in some academic programmes in which graduate attributes were not compatible with labour market needs, particularly those programmes in rapidly developing practical fields.

#### **4. Programme Reviews Framework (Cycle 2)**

In its revision of the Framework of Academic Programme Reviews (APRs) Cycle 2, the DHR followed the BQA policy and procedure related to the revision and development of review frameworks. In line with the BQA policy and procedure, local and international experts in this field were consulted to benefit from their expertise. The DHR also benefited from the feedback of key stakeholders on the previous review framework and the proposed review framework. Furthermore, the Directorate benchmarked the framework with international frameworks to ensure that it is in line with international standards. Upon considering the recommendations of experts and key stakeholders and integrating these into the proposed review framework, the Cycle 2 APR framework was presented to the BQA Academic Committee and approved by the BQA Board of Trustees and by the Supreme Council for Education and Training Development, to be finally endorsed by the Council of Ministers Resolution No. 17 of 2019. Accordingly, the APRs Cycle 2 will commence in the academic year 2019-2020.

#### **1. Institutional Review (Cycle 1)**

The DHR conducted Cycle 1 of Institutional Reviews during 2008-2011 and all of the 14 HEIs that were licensed by the HEC in that period underwent pilot reviews. The findings of those reviews did not yield any

judgements, but recommendations on areas for improvement were made and areas of strength were also clearly identified.

#### **6. Institutional Reviews (Cycle 2)**

Cycle 2 of Institutional Reviews commenced in October 2018, and it is expected to end in January 2020. The BQA announced the commencement of this cycle through formal visits by the BQA Chief Executive and senior management to all the HEIs that are subject to the BQA's mandate as per its Royal Decree. As part of inducting the HEIs on Cycle 2 of Institutional Reviews, the BQA carried out at its headquarters in Seef District four workshops for the institutions' staff, to train them on the Institutional Review Framework, its processes, drafting the self-evaluation report, and how to submit supporting evidence. The BQA also conducted other workshops to train local reviewers who can be selected to participate in the reviews. The reports of six institutional reviews that took place during the period from October 2018 to September 2019, have been approved and published.

The institutional review reports include judgments and recommendations on the institution's capacity to develop and implement quality assurance arrangements in key areas as well as in its core functions of teaching and learning, research, and community engagement. This is in addition to its role in the development and implementation of its mission, in governance and in management. The framework for Cycle 2 of Institutional Reviews consists of eight Standards comprising a number of Indicators; each indicator comprises a set of requirements and expectations that an institution will need to meet in order to pass a judgment on the effectiveness of the institution's quality assurance arrangements. These Standards are as follows:

#### **• Standard 1 – Mission, Governance and Management**

The institution has an appropriate mission statement that is translated into strategic and operational plans and has a well-established, effective governance and management

system that enables both structures to carry out their different responsibilities to achieve the mission. This Standard is comprised of six indicators, which are: mission, governance and management, strategic plan, organisational structure, academic standards, governance and management, partnerships, memoranda and cross border education.

- **Standard 2 - Quality Assurance and Enhancement**

There is a robust quality assurance system that ensures the effectiveness of the quality assurance arrangements of the institution as well as the integrity of the institution in all aspects of its academic and administrative operations. This Standard is comprised of three indicators, which are: quality assurance, benchmarking and surveys, and security of learner records and certification.

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

The institution has appropriate and sufficient learning resources, ICT and physical infrastructure to function effectively as a higher education institution, and which support the academic and administrative operations of the institution. This Standard is comprised of three indicators, which are: learning resources, ICT and infrastructure.

- **Standard 4 – The Quality of Teaching and Learning**

The institution has a comprehensive academic planning system with a clear management structure and processes in place to ensure the quality of the teaching and learning programmes and their delivery. This Standard is comprised of seven indicators, which are: management of teaching and learning programmes, admissions, programme development and review, student assessment and moderation, learning outcomes, recognition of prior learning, and short courses.

- **Standard 5 – Student Support Services**

The institution has an efficient and effective student administration and academic support services. This Standard is comprised of one indicator, which focuses on the institution's

provision of efficient and effective student administration and academic support services and its encouragement of the personal development of students.

- **Standard 6 – Human Resources Management**

The institution has appropriate human resource policies and procedures, including staff development, in place that demonstrably support and enhance the various operational activities of the institution. This Standard is comprised of two indicators: human resources and staff development.

- **Standard 7 – Research**

The institution has a strategic research plan appropriate for its mission that is translated into a well-resourced operational plan which is implemented and monitored. This Standard is comprised of two indicators: research and higher degrees with research.

- **Standard 8 - Community Engagement**

The institution has a clear community engagement plan that is aligned with its mission and is operational. This Standard is comprised of one indicator that focuses on community engagement and related policies and procedures.

## **7. Analysis of the Institutional Reviews (Cycle 2)**

Since the commencement of the institutional reviews, 50% of the licensed HEIs in the Kingdom of Bahrain have been reviewed and six institutional review reports have been approved and published. These institutions include four private HEIs and two publicly-funded institutions. All these institutions received a judgement of 'meets quality assurance requirements', as they managed to address all the review indicators. They also received a number of commendations indicating good practice and exceeding the expectations set forth in the indicator. Most notable of these are:

- The institutions' relevant stakeholders are continuously informed about quality assurance arrangements, requirements and procedures, and they are well aware

of the role they play in promoting quality assurance in the institutions. This reflects positive steps in the dissemination of the quality culture within these institutions.

- Several methods are clearly used to collect feedback from stakeholders, though mainly questionnaires. Furthermore, serious efforts are made to make use of the resulting feedback for quality improvement purposes.
- Efforts are made to link the staff management and appraisal systems available in these institutions to professional development opportunities.
- All forms of student support provided in these institutions (academic support, open communication channels, learning services and resources, methods of dealing with complaints and appeals...etc.) are noticeably geared towards increased effectiveness, comprehensiveness, integrity and transparency.
- The teaching approach of some of these institutions is student-centered in that it provides, through the teaching, learning, and assessment strategies implemented, opportunities for independent and interactive self-learning and encourages critical and creative thinking as well as problem-solving.

There are also some expectations that were not adequately met in some institutions that have been reviewed, and as a result these institutions received recommendations for meeting them, including:

- Develop an organised and formal process for the periodic review of the institution's mission; ensure that the results of the feedback collected from relevant stakeholders are utilised; and ensure, prior to the mission's publication, that the steps taken in its review and approval process are documented.
- Include, in upcoming reviews of the strategic plan, measurable key performance indicators (KPIs) at the

institution level, to enable the institution to better monitor its goals and objectives and achieve them more smoothly. The operational plans of all administrative and academic units should also be subject to regular review, to achieve the key performance indicators and pre-defined goals, and the review results should be communicated through the committee system so that both senior management and the Board of Trustees are aware of them.

- Simplify, through appropriate revisions, the organisational structures of committees at university and college levels to reduce the duties assigned to each committee, to enhance the effectiveness and speed of implementation of decisions and actions taken. There is also a need to develop procedures for assessing the efficiency of committees, to determine whether or not the number of conducted meetings is actually required and to verify the level of performance of committees in terms of their functions.
- Further improve benchmarking policy and procedures to ensure that the university's three core functions (teaching and learning, research, and community engagement) are covered and to enhance the scope of implementation so that more local, regional and international universities are included in the process. The benchmarking outcomes should also be made use of in the continuous improvement of the institution's performance, with efforts directed toward conducting the benchmarking activities in a formal manner.
- Develop regular and systematic plans to modernise the infrastructure and equipment and to ensure that all available facilities meet the students' needs. In addition, consideration should be made to ensure that expansion of the available infrastructure is in line with the expected growth in the number of students.
- Develop and implement a strategic

approach to further enhance library provision, with a particular focus on references and resources. The evaluation of the library resources and services should be clearly detailed in the relevant policies and procedures, considering the appropriateness of the library working hours and leaving room for amending them if necessary.

- Review the general and specific admission criteria and student enrollment requirements of some institutions to ensure their appropriateness and that students have the required competences, prior knowledge and skills needed to succeed in their studies. The information collected in relation to students' progression and the final destination of graduates should also be used to enhance the achievement of the expected academic standards. In general, the HEIs that have been reviewed need to develop an official comprehensive policy to identify and assist students who are at risk of academic failure, implementing it consistently across all programmes.
- Ensure the development and dissemination of a comprehensive policy on academic integrity that applies to all parties involved, by including clear definitions, actions and procedures. A comprehensive penalties' system for various academic offenses also needs to be developed and implemented in order to effectively and strongly reduce such acts of academic misconduct. Furthermore, the BQA reviews have revealed that there is a need in some HEIs to disclose, during the admission stage, the information available about the expected standards of academic integrity, to keep students and related stakeholders abreast of these standards.
- One of the recommendations that has recurred in most review reports is the need to provide further support to faculty members and to allocate more time for them to engage in scientific research activities, which can result in work that can be published in scientific

journals and periodicals of an acceptable level. This would help the faculty apply for academic promotion and assist in enhancing research capabilities and developing a research culture across the institution. Institutions also received recommendations requiring them to reevaluate and improve their research policies based on an examination/study of the impact of research incentives and rewards on the quality of research output, and the impact of the university's research on the Bahraini community or the local context.

- Community engagement received a number of recommendations, including the need to look more deeply at what community engagement activities can represent, especially with respect to the institution's vision and mission. Additionally, recommendations focused on the importance of identifying the actual needs of the community, through a systematic mechanism of collecting feedback from various stakeholders. Accordingly community engagement activities can be identified, and students and faculty members can define their role in this regard, while constantly seeking to improve and develop the community services provided by the institution.

## **8. Cumulative findings of academic programme follow-up visits**

The follow-up visits conducted by the BQA are part of a continuous quality assurance and improvement system. All academic programmes that had been subject to a programme review by the DHR and that had received a 'limited confidence' or 'no confidence' judgement in Cycle 1 of the programme reviews were subject to a follow-up visit to assess their progress, as indicated by the published Framework and the Authority's policies and procedures.

The follow-up visits focus on assessing the level of progress achieved by the institution in addressing the original review report's recommendations. For each recommendation, indicated under each of

the four Indicators, the panel undertaking the follow-up visit passes its judgement on whether each recommendation is 'fully addressed', 'partially addressed' or 'not addressed'. In addition, the panel makes an overall judgement on whether the institution has achieved 'good progress', 'adequate progress' or 'inadequate progress' in addressing the recommendations as a whole. Another panel undertakes the second follow-up visit of programmes that are offered by HEIs and that had received an 'inadequate progress' judgement in their first follow-up visit, to assess the level of progress achieved by the programmes since the first follow-up visit.

The BQA undertook 23 follow-up visits, including the first and second follow-up visits of the HEIs' programmes. Most programmes (18) received an 'adequate progress' judgement in their first follow-up visit, while five programmes received an 'inadequate progress' judgement. As a result, four out of these five programmes were subject to the second follow-up visit; three of them made 'adequate progress' and one received 'inadequate progress'.

The BQA is expected to complete the follow-up visits in 2019 and 2020 of the remaining thirteen programmes that were recently subject to reviews and failed to receive a 'confidence' judgment.

Overall, the findings of the follow-up visits indicate improvement in the quality of academic programmes, where many HEIs show the ability to improve their programme structure and academic and administrative processes in response to the original review reports' recommendations.



# National Examinations



**Creativity  
and Problem  
Solving**





# National Examinations

## Introduction

The Education and Training Quality Authority (BQA), through the Directorate of National Examinations (DNE), conducted the 2019 national examinations for students in all government schools and for students in private schools who participated on a voluntary basis. In April 2019, Grade 6 students sat for the eleventh session of the national examinations and in March 2019 Grade 12 students sat for the seventh session of the national examinations. All schools fully co-operated in implementing the national examinations in line with BQA's regulations and procedures.

The eleventh national examinations 2019 session took place for Grade 6 students in 101 government schools and in 15 private schools on a voluntary basis. Overall, a total of 12,315 students from government schools and 722 students from private schools participated.

These examinations were based on the national curriculum to measure the competencies in the four core subjects: Arabic, English, Mathematics and Science.

In 2019, BQA held the seventh session of the national examinations for Grade 12 students from all government schools in Arabic, English and Problem Solving. Thirty-seven secondary government schools participated, with 7 private schools participating on a voluntary basis. A total of 10,217 government school and 439 private school students sat the examinations.

All the national examinations papers were marked within the Kingdom of Bahrain by teachers from the Ministry of Education. The results were analysed to identify the levels of students' performance, Cambridge Assessment International Education, University of Cambridge, UK contributing to the verification of the procedures followed in this analysis.

It is worth noting that private school students' performance cannot be compared directly to students in the government school. This is due to the fewer number of students participating from private schools this year. In addition, these students do not form a representative sample of private school students across the Kingdom of Bahrain. Therefore, caution should be taken in generalising the findings.

## 1. Grade 6 National Examinations

### 1.1. Performance Assessment Baselines

'The Council of Ministers has approved the plan for a Unified National Examinations System to be implemented gradually and completed by 2020, supervised by the BQA' (Cabinet Edict No. 05-2379). Accordingly BQA, in collaboration with the Ministry of Education, sought to implement this Cabinet Edict based on their strategic partnership. A number of coordination meetings were held between the BQA and MoE senior leaders, with senior officials and specialists from the Directorate of National Examinations and their peers from the Directorate of Curriculum at the Ministry of Education, to draw up and implement the action plan efficiently.

In 2018 a procedure for issuing the results of national examinations was developed in accordance with the requirements of the Unified National Examinations System. BQA issued the results using the national examinations score (NES) on a scale of 0 to 100, allowing the comparison of students' performance in the current year and over previous years. The national examinations score is an absolute measure on an absolute ability scale derived from a Rasch Model within Item Response Theory (IRT).

Students' marks were captured at the level of question paper totals. Marks were also extracted at item level for each subject in order to provide a random sample of 10% of the total cohort of students. This was done to gather the data for a detailed analysis of students' performance.

For reasons of confidentiality BQA constructs different tests every year while ensuring that the level of content and statistical specifications are similar to the tests used in previous years. Despite these efforts to ensure similarity the level of difficulty may differ across the years. To account for this BQA uses a process called 'equating the examinations', which adjusts differences in difficulty among the tests from one year to another. Equating ensures that students in one year do not have an unfair advantage over students in another year, and that reported changes in achievement levels are due to differences in students' performance not to differences in test difficulty. For this BQA uses 'Common Item – Nonequivalent Groups Design'. Therefore, the national examination scores included in this report for 2019 examinations are statistically comparable to the results for 2018 as the baseline year.

Due to the fewer number of students participating from private schools in the Grade 6 national examinations, a separate detailed analysis cannot be provided. Accordingly, Grade 6 private school students' results are included within the government school results. Therefore, the results of private school students cannot be compared to those of government school students.

## 1.2. Grade 6 Student Performance

In 2018, the baseline year, the national examination score (NES) was set at the mark of 50, then it changes according to students' performance in subsequent years.

Table 2 below shows the results of Grade 6 national average in each subject in 2019 along with the results of 2018.

Subject	National Average	
	2018	2019
Arabic	50	51.1
English	50	52.0
Mathematics	50	51.8
Science	50	50.7

Table 2 shows a slight increase in the students' performance in all subjects compared to

2018 the baseline year.

Figures 66-73 indicate students' performance for 'Skills', 'Topics' and 'Competencies' in languages and technical subjects. The positive value in these figures indicates a better performance, while the negative values indicate the opposite.

Figure 66: Grade 6 Arabic results by skills

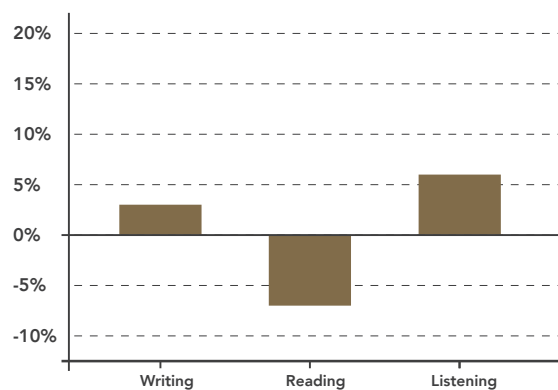
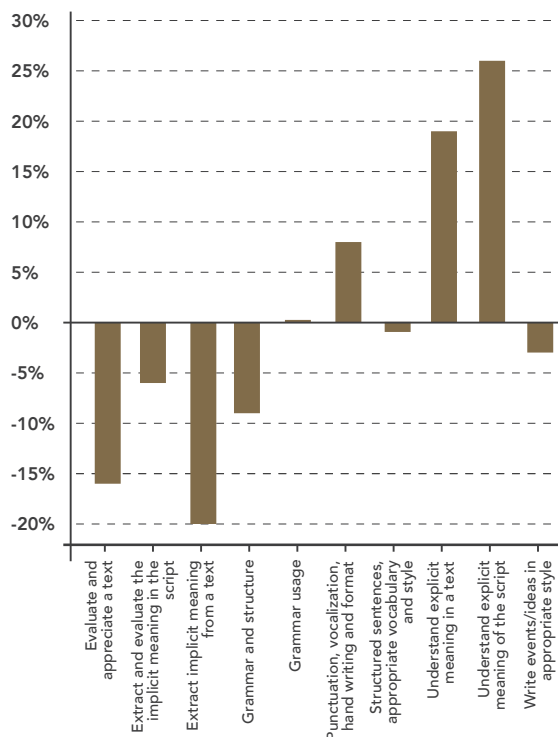


Figure 67: Grade 6 Arabic results by competencies



### The most important remarks on the Arabic results are:

- Students' performance was best in Listening and Writing skills.

- Competencies in which students performed well include:
  - Understand explicit meaning of the script.
  - Understand explicit meaning in a text.
  - Punctuation, vocalization, handwriting and format.
- Competencies in which students underperformed include:
  - Extract implicit meaning from a text.
  - Evaluate and appreciating a text.
  - Grammar and structure.

Figure 68: Grade 6 English results by skills

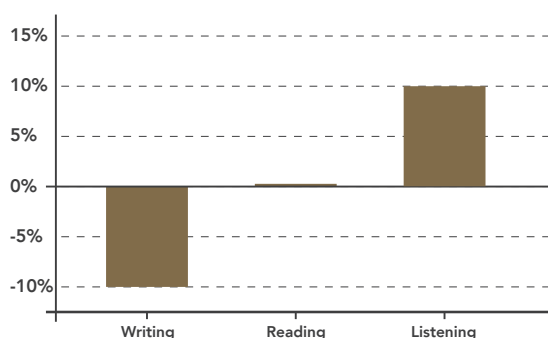
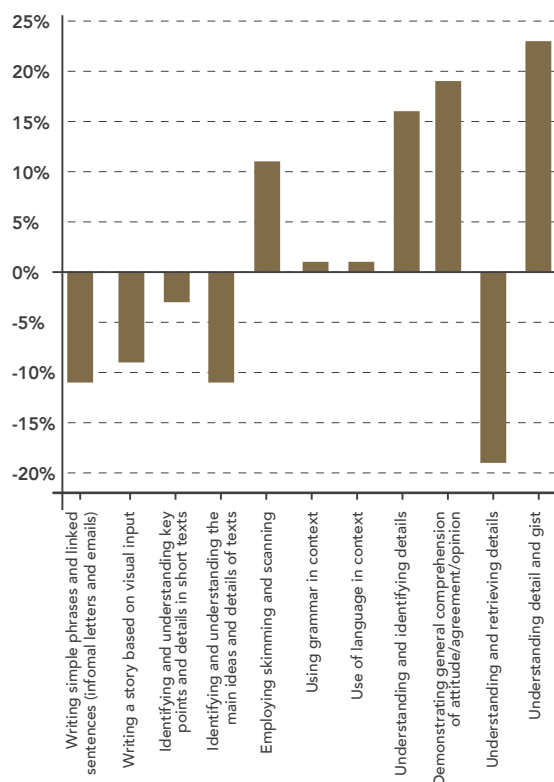


Figure 69: Grade 6 English results by competencies



### The most important remarks on the English results are:

- Students' performance was best in the Listening skill.
- Competencies in which students performed well include:
  - Understanding detail and gist.
  - Demonstrating general comprehension of attitude/agreement/opinion.
  - Understanding and identifying details.
  - Employing skimming and scanning.
- Competencies in which students underperformed include:
  - Understanding and retrieving details.
  - Identifying and understanding the main ideas and details of texts.
  - Writing simple phrases and linked sentences (informal letters and emails).
  - Writing a story based on visual input.

Figure 70: Grade 6 Mathematics results by topics

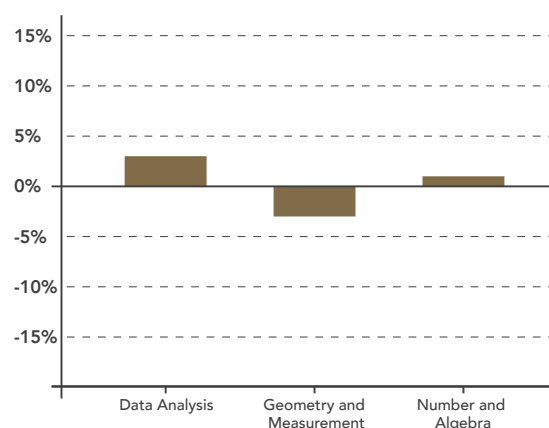
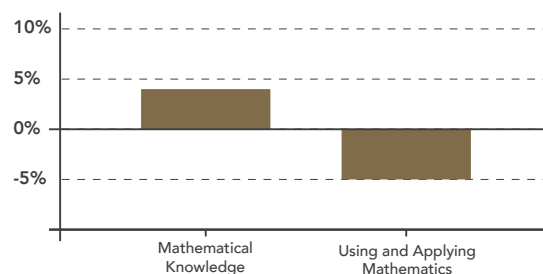


Figure 71: Grade 6 Mathematics results by skills



### The most important remarks on the Mathematics results are:

- Students' performance was best in the topics of Data Analysis and Numbers and Algebra.
- Students' performed best in:
  - Mathematical knowledge.
- Students underperformed in:
  - Using and Applying Mathematics.

Figure 72: Grade 6 Science results by topics

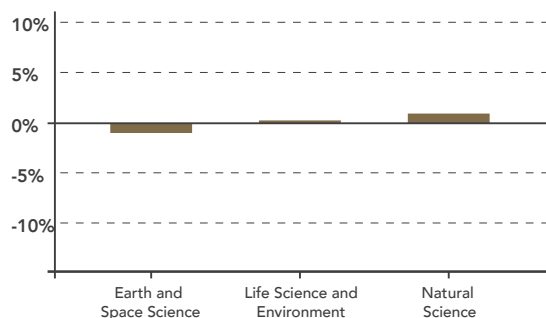
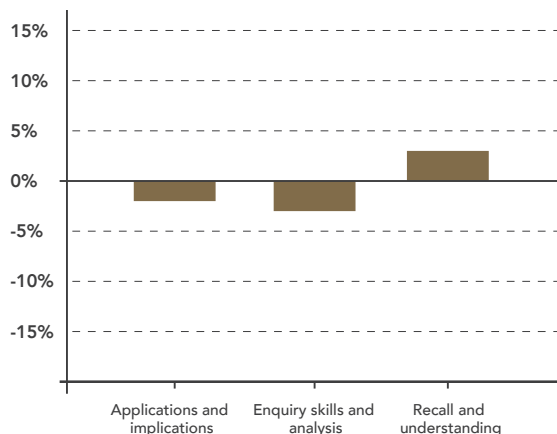


Figure 73: Grade 6 Science results by skills



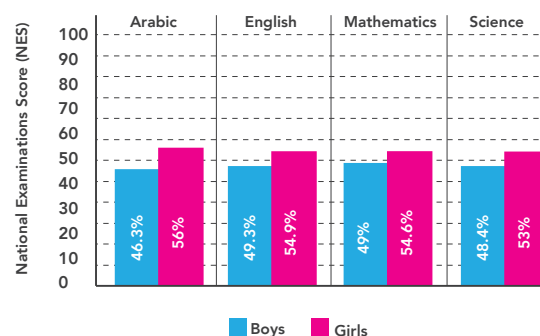
### The most important remarks on the Science results are:

- Students' performance was best in the topic of Natural Science.
- Students' performed best in:
  - Recall and understanding.
- Skills in which students underperformed include:
  - Enquiry skills and analysis.
  - Applications and implications.

### 1.3 National examination score (NES) by Gender for Grade 6

Figure 74 shows the national examination score (NES) for girls and boys in the 2019 national examinations. The NES calculations are based on the marks of all students from the entire national cohort in 2019. Generally, as in previous years, girls outperformed boys in all subjects. The difference was highest in Arabic (9.7%) and lowest in Science (4.6%), while the difference was identical at (5.6%) in Mathematics and English.

Figure 74: Grade 6 gender differences in NES



### The Standard of national examinations

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

The value of ( $\alpha$ ) 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 ( $\alpha$ ) for the 2019 examinations are given in Table 3 below, together with the NES and standard deviations for the raw marks achieved by all students. Also included are the maximum raw marks.

The values of ( $\alpha$ ) for the 2019 examinations show that the reliability of all examinations was good and that the examination results can be treated with confidence. The values of standard deviation for all examinations were almost 11. This indicates that the distribution of the students' marks within the scope of the available marks was good.

Table (3): means and standard deviation; Cronbach's Alpha 2019

Grade	Subject	Max. raw marks	NES	Standard deviation	Cronbach's Alpha 2019
		2019	2019	2019	
6	Arabic	102	51.1	11.8	0.89
	English	65	52.0	10.7	0.87
	Mathematics	90	51.8	11.1	0.96
	Science	85	50.7	10.2	0.89

## Grade 12 National Examinations

### 3. Performance Assessment Baselines

The BQA conducted the seventh national examinations for Grade 12 students in Arabic, English and Problem Solving. The national examinations measure the main competencies that students should have acquired after completing their 12 years of pre-university education in the Kingdom of Bahrain. The national examinations match international standards and are benchmarked against international qualifications – Arabic and Problem Solving against the UK International (AS) Level, and English against the Level B2 of the Common European Framework of Reference for Languages (CEFR). The Problem Solving examination is provided in the Arabic version for government school students, while private school students have the option to do the Arabic or the English version.

Grade 12 examinations follow an assessment model of five grades of success, each grade being set by boundaries of uniform marks. These grade boundaries are set by a committee of senior examiners, based on statistical evidence and professional judgement. The committee makes its

judgements by comparing students' answers with the grade descriptors from the test specifications. Again, this follows the tried and tested model of awarding in UK and other international qualifications.

Results are reported by a 'grade' and a 'uniform mark' for each examination. For Arabic and English only, students also receive a grade and uniform mark for each paper, as each paper tests a skill e.g. Reading, Writing, and Listening. The Grade 12 grades and uniform marks available are shown in Table (4).

Table (4): 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%

### 1.4. G12 Student Performance

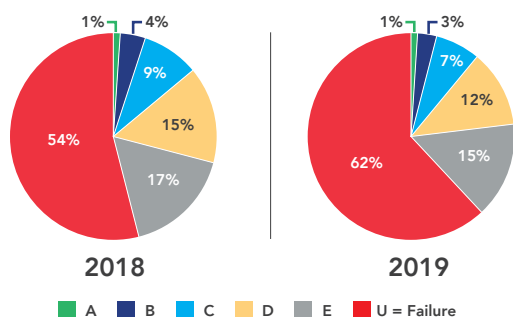
Figures 75 to 77 show the level of performance of Grade 12 government school students in the 2019 national examinations and compares it with their results in 2018, by grade in each examination. Figure 78 highlights the level of performance of Grade 12 private school students by grade in each examination. Figure 79 compares the level of performance of Grade 12 government school students by gender, while Figure 80 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 sat the examinations is relatively small. They are also not necessarily a representative sample of Bahrain's private student cohort. Therefore, caution should be taken in generalising the findings. Moreover, the private school performance cannot be

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

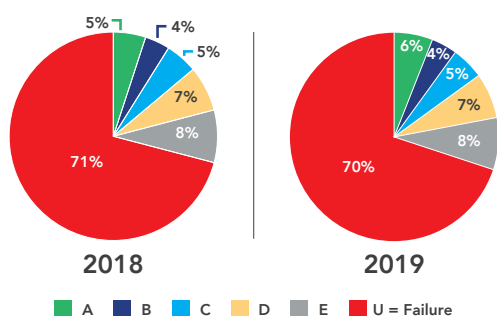
## Arabic

Figure 75: Grade 12 Arabic results by Grade for government school students in 2018 & 2019



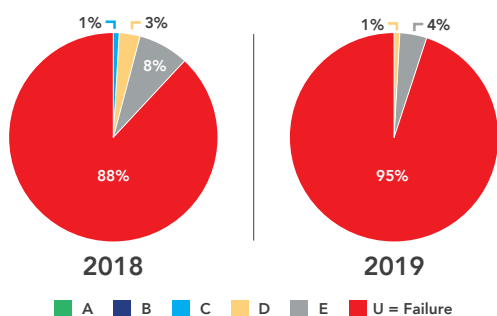
## English

Figure 76: Grade 12 English results by Grade for government school students in 2018 & 2019



## Problem Solving

Figure 77: Grade 12 Problem-Solving results by Grade for government school students in 2018 & 2019



## Arabic:

As can be seen in Figure 75, 38% of government school students achieved a pass grade while 62% did not pass. In comparing

the results of students in Arabic there was a decrease in the pass grade from 46% in 2018 to 38% in 2019. In 2019, 1% of government school students achieved Grade A, this being the same percentages achieved in 2018, whereas there was a decrease in the pass Grades B, C, D and E in 2019 compared to 2018.

## English:

As can be seen in Figure 76, 30% of government school students achieved a pass grade while 70% did not pass. In comparing the results of students in English, there was a slight increase in the pass grade from 29% in 2018 to 30% in 2019. There was no change in each grade in 2019 when compared with the results in 2018, except for Grade A where students achieved 6% in 2019 compared to 5% in 2018.

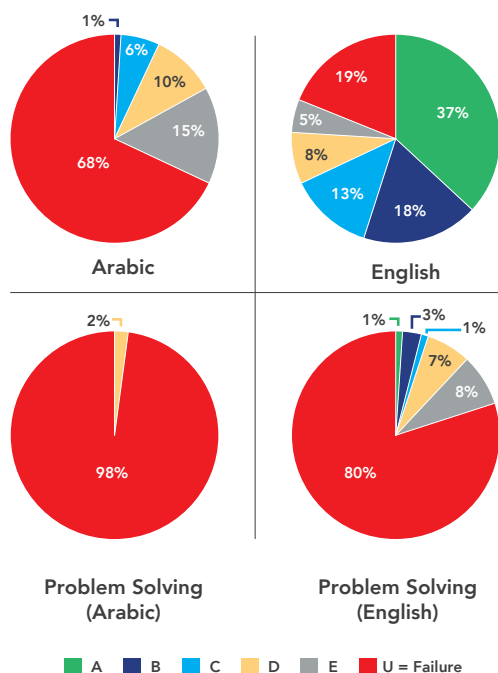
## Problem Solving:

As can be seen in Figure 77, 5% of students achieved a pass grade while 95% did not pass. Overall, the Problem Solving examination was a challenge for students in the government schools as none of them achieved Grades A, B or C, while 1% of students achieved Grade D and 4% achieved Grade E. In comparing the results of students in Problem Solving there was a clear decrease in the pass grade of 7% compared to 2018.

## 1.5. Performance of Private Schools Students

Figure 78 highlights the level of performance of Grade 12 private school students by grade in each examination in 2019.

Figure 78: Grade 12 Arabic, English and Problem Solving results by grade for private school students in 2019



### Arabic:

As shown in Figure 78, 32% of the participating private school students in the national examinations achieved a pass grade while 68% did not pass. 1% of students achieved Grade B, 6% achieved Grade C, 10% achieved Grade D and 15% achieved Grade E. None achieved Grade A.

### English:

As shown in Figure 78, 81% of the participating private school students achieved a pass grade, while 19% did not pass. 37% of students achieved Grade A, 18% achieved Grade B, 13% achieved Grade C, 8% achieved Grade D and 5% of students achieved Grade E.

### Problem Solving:

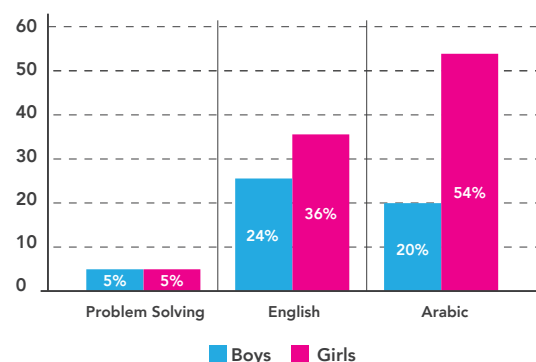
As shown in Figure 78, 2% of students who sat the Arabic version of this examination achieved a pass grade but none of them achieved Grade A, B, C or E. 20% of students who sat the English version achieved pass grades. 1% of students achieved Grade A, 3% achieved Grade B, 1% achieved Grade C, 7% achieved Grade D and 8% of students

achieved Grade E.

### 1.6. Pass Grades by Gender

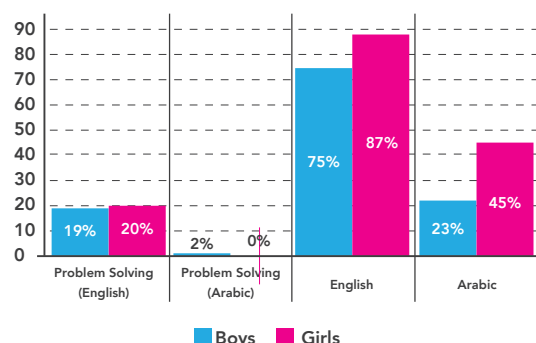
The pass grades of government school students are illustrated by gender in Figure 79. In the Arabic and English examinations the government school girls outperformed boys. The maximum difference (34%) was in Arabic. The minimum difference was in English at 12%. However, performance of boys and girls was identical in Problem Solving at 5%.

Figure 79: Comparison between boys and girls pass rates in government schools



Considering pass grades of the participating private school students, as illustrated in Figure 80, girls achieved pass grades that were higher than boys in Arabic, English and Problem Solving (English version). Notably, only one boys private school participated in the Problem Solving examination (Arabic version).

Figure 80: Comparison between boys and girls pass rates in participating private schools





# National Qualifications Framework



**Leadership and  
Decision-making**

قائد



# National Qualifications Framework

## Introduction

Since the launch of the National Qualifications Framework (NQF) and the assignment of its mandate to the Education & Training Quality Authority (BQA), the policies and processes of the institutional listing of education and training institutions, the placement of national qualifications on the NQF and alignment of foreign qualifications to the NQF levels have been developed in line with twenty-first century changes and dynamic developments in relation to the quality of education and the empowerment of educational outputs and institutions, both practically and theoretically. The NQF 10 levels, on which all qualifications are measured, define the competency of the qualifications, the graduates' efficiency in theory and practice, and their compatibility to meet labour market requirements locally and internationally.

As the NQF is a tool for classifying qualifications offered by education and training institutions, this results in a better understanding, improved consistency of their systems and bridging the gap between different sectors of education, such as general education, vocational education and training, and higher education. It also links the national and foreign qualifications offered by local institutions with the needs of the local, regional, and international labour market.

Bahrain's NQF is a compulsory and comprehensive framework encompassing all sectors of education and training and all types of learning; which helps to improve the opportunities for learners' mobility and progression within and across all education and training sectors for the purpose of enhancing the concept of lifelong learning and recognition of all types of learning.

Furthermore, the NQF emphasises the duties, roles and responsibilities of strategic stakeholders and the parties concerned with its implementation, promotion of the concept of national cooperation and communication, referencing of the NQF to other international qualifications frameworks, and continuous quality improvement. This is through the implementation of ten general

policies endorsed by the Prime Minister's Cabinet, which indicate the criteria and processes of the institutional listing and qualification placement, qualifications' compliance with NQF requirements, validation of qualifications, alignment with foreign qualifications, enabling learners with special needs to progress through achievement of qualifications, and enhancement of the concept of lifelong learning.

## The National Qualifications Framework Operations

The BQA, represented by the General Directorate of National Qualifications Framework (GDQ), carries out three main processes. First: the institutional listing process, whereby the education and training institutions are evaluated to ensure that they have established proper formal arrangements to maintain the standards and value of the national qualifications they offer that will be placed on the NQF. Second: the qualification placement process, to ensure the validity of the national qualifications offered by the education and training institutions that meet the institutional listing requirements. Third: alignment of the foreign qualifications process, in which the foreign qualifications are evaluated, compared and benchmarked according to the NQF levels.

## Institutional Listing

All education and training institutions providing national qualifications in the Kingdom of Bahrain should apply for institutional listing in the NQF Register. The institutional listing application is evaluated to ensure the institution meets the following institutional listing standards by establishing and maintaining the suitable policies, procedures and by-laws necessary to offer the national qualifications, where the evaluation is done by a panel of experts with current experience in institutional operations, governance and quality assurance of education and training. To list an institution in the NQF Register the institutional listing application must meet the eligibility criteria and the institutional listing standards.

### The five institutional listing standards\* are:

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

In the academic year 2018-2019 a total of nine institutional listing applications were evaluated, as illustrated in Figure 81. Six vocational institutions met the institutional listing standards and criteria, while three are in the process of fulfilling the required conditions and are given a transitional period to submit evidence of meeting all the conditions set forth in the institutional listing report in order to pass a final judgment on their listing applications. This brings the total number of listed education and training institutions to 24, as shown in Figure 82.

Figure 81: Total number of institutional listing applications in 2018-2019

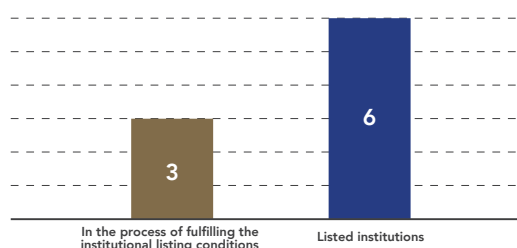
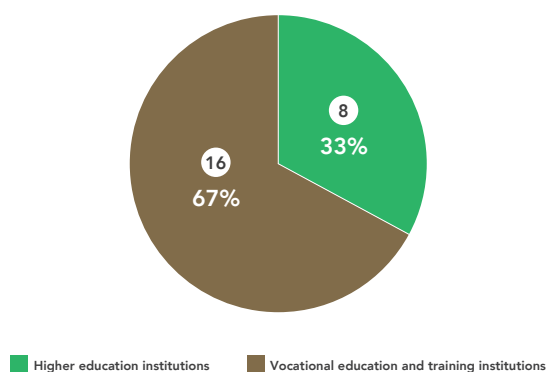


Figure 82: Total number of institutions that met the institutional listing standards criteria



\*For more details on Institutional Listing standards, kindly refer to the BQA website: [www.bqa.gov.bh](http://www.bqa.gov.bh)

Overall, the training and use of local evaluators who are employed in Bahrain's education and training institutions helped in exchanging experiences among institutions in relation to the institutional listing process, which is apparent in the quality of the applications submitted. Most of the institutions applying for institutional listing reviewed their formal arrangements using the institutional listing standards; which contributed to closing the gaps in these arrangements and developing the correct processes and arrangements, as observed during the evaluation of the applications. Moreover the principle of transparency between the education and training institutions and learners is promoted, as the majority of education and training institutions sought to publish more information about their admission and registration criteria and appeal procedures among other important information. As for areas for improvement, vocational institutions still need to build the capacity of their employees in relation to the formal procedures for credit accumulation and transfer, progression and mobility, appeal against access and transfer decisions, marking criteria, verification of assessment, moderation of assessment results and continuous quality improvement.

Furthermore, the awareness of the education and training institutions should be enhanced in relation to developing a comprehensive and integrated quality system to meet the institutional listing standards and NQF requirements. There is a need for better cooperation by a number of vocational and training institutions to submit the requirements of their institutional listings according to the specified schedule.

### National Qualifications Placement:

Qualification placement is a process by which the national qualifications provided by the listed education and training institutions are validated to place them on the NQF. Placing qualifications on the NQF enhances the value and quality of national qualifications. Panels comprising educationalists/trainers and business/industry professionals with experience in the field validate the qualification placement applications to

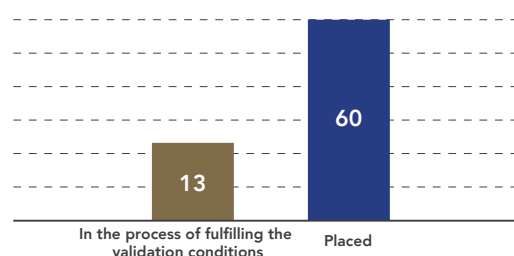
ensure that qualifications have fulfilled the following validation standards before they are placed on the NQF.

**Qualifications are validated using the following five standards\*:**

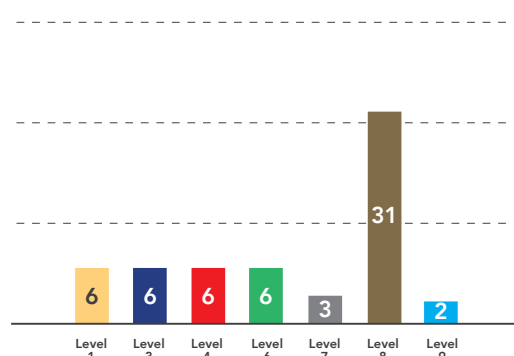
- Justification of Need;
- Qualification Compliance;
- Appropriateness of Qualification Design, Content and Structure;
- Appropriateness of Assessment; and
- Appropriateness of NQF Levels and Credit Values.

During the academic year 2018-2019, a total of 73 applications for national qualification placements were processed, as illustrated in Figure 83. Sixty applications met the validation standards and requirements and were placed on the NQF, and thirteen are in the process of fulfilling the conditions that are set forth in the validation reports and have a transitional period to submit the required fulfilment evidence to pass a final judgment on their applications. The qualifications placed on the NQF comprised 35 applications from higher education institutions, of which two were diploma qualifications placed on Level 6, 31 were bachelors degree qualifications placed on Level 8 and two were masters degree qualifications placed on Level 9. Another 25 applications were submitted by vocational institutions, of which 14 were certificates in General English for Adults placed on Levels 1, 3 and 4, four were awards placed on Levels 4 and 6, two were national diploma qualifications placed on Level 6, three were higher national diploma qualifications placed on Level 7 and two were awards in health & safety placed on Levels 3 and 4. These entries are illustrated in Figure 84, and bring the total number of national qualifications placed on the NQF to 113 as indicated in Figure 85.

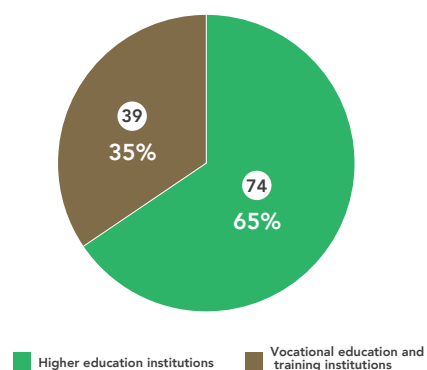
**Figure 83: Total number of national qualifications applications that were evaluated in the academic year 2018-2019**



**Figure 84: Levels of the national qualifications placed on the NQF in the academic year 2018-2019**



**Figure 85: Total number of national qualifications placed on the NQF**



Overall, the capacity building and the use of academics and trainers who are employed in local education and training institutions plus experienced employers and staff members from local government and private institutions in the validation of qualifications contributed to the exchange of experiences between institutions with regard to meeting the qualifications placement

\*For more details on Institutional Listing standards, kindly refer to the BQA website: [www.bqa.gov.bh](http://www.bqa.gov.bh)

requirements on the one hand, and to the spread of the NQF culture in society as a whole on the other hand. In addition, the concept of cooperation between education and training institutions, labour market representatives, and stakeholders in the design and development of curricula for qualifications is shown to be commensurate with the needs of learners and the labour market. The benchmarking process for higher education institutions improved in a way that helps expand and develop their programmes and performance. A further benefit was that the culture of benchmarking became institutionalised in a number of vocational training institutions.

Regarding the areas for further development, there is still a need to improve the quality of learning outcomes for vocational training institutions to demonstrate more clearly the skills, knowledge and competencies required for the qualification and its comprising units; to ensure appropriate mapping between the programme learning outcomes and the units' learning outcomes; and ensure an appropriate level of assessments of the intended learning outcomes. There is also a need for proper and regular implementation of the formal arrangements for verification of assessment and moderation of assessment results to ensure they are accurate and fair. There is also a need for greater cooperation by a number of vocational and training institutions to submit qualification placement requirements according to the specified schedule.

In general, all education and training institutions have to ensure that a mechanism is developed to measure the extent to which learning outcomes are achieved, periodically and regularly ensure that measurement results are used effectively in the development of programmes, and comply with the requirements of the Credit Framework in relation to the qualifications' titles and the minimum NQF Credits for each Level.

### **Alignment of Foreign Qualifications to the NQF:**

The NQF is used as a comparison tool in the Alignment of Foreign Qualifications process, where the foreign qualifications that meet the alignment standards are evaluated and compared to the national qualifications. This leads to a better understanding of the value of foreign qualifications by the relevant stakeholders of the education and training system.

### **The four Alignment of Foreign Qualifications standards\* are:**

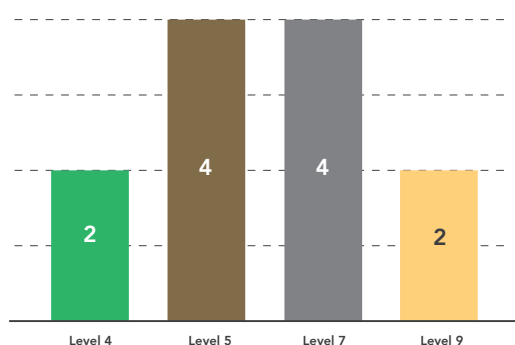
- Ownership of the Qualification.
- Justification of Need.
- Quality Assurance.
- NQF level and Credit Alignment.

During the academic year 2018-2019,

12 foreign qualifications alignment application requests met the alignment standards. Three of these were from higher education institutions, of which one diploma aligned to Level 5 of the NQF and two master degree qualifications aligned to Level 9, in addition to nine alignment application requests received from foreign awarding bodies and offered by vocational training institutions in the Kingdom, of which four awards were aligned to Levels 4 and 5, two were intermediate certificates and two were intermediate diploma qualifications aligned to Level 7, and one certificate in insurance aligned to Level 5. These bring the total number of foreign qualifications aligned on the NQF to 18, as shown in Figures 86 and 87.

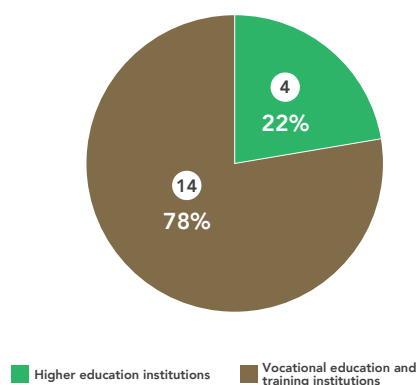
\*For more details on Institutional Listing standards, kindly refer to the BQA website: [www.bqa.gov.bh](http://www.bqa.gov.bh)

**Figure 86: Levels of foreign qualifications that met the alignment standards and requirements**



international understanding between the regional and international parties, exchange good practice in the areas of structure, design and management of qualifications frameworks, and the exchange of publications issued in areas of common interest.

**Figure 87: Total number of foreign qualifications aligned to NQF levels**



Overall, the alignment process indicates the development of quality assurance mechanisms for foreign qualifications offered in the Kingdom of Bahrain and are monitored by the foreign awarding bodies that establish standards, follow up assessment verification and moderation processes and award certificates. Nevertheless, it is necessary for stakeholders to consider the labour market needs and the rationale of offering such huge numbers of foreign qualifications in the Kingdom.

### **Regional and international relationships:**

In order to build strategic partnerships the BQA has renewed the memoranda of understanding with the Malaysian Qualifications Agency and the Scottish Credit and Qualifications Framework Partnership (SCQFP). This is to enhance the cooperation on issues related to qualifications frameworks and professional development, promote



# Forums and Capacity Building



**Entrepreneurship  
and Initiative**





# Forums and Capacity Building

## First: Forums

### 1. Government and Private Schools Reviews Directorates Fifth Forum

The Education & Training Quality Authority (BQA) organised the Fifth Forum of the Directorate of Government Schools Reviews (DGS) and the Directorate of Private Schools and Kindergartens Reviews (DPS) titled **'Standards and Mechanisms of School Reviews: Reality and Aspirations'** on Thursday 27 September 2018. The Forum provided opportunities for dialogue between teachers and middle and senior leaders in government and private schools, the Ministry of Education, and the school community in general. This was done through tackling various themes, including the importance of school participation and the educational community in the development of criteria and tools for school reviews and ways to improve the quality of school performance across the Kingdom of Bahrain. The Forum also addressed the bases upon which the schools review framework was developed, the school review document, and endorsement of the schools review framework for the next review cycle. All these were covered through the main paper and the professional discussion sessions held at the Forum. Government and private schools were also inducted for the next review visits by the BQA.

More than 120 professionals, specialists, principals and teachers from government and private schools, consultants and educators, school performance improvement experts and quality assurance experts participated in the Forum. The DGS and DSR directors delivered a presentation titled 'Outcomes of the School Performance Assessment Model after 10 years of application' that mainly focused on the new amendments to the schools review framework and its criteria, to include 21st century skills. The aspirations for the next phase of the school reviews in the Kingdom of Bahrain were highlighted, as were the latest developments in international frameworks, how they are implemented in the school reviews and their implications on the quality of the schools

review framework in the Kingdom. The Forum also included a lengthy discussion session on "Review Mechanisms and Related Challenges", during which feedback was received from the stakeholders in order to benefit from their cumulative experiences and the most important observations regarding the review mechanisms and processes, as well as the review framework criteria for the purpose of development and improvement.

#### The Forum's topics and themes:

- Detailed analysis and reflection on the schools' situations across the Kingdom of Bahrain.
- Review of regional and global good practices in school reviews.
- 21st century skills as a starting point for the new schools review framework.
- Review mechanisms and related challenges.

#### Recommendations:

The most important recommendations were as follows:

1. Dissemination of outstanding practices in government and private schools for development and improvement.
2. Adopting the 21st century skills as a basis for planning and development.
3. Implementation of the updated schools review framework aspects and criteria.

### 2. Directorate of Vocational Reviews Fifth Forum

The BQA organised the fifth Forum of the Directorate of Vocational Reviews (DVR) under the theme **'Assessing and Monitoring Learners' Performance – a Holistic Perspective'** on 23 January 2019. Around 120 participants and local experts from various Vocational Education and Training (VET) institutions, non-compulsory private education institutions, licensing bodies and related stakeholders took part in the Forum. It provided an interactive platform to exchange views in relation to assessment and monitoring of learners' performances, use of results in the decision-making processes, focusing on learners' achievements and the utilisation of

learners' training and learning outcomes to improve the provision which in turn should have a positive impact on learners' achievement – at a holistic level - as well as affecting the quality of their performance and the effectiveness of the scientific and professional learning outcomes in line with local and global labour markets' needs.

For this Forum the DVR Director delivered a presentation titled: 'From Cycle 1 To Cycle 4: The Journey Travelled' on the achievements of the BQA, represented by the DVR, for the last ten years.

In addition, two main sessions were organised. The first was titled: 'Monitoring of Learners' Achievement: Providers Prospective', in which Bahrain Training Institute presented a study on learners' achievement in the Institute. Two case studies were also delivered, one by the Bahrain Institute for Banking and Finance under the title 'Turning non-accredited modules into a formally assessed and credit-bearing qualification', and the second by Origin Training Centre under the title 'A Case Study from an Outstanding Vocational Training Centre in Bahrain'. The British Language Centre also presented a paper on 'Enhancing Learning and Progress'.

The second session included two papers. The first was titled: 'Monitoring of Learners' Achievement: Reviews' Outcomes', while the second paper discussed 'Lessons/Training Sessions' Delivery and Observation – Reviewers' Prospective'.

A panel discussion was held at the end of the Forum, and a number of recommendations were raised based on the findings of the presented papers and discussions. The main recommendations were:

- Utilise the BQA review results to a greater extent due to the positive and tangible impact these have on improving the performance of the vocational education and training institutions, as clearly shown by the third review cycle's findings, and continue to develop the institutions' internal quality assurance mechanisms in line with international good practice.

- Seek to develop qualifications the Bahraini labour market needs via conducting formal and systematic studies.
- Offer VET programmes that have clear and specific learning outcomes, and link assessment tools to these outcomes to ensure that learners acquire the knowledge and skills identified in the learning outcomes.
- Emphasise the importance of the learner being at the centre of the learning process, while maintaining and analysing learners' data and utilising the outcomes to inform decision-making in a strategic and holistic manner.

### **3. The Directorate of Higher Education Reviews Fifth Forum**

In collaboration with the International Institute for Educational Planning of the United Nations Educational, Scientific and Cultural Organization (IIEP-UNESCO), the BQA organised on 2 December 2018 the Fifth Forum of the Directorate of Higher Education Reviews titled '**Internal Quality Assurance in Higher Education for Quality Enhancement and Employability**'. The Forum attracted almost 100 participants, including university presidents, internal quality officials and faculty members, as well as representatives from the higher education institutions and local and international experts in quality assurance in higher education.

The Forum contained three discussion sessions. The first was titled 'Internal Quality Assurance: Drivers, Developments and Challenges Internationally', the second was titled: 'From Externally to Internally Driven Quality Assurance' and the third was delivered under the theme 'Beyond the Paper Tiger – Filling Quality Cultures with Life'. The Forum concluded with a panel session and a number of recommendations were made based on the Forum's papers and discussion sessions, the most important of which were as follows:

- One of the most important challenges facing internal quality management systems is the transition from a formal quality assurance system based on the collection of papers to one seeking to take advantage of

quality mechanisms. Therefore, the Forum recommended that quality assurance systems should concentrate less on the technical aspects and be more interested in raising the convictions of the related stakeholders on the importance of quality and their role in supporting the educational processes to institutionalise the culture of quality so that it becomes a 'lifestyle'. Quality tasks may be

- Included in job descriptions and employment renewal contracts as part of the regular academic duties and tasks of staff.
- Among the internal factors perceived as supporting the development of quality management, leadership support is clearly seen as a key element. The Forum recommended that communication be enhanced between senior management and academic and administrative staff, as well as encouraging administrative units to get involved in the quality assessment system through participation in consultancy meetings and implementation of decisions, policies and procedures.
- Increased emphasis on promoting the image of higher education institutions is a dominant internal driver of the institutions' internal quality management. Although the leadership of an institution, represented by the president and vice-presidents of the university, has a critical role in leading the quality management, support components/groups such as quality management offices or units and quality committees still need further support and must take a greater role in applying the quality policies. The Forum recommended that quality management systems and structures should be given more attention by institution leaders to achieve greater flexibility in quality management and support their effectiveness.
- Quality mechanisms focus on benefiting from feedback from stakeholders and looking for good practices to continuously improve academic programmes and provision. Accordingly, the Forum

recommended that the analysis results of the various questionnaires on labour market needs and students' opinions in the decision-making process should be used and given special attention on a regular and constant basis. This has a positive impact on raising the efficiency and employability of the graduates.

- Overall, the BQA has a significant role to play in promoting quality management systems at the national level, in implementation of its mandate to ensure the responsibility of higher education institutions towards the community in general and officials and decision-makers in particular, and in response to the call of national duty and mandate, supported by progressive orders and visions of our wise leadership. Consequently, quality management is currently one of the highest priorities of higher education institutions and the implementation of such policies relies on the capacity and efficiency of their internal quality assurance management system.

#### 4. The Directorate of National Examinations Fifth Forum

The BQA organised the Fifth Forum of the Directorate of National Examinations, titled **'National Examinations: Reading of the Data and the Effect'**, on 7 November 2018. This aimed to provide an opportunity for various stakeholders from government and private schools as well as the Ministry of Education to discuss different issues and get acquainted with the life cycle of national examinations data and their impact on the education system. Additionally, light was shed on international good practice in terms of using such data to improve students' achievements and develop their skills and competencies.

The Forum's agenda covered presentations and discussion sessions tackling a number of themes and topics. During the main session the Director of the Directorate of National Examinations delivered a paper titled 'National Examinations Data and its Impact', and the Director of Assessment at OCR, UK, delivered a paper on 'Using Assessment Data for Learning – Two Case Studies'. In addition two workshops

were organised, the first under the theme 'Translating the Case Study into Practice' and the second titled 'Samples of Using National Examinations Data and the Principal Examiners' Reports' to enable the participants to comprehend the BQA reports, which highlight learners' strengths and areas for improvement and how to use the national examinations results in improving learning outcomes.

According to papers and workshop discussions, the Directorate of National Examinations has a wide database accumulated from conducting national examinations for 10 years. This enables the Directorate to achieve quality in its assessments. The DNE's raw data undergoes a life cycle in terms of construction, processing, editing, verification, organisation and reconfiguration to reach conclusions, and is then placed in storage. This life cycle produces information that is used in the reports issued by the DNE for the benefit of the related stakeholders. The Directorate also seeks to reuse and invest the data for a variety of purposes to improve the education system, such as the conduct of 'A Study on the Impact of the National Examinations'.

Two different case studies explaining the sound processing of students' results data were also presented at the Forum. They showed that the effective use of data is critical to improve the performance of students at school and across all stages of education. Modern studies conducted by Ofsted on a number of outstanding primary and secondary schools proved that the key reason for their excellence is their effective use of student performance data, their reliance on vigorous follow-up, and continuous monitoring of students' performance and improvements in their achievements. Furthermore, good teaching and effective assessment rely on using data to track students' performances and observe the development of their performance. The participants recommended the importance of educator training in the effective use of examinations data, as teachers can use the data to develop educational goals and the school can use predictive analysis of student performance.

## **Second: Capacity Building**

Both **DGS** and **DPS** undertook a number of training activities and capacity building programmes during the academic year 2018-2019. Internally, more than 30 intensive events were provided for DGS and DPS staff including focused sessions, discussions and exercises using modern technological aids and tools. These events were divided into two parts the first section being focused on gathering feedback on the implementation of the Schools Review Handbook upon completing Cycle 3 of reviewing schools in the Kingdom of Bahrain. The second section focused on the conduct of capacity building programmes to raise the reviewers' readiness and familiarity with all the requirements of the implementation of Cycle 4 Schools Review Framework in the Kingdom of Bahrain, particularly in relation to lesson evaluation, teaching and learning processes, students' academic achievement and personal development, as well as scrutiny and assessment of students' work to measure their progress. As part of their efforts to develop their staff capabilities and improve the quality of provision, both Directorates registered their staff in a number of Bahrain Institute of Public Administration (BIPA) training programmes such as Benna and Takween.

As part of its capacity building activities and effective initiatives to train the government and private schools, enhance their involvement in the reviews and improve their provision, the DGS organised two workshops for government schools on completing the Self-Evaluation Form (SEF) according to the approved 'Schools Review Framework'. This was conducted for all government schools across the Kingdom. The DPS held the same workshop for the private schools. Additionally, four training workshops were organised for the government and private schools to raise their readiness for the monitoring visits. Based on the principle of sustainability in terms of knowledge sharing with the school staff and concerned partners, the DGS held a meeting with the senior management of Bahrain Teaching College (BTC) to discuss aspects of cooperation and exchange of experiences, as well as delivering a presentation on BQA roles and the Schools Review Framework updates to BTC academic

and administrative staff. A number of meetings were held with the Ministry of Education to raise their awareness of the new School Reviews Framework requirements and related procedures.

During the academic year 2018-2019, the **DVR** continued its capacity building initiatives to support the vocational education and training institutions in further improving their provision, and organised two workshops to train them on how to conduct a self-evaluation based on Cycle 4 Reviews Framework's requirements and good practices, in order to complete the Self-Evaluation Form (SEF) and Learners' Performance Data (LPD) workbook.

The workshops were attended by 53 participants from 23 training institutions. The Directorate also organised an awareness workshop for 27 participants from 13 newly licensed training institutes to enable them to adopt good practices and mechanisms from day one of their inception and ensure the quality of the provision and its output in line with the BQA quality assurance criteria set forth in Cycle 4 Reviews Framework for vocational education and training providers.

Based on its belief in the need to build national capacity other than the BQA staff to contribute to the implementation of reviews, the Authority held a workshop to train external reviewers and consultants on the institution reviews process according to the requirements of Cycle 4 Reviews Framework for vocational education and training providers. The roles and tasks of the external reviewers and consultants before, during and after the review visit were discussed in detail during the workshop, which was attended by 10 external reviewers and consultants.

As part of its keenness to enhance communication with the related stakeholders, the DHR contacted the higher education institutions, Higher Education Council (HEC) and a sample of students to collect feedback on the updated Programme Reviews Framework (Cycle 2).

The **DHR** held three workshops to introduce the updated Programme Reviews Framework (Cycle 2) and collect and use feedback from the relevant stakeholders. These workshops were held from January to March 2019, targeting the above-mentioned three categories, and the updated review framework was discussed and compared to the Programme Reviews Framework (Cycle 1) to identify the updates that took place based on the suggestions previously sent by higher education institutions. Each of the four indicators was discussed in detail and some amendments were made to the updated Programme Reviews Framework accordingly.

In terms of national capacity building, the **DNE** appointed a pool of consultants (through part-time employment) to assist in the duties relating to the review of national examinations and their construction. Item-writers to assist in preparing the national examinations items were also appointed, as were part-time staff to take part in conducting and marking the national examinations. It appointed more than 700 markers, about 250 administrators and data entry admins, and 90 invigilators. Moreover, the DNE held a number of training events and workshops for each category (assessment staff) to train them to carry out their duties perfectly, with other workshops for the principal examiners taking part in marking the 2019 national examinations session, on Principal Examiner's Report writing and G12 Grading.

To improve the efficiency of the permanent staff a number of DNE staff attended the "Bahrain International e-Government Forum". This forum is considered as one of the most important events in the Kingdom of Bahrain and one of the main forums in information technology and communication worldwide.

The **GDO** delivered six training and capacity building workshops for higher education and vocational education and training (VET) institutions, in which 100 representatives were trained on the NQF processes. They included a detailed description of the institutional listing, the national qualifications placement and alignment of foreign qualifications processes. These workshops were followed by consultative support visits to the education and training

institutions which were scheduled to submit their institutional listing and qualifications placement applications within specified deadlines. These visits were conducted in line with the Authority's policy to communicate and cooperate with the education and training institutions, provide support and guidance for application submission and reply to any ambiguity or enquiries. Such visits give an impression of the eligibility of these applications, the level of familiarity of education and training institutions with the requirements of the NQF, and their general readiness for implementation.

Furthermore the Directorate held two training workshops for 34 members who specialise in various fields and work on listing applications evaluation committees and qualifications validation committees to evaluate institutions and qualifications before these are placed on the NQF. These have been added to the trained panel members database. With the aim of spreading the quality assurance culture as an integral part of the NQF, the Authority held five awareness workshops for a number of institutions to familiarise them with the importance of the NQF in linking the learning outcomes to labour market needs and its objectives to develop the Kingdom's education and training sector.

# Education & Training Quality Authority



**A DECADE OF  
DEVELOPMENT**

## BQA 10<sup>th</sup> Anniversary Ceremony



### **H.H. Shaikh Mohammed Bin Mubarak Al Khalifa Deputy Prime Minister and Chairman of the Superme Council for the Development of Education and Training Delivers His Speech In The Opening Ceremony**

The Education & Training Quality Authority's 10<sup>th</sup> anniversary ceremony was held under the patronage of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training, in the presence of His Excellency Shaikh Khalid bin Abdullah Al Khalifa, Deputy Prime Minister and the first Chairman of the BQA's Board of Directors, along with a number of ministers and officials of the State.

In his speech His Highness Shaikh Mohammed bin Mubarak Al Khalifa stressed that: "BQA is a paradigm shift of education in the Kingdom of Bahrain. As one of education and training development initiatives, it shapes the future of education across the Kingdom and establishes its position at the regional and international levels. Praise be to God and thanks to the

royal guidance of His Majesty King Hamad Bin Isa Al Khalifa, King of the Kingdom of Bahrain, the support of HRH Prince Khalifa Bin Salman Al Khalifa, the Prime Minister, and the direct follow-up of HRH Prince Salman Bin Hamad Al Khalifa, Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister, we were able to achieve the goals of the comprehensive vision for education and training system 2030."

His Highness Shaikh Mohammed bin Mubarak Al Khalifa stressed that a new stage in the Kingdom of Bahrain's education system was started by the establishment of the BQA by assessing and reviewing the performance of the education and training institutions. His Highness also pointed out the NQF milestones locally, regionally and internationally, the latest of which was referencing Bahrain's NQF

with the Scottish Credit and Qualifications Framework (SCQF).

Mr. Kamal Ahmed Mohammed, Minister of Transportation & Telecommunications, BQA Vice Chairman, said: "It is a privilege and pride to be part of this national edifice, which was not established by promises or dreams, but by faithful deeds and national visions implemented by Bahraini talents who were able to change reality and gain respect locally, regionally and internationally."

In his welcome speech at the ceremony Mr. Kamal said that the BQA inauguration and the launch of its initiative have been guided by the conviction of His Royal Highness Prince Salman Bin Hamad Al Khalifa in both word and deed, with the support of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Supreme Council, for the Development of Education and Training, for the success and advancement of the initiative as part of an integrated project for the development of education and training which was administered by His Highness Shaikh Mohammed bin Mubarak Al Khalifa with all sincerity, generosity, dedication and competence.

Dr. Jawaher Shaheen Al Mudhahki, Chief Executive of the Education and Training Quality Authority, delivered a presentation of the progress of the Education and Training Development Project in the Kingdom of Bahrain and the most important milestones in the history of the Authority since its establishment in 2018. She discussed the idea of the National Reform Project and the objectives of the education and training development initiative to provide quality education.

The event included a presentation titled 'External Quality Assurance - Towards a Knowledge-Based- Economy' by the international expert Mr. Peter Sheung, who praised Bahrain's experience in the field of education development and quality assurance practices based on the wise vision of the Reform Project of His Majesty King Hamad Bin Isa Al Khalifa and the guidance of the visionary government.

His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training, launched the BQA book titled 'A Decade of Development'. This describes the history of the Authority over ten years and the stages of its establishment since 2008 to today's celebration of 10 years of success in the educational system, thanks to its qualified and experienced Bahraini staff.

His Highness also launched the Authority's new website, which is user-friendly and updated with Arabic and English contents. In addition His Highness distributed commemorative shields to the international key speaker and the chairmen and members of the Board of Directors of the Authority.

During the ceremony Mr. Kamal Ahmed Mohammed, Minister of Transportation & Telecommunications and BQA Vice Chairman, honored 34 senior employees who have completed ten years of service.



**Patron of the Ceremony honours the Chairmen of the BQA Board of Directors & Board Members**



**H.H. Shaikh Mohammed bin Mubarak Al Khalifa, Patron of the Ceremony, honours His Excellency Shaikh Khalid bin Abdullah Al Khalifa, the first Chairman of the BQA Board of Directors**



**Patron of the Ceremony receives the BQA Book titled 'A Decade of Development', marking the BQA 10th Anniversary, and inaugurates the new BQA Website**



**Mr. Kamal bin Ahmed, Minister of Transportation & Telecommunications, and the Authority's Chairman of the Board of Directors takes a group photo with the honorees**



**Dr. Jawaher S. Al Mudhahki, Chief Executive of the Education and Training Quality Authority, takes a group photo with the BQA staff members**



**Education &  
Training Quality  
Authority**



**Customer Service  
Excellence  
Award "Tawasul"**

## "Tawasul" Award at the Government Forum 2018

Dr. Jawaher Shaheen Al Mudhahki, Chief Executive of the Education and Training Quality Authority, expressed her sincere thanks and gratitude for the BQA winning the Customer Service Excellence Award for customer support via Tawasul. The award was made at the Government Forum 2018, which is held under the patronage of His Royal Highness Prince Khalifa bin Salman Al Khalifa, the Prime Minister and the initiative of His Royal Highness Prince Salman bin Hamad Al Khalifa, Crown Prince, Deputy Supreme Commander and First Deputy Premier. She stressed her pride and that of BQA's employees in achieving this award, as the BQA is among the best interactive government authorities in the national system of suggestions and complaints (Tawasul). Dr. Al Mudhahki also congratulated His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training,

His Excellency Mr. Kamal bin Ahmed Mohammed, Minister of Transportation & Telecommunications, BQA Chairman, respectable board members and BQA's employees for this significant achievement.

'Launching an award for excellence at the Government Forum reflects our wise government's interest in communicating and interacting with customer complaints and suggestions, as addressing the needs of citizens is a priority of the Government Action Plan', Dr. Al Mudhahki said.

Dr. Al Mudhahki stressed that winning the 'Customer Service Excellence Award for customer support via Tawasul' recognises the extent of interaction with and feedback from all citizens, and the BQA's keenness to continuously respond to their inquiries and resolve all complaints supports the government goals to improve quality services and overall performance.



# **Education & Training Quality Authority**



**Conclusion**

## Conclusion

This year's Report, 'Education in the 21st Century: Quality and Empowerment', in its eleventh edition provides an analytical overview of the performance of education and training institutions in the Kingdom of Bahrain, the results of national examinations, and the education and training institutions reviews and their listing and qualifications placements and alignment to the National Qualifications Framework. The report also describes the lessons learned from these results and BQA's future plans, through its relevant Directorates, to support and develop the quality of education and training in the Kingdom.

In December 2018 **the Directorate of Government School Reviews** completed the third review cycle by reviewing the performance of 207 government schools. In February 2019 it commenced the fourth review cycle. The reports of these reviews highlighted the strengths and areas for improvement and included them in its recommendations for schools. School managements that sought to benefit from BQA's previous review reports and follow-up on its recommendations showed positive progress in their performance, signified by students' academic performance and personal development.

By comparing the results of the performance of government schools between the second and third review cycles several recommendations emerged for the development of overall performance. These are namely: the need to benefit from the excellent practices in schools with 'outstanding' performance in improving the performance of the educational system in general, to implement projects by the concerned parties at the Ministry of Education to improve the performance of schools with 'inadequate' performance, and to deal with schools that continue such performance. Additionally, there is a need to re-evaluate the professional development programmes for school leaders and teachers, while stressing the importance of encouraging and

activating educational operational research to examine trends emerging from BQA quality performance reviews over the past ten years. There is also a need to stabilise schools' administrative and educational staff and to meet their needs, particularly in terms of human resources, which has a direct impact on improving performance and maintaining it.

To improve the performance of government schools there is an essential need for the bodies concerned at the Ministry of Education to thoroughly identify the problems that intermediate schools face and set the required measures to improve their performance. The causes of the growing gap in performance between boys and girls should be studied, and the necessary action to address them should be taken. Causes of the poor performance in the northern and southern governorates should be identified and support provided for the schools judged as 'inadequate' in those governorates. It is essential that the gap and disparity is minimised between school examinations results and external examination results conducted by the Ministry of Education, the Education and Training Quality Authority, or other parties. A review of the criteria and mechanisms for admission to vocational schools, their offered curriculum and its implementation is needed by the bodies concerned at the Ministry of Education in order to improve students' performance and prepare them for the labour market.

Overall, the results of the reports of 20 government schools reviewed in the first phase of the fourth cycle indicate a relatively improved performance. The percentage of schools receiving an 'inadequate' judgement is 10%, with none of these schools having been judged as 'inadequate' in the previous cycle. The percentage of schools judged as 'outstanding' or 'good' amounts to 60%. Despite these positive results of the first batch of reports, the overall effectiveness of all government schools remains poor, as 33% of them are judged as 'inadequate' which is a

significant percentage that affects the overall performance of the education system in the Kingdom. There are still several areas for improvement, particularly regarding students' low academic standards, which have been directly affected by the quality of teaching, learning and assessment processes. The poor effectiveness of the professional development programmes offered and the inadequate follow-up mechanisms are another areas that need improving. The Directorate will continue to conduct government school reviews in the academic year 2019-2020 in accordance with the schedule set for the fourth cycle, as well as conducting special visits to schools with 'outstanding' performance, and monitoring visits to schools judged as 'inadequate'.

In December 2018 the Education & Training Quality Authority (BQA), represented by **the Directorate of Private Schools and Kindergartens Reviews**, completed the second review cycle of private schools by reviewing 62 private schools, most of them mixed schools. In February 2019 BQA commenced the third cycle of reviews. The review reports of these schools outlines the main strengths and areas for improvement in these schools. Although the percentage of schools that received an 'outstanding' judgement in the second cycle is slightly higher than that in the first cycle, this improvement is still below the expected level sought for the development of private education in the Kingdom of Bahrain. The percentage of schools judged as 'satisfactory' or 'inadequate' is still high. The review reports identified many issues affecting the private education system. The general disparity in performance of private schools coincides with erratic implementation mechanisms and monitoring of school work, as well as in the use of learning resources. Some private schools still face a number of challenges including improving overall performance, or at least maintaining the previous good or satisfactory results. Other challenges include poor strategic processes including evaluation, planning, implementation and monitoring. There is a lack of active professional development programmes, which negatively impacts the effectiveness and quality of

processes. Therefore, private schools in the Kingdom of Bahrain, particularly their managements, need to be supported to work according to development priorities and to benefit from review reports to improve overall performance, to ensure a direct and positive impact on students' achievement.

The results of the first phase of the third review cycle covered the performance of six private schools. Four of these retained their previous judgements, one 'outstanding', one 'good', and two 'satisfactory'. However, the performance of two schools regressed from 'satisfactory' to 'inadequate', which negatively affected the cumulative performance of private schools. In the academic year 2019-2020 BQA will continue to review the performance of private schools in accordance with the schedule set for the third review cycle, in addition to conducting monitoring visits to private schools that received an 'inadequate' judgement.

In December 2018 **the Directorate of Vocational Reviews** completed the third review cycle which commenced in March 2015, during which the Directorate reviewed 96 vocational education and training institutions, 67 of these licensed by the Ministry of Labour and Social Development (MLSD) and 27 licensed by the Ministry of Education (MoE), the remaining two being self-regulated institutions. The review framework was also updated and the revised framework was adopted and used for Cycle 4 Reviews, which commenced in February 2019 with the performance of 10 training institutions being assessed of which 8 are licensed by MLSD and 2 by MoE. The results of the three review cycles indicate a clear improvement in the performance of vocational education and training institutions in the Kingdom of Bahrain, as the percentage of institutions that received an 'Inadequate' judgment dropped from 18% to 16% and then to 11%, while there is a clear increase in the percentage of institutions that received 'Outstanding' and 'Good' judgments over the three cycles increasing from 21% to 40% and then to 46%. This is despite raising the level expected from institutions from one cycle to another, in line

with good practice in the field of vocational education and training.

Comparing the results of the second and third review cycles indicates an improvement in the performance of institutions in three aspects, the most obvious of which is support and guidance, then learners' achievement, followed by the effectiveness of teaching/training and assessment. However, the results of the fifth aspect, leadership, management and governance are still worrying as the percentage of institutions that received an 'Inadequate' judgment increased to 24%.

Analysing the results of the overall effectiveness of these institutions during the second and third review cycles according to the licensing authority, we notice an improvement in the performance of the two groups. However, while the percentage of inadequate institutions licensed by MLSA dropped to 6%, this percentage is high, at 26%, for institutions licensed by MoE, which needs attention and should be addressed.

The recommendations included in BQA's review reports indicate that in order to improve the performance of vocational education and training institutions they must periodically and formally verify the needs of the labour market, in addition to adopting formal policies and processes for designing and reviewing the training programmes/courses they offer. The mechanisms adopted by these institutions should also be developed to measure and assess learners' levels both upon enrolling in courses and programmes and the progress they make and their achievement at the end of these courses and programmes. In addition there is a need to improve and diversify teaching and learning methods and tailor and modify them to suit the different needs and levels of learners by planning and managing lessons more effectively. It is also essential for some training and education institutions to develop their strategic plans in line with their vision and what they aspire to achieve, in addition to further developing the mechanisms they use to monitor their performance, including the performance of trainers and learners, and adopting an internal quality assurance system

that is firmly and consistently implemented.

The Cycle 4 of reviews of vocational education and training institutions began in February 2019. The results of the first phase of the fourth cycle of reviews covered the performance of 10 such institutions, one of which retained its 'Outstanding' judgment for the third time in a row, 6 received a 'Good' judgment, one was 'Satisfactory', accounting for 10% of the institutions reviewed, and two received an 'Inadequate' judgment, accounting for 20% of institutions, one of which is a new institution reviewed for the first time. In the academic year 2019-2020, the BQA will continue to review the performance of vocational education and training institutions in accordance with the schedule set for the Cycle 4 reviews, in addition to conducting monitoring visits to vocational education and training institutions that received an 'Inadequate' judgment.

During the period 2009-2017 the Education and Training Quality Authority, represented by the **Directorate of Higher Education Reviews**, conducted the first cycle of the academic programme reviews in two phases. The first phase was conducted during the period 2009-2011 and the second phase during the period 2012-2017. The reports on the latest batch of these programmes were approved and published in October 2018. The results of the reviews in the first and second review phases show an improvement in the structure of institutions' programmes and academic and administrative processes in line with the requirements of these programmes. The results also show that 76 academic programmes, 64% of the total number of programmes reviewed, received a 'confidence' judgment. The majority of higher education institutions showed an ability to develop their programmes to meet the requirements of the four indicators of the Academic Programme Reviews Framework, as well as seriousness in developing their improvement plans and benefiting from previous reviews' recommendations, analysis of improvement plans and follow-up reviews conducted by BQA. The percentage of programmes that received a 'limited confidence' judgment was 20%, while that

receiving a 'no confidence' judgment was 16%. However, BQA views with concern the academic programmes offered in some higher education institutions in the Kingdom, which did not meet the requirements of quality assurance and did not achieve sufficient progress in the follow-up visits.

A number of follow-up visits were conducted during the first cycle of programme reviews, which are part of the quality assurance and continuous improvement system. The results of 23 follow-up visits that have been published show an improvement in the quality of academic programmes, as a number of higher education institutions demonstrate an ability to improve the structure of their programmes and academic and administrative processes in response to the recommendations of the review reports.

The Directorate began the second cycle of institutional quality reviews in October 2018 and is scheduled to complete these in January 2020. The reports on the performance of six universities were published. The reports include judgments and recommendations on how to enhance institutions' ability to carry out quality assurance procedures for their key roles of teaching and learning, scientific research and community engagement, as well as their roles in governance and management. The effectiveness of an institution's quality assurance procedures is judged against the standards and the indicators contained in the framework of the second cycle of institutional reviews, which were approved by Council of Ministers Resolution No. 38 in 2015. The six published reports evaluate the performance of four private universities and two government universities, and they all received an overall judgment of 'meets quality assurance requirements'.

The BQA, represented by **the Directorate of National Examinations**, conducted the National Examinations for 2019, being the eleventh session for Grade 6 students and the seventh session for Grade 12 students.

The results of Grade 6 national examinations were issued using the national examinations score system. The national average for all

subjects was set at 50 in the baseline year 2018. This average change according to the changes in students' performance in subsequent years. A slight increase in the national average for all subjects was noted in the 2019 results.

The results of 2019 Grade 12 national examinations were below the average. Students in government schools achieved a success rate of 38% in Arabic, followed by English with a success rate of 30%, then problem solving with a success rate of 5%.

As in previous years, girls outperformed boys in the Grade 6 national examinations. In Grade 12 girls performed better than boys in languages, while both boys and girls performed equally in problem solving.

National examination reports, which include strengths and areas for improvement in students' performances, should be benefited from to improve students' performance at the national level. Students should be motivated to use their best cognitive and mental abilities in national examinations. Teachers should cover the national curriculum requirements through their teaching and learning. Teachers should also be provided with targeted and continuous training on a diverse range of effective teaching methods. Assessments should be utilised to help students acquire the competencies, including basic and higher order thinking skills.

In the academic year 2018-2019, the Education and Training Quality Authority (BQA), represented by **the General Directorate of the National Qualifications Framework**, listed 6 additional technical and vocational training institutions in the register of the National Qualifications Framework and placed 60 national qualifications, being 35 higher education qualifications and 25 technical and vocational training qualifications. In addition 12 foreign qualifications were aligned to the framework, including 3 qualifications from the higher education sector and 9 from awarding bodies providing foreign qualifications in technical and vocational education and training institutions in the Kingdom of Bahrain. BQA also held 6 capacity-building training

workshops for higher education institutions and technical and vocational education and training institutions, on the processes of the National Qualifications Framework. In order to promoting the culture of the National Qualifications Framework locally, BQA held 5 awareness-raising workshops for several entities aimed at introducing the importance of the National Qualifications Framework in linking educational outcomes to the needs of the labour market, and its objectives of developing education and training in the Kingdom with the participation of all stakeholders.

Most of the institutions applying for listing reviewed their formal arrangements based on the institutional listing standards, which helped fill the gaps in their procedures and improve the processes and procedures in place in these institutions. In addition, the principle of transparency between institutions and learners was promoted, as the majority of education and training institutions started providing more information about admission and registration criteria, appeal and other procedures. As for areas for improvement, vocational training institutions need to build the capacity of their employees in relation to the formal arrangements for the accumulation and transfer of credit hours, progress and mobility of learners, appeal against admission and transfer, marking, verification of assessment, moderation of assessment results and continuous quality improvement.

With respect to national qualifications placement, training and the use of local academics and trainers and employees of local public and private institutions in validation of qualifications have contributed to a sharing of experience among institutions with respect to placement requirements and promotion of the culture of the National Qualifications Framework in society as a whole. The concept of cooperation between education and training institutions, labour market representatives and other relevant stakeholders was also promoted in the context of the design and development of curricula for qualifications, in line with the needs of learners and labour market. As for higher education institutions the

benchmarking process was improved, helping the development of programmes and improvement of institutions' performances. Benchmarking was also established in a number of vocational training institutions.

Through qualifications placement a number of areas for improvement were identified, such as that vocational training institutions still need to improve the formulation of learning outcomes, indicate the skills, knowledge and competencies required for the qualification and its modules more clearly, alignment between the learning outcomes of the qualification and the learning outcomes of the constituent modules, and use of assessment methods that are appropriate for the learning outcomes. There is also a need to activate and periodically and regularly implement formal arrangements for pre-assessment verification and post-assessment moderation to ensure the accuracy and fairness of assessment results, in addition to the need for greater cooperation by certain vocational training institutions in meeting qualification placement requirements according to the submission deadlines. In general, all education and training institutions should ensure that there is a mechanism in place to measure the achievement of learning outcomes, and to periodically and regularly ensure that measurement results are used effectively in the development of the programmes. Institutions should be urged to comply with the requirements of the Credit Framework in terms of qualification titles and minimum credit hours required, based on the level and title of the qualification.

The General Directorate of the National Qualifications Framework will continue its work in accordance with its operational plan for institutional listing, national qualifications placement and alignment of foreign qualifications from educational and training institutions and awarding bodies. In addition capacity-building is important in order to promote the concept of lifelong learning by improving transition pathways between the education and training sectors and reach a common understanding for the recognition of prior learning and experience.

# Success Stories



**Local and Global  
Citizenship**





## Success Stories

This section of the Annual Report provides a summary of success stories achieved on the path to improvement and development of the education and training sector in Bahrain, which the Education and Training Quality Authority (BQA) has been keen to achieve in collaboration with the government and private schools and training providers that have been reviewed over the cycles of reviews effective from the academic year 2008-2009 to the academic year 2018-2019.

The Authority has dedicated this section to selected success stories of schools and providers in this current Annual Report. These seek to show how these institutions have succeeded in achieving 'outstanding' grades in their review reports in consecutive review cycles, translating the Authority's recommendations and the review teams' observations into achievable action and improvement plans. Hence this section highlights the value of the achievements made by these schools and providers, which are recognised by the Authority. They set an example for the remaining education and training institutions seeking to achieve their own key milestones and contribute towards enhancing the education and training model in the Kingdom of Bahrain as a continuing success story which we are proud to develop.

We will present the success stories of two schools, one government and one private, and one training providers that have responded adequately to the recommendations of the Authority's review reports and thereby sustained remarkable progress in their performance through benefiting from the original review reports' recommendations within the education and training institutions' reviews.

According to the Authority's recent review reports findings covered by this Annual Report, one of the main reasons for the significant progress made by these institutions is the strength of leadership and management. This is coupled with their insistence on following

best practice to develop their improvement plans, using accurate and ongoing self-evaluation processes to continuously identify new development opportunities and areas for improvement.

In this section of the Annual Report, we will present the success stories of two schools (one government and one private school), and one training provider:

- **Government Schools:**

**Khawlah Secondary Girls School** was graded 'outstanding' in three consecutive review cycles.

- **Private Schools:**

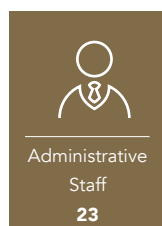
**Nadeen School – Bahrain** was judged 'outstanding' in two consecutive review cycles.

- **Vocational Training Institutions:**

**Kumon – Bahrain** was graded 'outstanding' in three consecutive review cycles.

## Success Story 1:

### Khawlah Secondary Girls School



**Principal  
Ms. Manal Sinan**

#### A Road to Excellence:

**Khawlah Secondary Girls School** continued its journey of excellence and was judged 'outstanding' in three consecutive review cycles. This shows the efforts made by the school's leadership and management, teachers and students to maintain their excellence and quality of the schoolwork.

The school managed to develop a collaborative vision focusing on the quality of institutional work, teamwork and pioneering that are translated by the school staff into different aspects.

'The school draws up ambitious strategic objectives that meet the requirements of the quality of schoolwork in various aspects and achieves its collaborative vision based on special objectives and systematic procedures that are made and informed by accurate and comprehensive self-evaluation processes of the school's situation, as well as various assessment methods whose results are used in setting up the strategic plan', says

Ms. Manal Abdullah Sinan, the Principal of Khawlah Secondary Girls School.

Khawlah Secondary Girls School takes systematic measures to keep the results of all the school performance indicators at the forefront of secondary schools in the governorate. This is achieved by matching the high success rates and mastery levels with the high standards of the majority of the various categories of students in most tracks, through the development of accurate strategic and action plans that consider the various categories of students and rigorous follow-up of planning implementation timeline.

In its early stages the school sought to develop a comprehensive plan to train students on national examinations and prepare them to achieve high results, exceeding the national average in English, Arabic, and problem solving.

Ms. Manal Sinan, the Principal of Khawlah Secondary Girls School, recalls that various teams and committees at the school followed systematic plans, including programmes and projects led by the students themselves, to enrich their experiences, develop their talents and creative abilities, and enhance the skills of the 21st century inside and outside the classrooms. Students were encouraged to become highly enthusiastic and motivated in order to participate effectively in lessons, committees, activities and competitions according to their interests and talents. This is clearly shown in their competitiveness, innovation, participation and winning first

place in local and international competitions, as well as their abilities in self-learning and problem solving, leadership, self-confidence and decision-making.

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Khawlah Secondary Girls School follows clear procedures to ensure that students are aware of their rights, duties, responsibilities and commitment to the school's regulations and values. This shows in school discipline, good behaviour, the values of belonging, citizenship and coexistence with their

colleagues despite the differences of cultures, and respect for others and social responsibility.

With regard to teaching methods the school's teaching staff employs diverse, student-centred and effective teaching and learning strategies in all sessions and activities.

The teachers succeed in enabling students to produce, manage, critique and disseminate digital educational content among themselves, as well as using information technology management in research, data storage, activation of different software and linking these to the curricula such as in digital stories and QR codes.

### **BQA's Role:**

'The BQA's reviews represent a roadmap, not only to rise right to the top but to remain there and assist and support other schools to improve their teaching and learning processes through the development of a clear plan for the dissemination of good practice. Therefore, the school was recognised and awarded the BQA certificate of recognition and excellence over three consecutive review cycles', Ms. Manal Sinan, the Principal of Khawlah Secondary Girls School, says.

During each review visit the BQA review teams highlight the school's strengths, commend them and advise the school regarding the best way to invest in them. These reviews have encouraged and motivated the staff to improve the teaching and learning processes, as well as disseminating the educational experience provided by Khawlah Secondary Girls School to other schools. This enhances the confidence of the school's teachers and students and makes the school an environment that achieves excellence and attracts high quality staff. On the other hand, the review teams identified the areas for improvement that the school should focus on in order to develop better learning outcomes.

These reviews represent a positive challenge for all the school staff to maintain energy and momentum and consistently seek

excellence. This is clearly evident in the fact that many of the school's students have achieved top positions at the academic and creative levels in local and international competitions. The real challenge is to seek to invest this recognition constantly to promote ambition, encourage and maintain this achievement which must be inalienable, and seek to transfer the school's model to other schools in order to disseminate and spread the practices of this success on a large scale.

### **The School's Message:**







Ms. Manal Sinan, the Principal of Khawlah Secondary Girls School says: 'Our message to schools and senior leadership is: The school leadership should be fully aware and familiar with all the constituent elements of the school environment to optimally improve the educational process. Khawlah School's staff strongly believe that they deserve the best in all the constituent elements of the school environment, with a focus on the development of a clear and inspiring long-term vision and effective planning to translate this vision into concrete action such as programmes and projects to be implemented by all staff, with close follow-up and focus on the school's priorities to combat the danger of resources and efforts dispersal'.

In conclusion, the Principal of the School says: 'The motivation of teaching and administrative staff and students constantly encourage them to join forces and work as a team to achieve the school's interests and rise right to the top in all events'.



## Success Story 2:

### Nadeen Private School

 Established 1977	 Governorate Capital	 Administrative Staff 12	 Teaching Staff 34	 Number of Students 316	 Teaching Language English	 2015-2019
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**School Principal  
Ms. Elaine Brennan**

#### A Road to Excellence:

Over the last few years **Nadeen School** has developed all aspects of school life, from teaching and learning to staff development and community links.

‘The school has completely enhanced how subject matter is delivered and improved opportunities to develop 21st Century skills. All foundation subjects are taught in a cross-curricular and creative way, focused around a big question. This makes the learning experience richer and more enjoyable for children and has a direct, positive impact on outcomes’, says Ms. Elaine Brennan, the Principal.

‘Our IT curriculum has been enhanced by the introduction of Chromebook for all children from Year 4 onwards, providing digital learning opportunities in order to raise levels of engagement in learning, particularly in writing’, she added.

Ms. Brennan stressed that an enhanced outside learning environment has increased the number of different learning opportunities for different learning styles, increasing physical activity outside and opportunities for creative play.

The school has also increased opportunities for children to take over their own leadership roles within the student body, encouraged entrepreneurial endeavors and provided as many learning and experience-based opportunities as possible to students within their Primary education level. Introducing new assessment and tracking systems have allowed for a closer and more in-depth monitoring of students’ attainment and progress which, in turn has allowed teachers a greater understanding of individual student needs.

The school’s improved learning support programme ensures that there is greater awareness of pupil needs, better cohesion between class work and learning support work and quicker action when needs arise. All of this leads to more effective teaching time.

An improved focus on safety and safeguarding training for all staff has led to an increased, pro-active approach from all staff to matters concerning child welfare and wellbeing

Amongst the teaching team, the school has increased leadership roles through the assigned duties within the school teams or the development of the school’s organisational structure. The school also has

introduced an innovative model for career professional development (CPD) whereby staff are responsible for identifying their own development needs and pursuing these appropriately from a range of sources; this process is guided and targeted where appropriate. Staff have the freedom to work on the areas which will develop their own professional practise, making it more relevant to them.

An increase in focus on wellbeing, Personal, Social, Health and Economic (PSHE) Education, and Community has strengthened our home-school relationships and 'Small School – Big Family' spirit, as well as enabling both the teaching and administrative staff to quickly provide appropriate support as and when needed across all areas of the school.

### **BQA's Role:**

'The BQA's review process has allowed the school leadership to recognise our areas of strength and also the areas we can enhance further. The self-evaluation form (SEF) process helped to inform our strategic planning and the whole review process was a wonderful reflective exercise of what we do at Nadeen School', Ms. Elaine Brennan stressed.

'In our last two cycles we were encouraged to enhance education in Bahrain, and this has led the school to form even greater collaborative partnerships with other schools.

Sure, the positive feedback we received in our recent review made us feel very proud of what we have achieved so far. The constructive comments during feedback and in the report further strengthened our determination to provide an outstanding

education. We would like to thank the BQA team for taking the time to get to know the school and to appreciate all aspects of the school life', she added.

### **The School's Message:**

According to Ms. Elaine Brennan, the Principal of Nadeen School, the school's message is directed principally to all school leaders.

'School leaders can improve their schools by always having each child's individual learning needs at the centre of all decision making. This approach ensures that all children accepted into a school have their individual academic and pastoral needs met, and that they all have the opportunity to succeed', she said.

'All school staff must be active participants in their own professional development and have opportunities to flourish in a supportive and creative, not judgemental, environment', she added.

Keeping up to date with current best practice and having an open-minded approach to innovative curriculum delivery is key to ensuring that 21st century skills are fully developed in each child.






A whole-child approach including a focus on wellbeing, social and emotional intelligence, and physical development encourages the children to become active partners in their learning and is key to accelerating progress.

A strong home-school relationship and creating a community for the parents is important and is significant in linking parents to the school. Involving the parents makes it a common goal for all.



## Success Story 3:

### Kumon - Bahrain

 Established 2000	 Governorate Capital Northern	 Administrative Staff 29	 Teaching Staff 12	 Number of Students 1789	 Teaching Language English	 2012-2016- 2019
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**Centre Director  
Ms. Claire Gaffney**

#### A Road to Excellence:

The success of the **Kumon-Bahrain** in being judged 'outstanding' in three consecutive review cycles is not without historical context, but is due to focused work and continuous efforts to achieve this goal through legitimate competitiveness in the education and training sector.

Talking about the road to excellence, MS. Claire Gaffney, Kumon Director, says: 'We strongly believe in the importance of feedback and paying attention to the training of staff to get the best results.'

'Staff input, both academic and administrative, is regularly gathered and utilised where appropriate. Training of staff is a vital aspect of Kumon Bahrain's success', she added.

'Regular feedback and monitoring of all staff have increased communication, morale and efficiency. Following the same pattern of effective internal communication

between management team and staff and instant and regular open contact with parents and learners completes the cycle of communication, ensuring all are aware of targets, projections and upcoming events in a positive manner', she said.

#### BQA's Role:

Kumon Bahrain takes the BQA's review process very seriously and greatly appreciates the level of professionalism the review teams have presented since their first inspection of the Centre. The continuous monitoring by the BQA, and taking seriously its recommendations by the Centre's leadership, has maintained a continued quest for improved excellence from the first rating of 'Outstanding' through to the Centre's third 'Outstanding' rating in 2019.

In relation to the real benefits of the BQA reviews, Ms. Gaffney says 'Each of the BQA review reports are read and re-read multiple times by staff, with each reporting their findings through brainstorming sessions. Based on these reviews, suggestions and views for improvement and development of policies and procedures are adapted towards the ongoing improvement of learners' overall experiences, thereby achieving the 'Outstanding' rating of the Centre.'

'We see the reviews as a form of an external inspection, one which is non-biased and is aimed towards the sustainable growth of Kumon Bahrain, and ensure that implementation is completed within a quick timeframe from the end of each review. Kumon Bahrain have used some of the

recommendations of the Authority's review reports to raise the learners' performance level', she added.

Prior to a new review, Kumon Bahrain conducts its own form of review of all departments to maintain the BQA's review criteria and the quality of all functions, policies and procedures. Kumon Bahrain has accepted, viewed and used the BQA reviews as continued opportunities to improve and develop the performance of the provider in all aspects.

### **The Provider's Message:**

According to MS. Claire Gaffney, Kumon Director, the Centre's message to other providers is: 'In order to succeed, develop and reach excellence, Kumon Bahrain would suggest that other training institutes should benefit from reading the BQA's review reports and take their recommendations seriously, and consider the experience of the BQA's review as a positive one and understand that the review is an opportunity to improve and grow, leading to a higher standard for all Bahraini training institutes.'








































# **Education & Training Quality Authority**








































## **Appendices**

## Directorate of Government Schools Reviews

#		Government schools reviewed	Overall judgements Cycle 3	Overall judgements Cycle 4
1		Um Ayman Primary Girls School	1: Outstanding	1: Outstanding
2		Khawlah Secondary Girls School	1: Outstanding	1: Outstanding
3		Hassan Bin Thabit Primary Boys School	2: Good	1: Outstanding
4		Khadija Al-Kubra Intermediate Girls School	3: Satisfactory	1: Outstanding
5		Al-Orouba Primary Girls School	1: Outstanding	
6		Hajer Primary Girls School	1: Outstanding	
7		Rabia'a Al-Adaweyia Primary Girls School	1: Outstanding	
8		Al-Rawdha Primary Girls School	1: Outstanding	
9		Ain Jaloot Primary Girls School	1: Outstanding	
10		Karrana Primary Girls School	1: Outstanding	
11		Al-Khawarizmi Primary Boys School	1: Outstanding	
12		Sumayia Primary Girls School	1: Outstanding	
13		Al-Sehlah Primary Girls School	1: Outstanding	
14		Hitteen Primary Boys School	1: Outstanding	
15		Aminah Bint Wahab Primary Girls School	1: Outstanding	
16		Al-Muharraq Primary Girls School	1: Outstanding	
17		Al-Qadsiah Primary Girls School	1: Outstanding	
18		Saar Primary Girls School	1: Outstanding	
19		Sar Secondary Girls School	1: Outstanding	
20		Al-Safa Primary Girls School	1: Outstanding	
21		Al-Belad Al-Qadeem Primary Girls School	1: Outstanding	
22		Zubaidah Primary Girls School	1: Outstanding	
23		Al-Sanabis Primary Girls School	1: Outstanding	
24		Arad Primary Girls School	1: Outstanding	
25		Fatima Bint Asad Primary Girls School	1: Outstanding	
26		Jidhafs Secondary Girls School	1: Outstanding	
27		Sakeena Bint Al-Hussain Primary Girls School	1: Outstanding	
28		Abufiras Alhamadani Primary Boys School	1: Outstanding	
29		Mariam Bint Omran Primary Girls School	1: Outstanding	
30		Aisha Um Al Moamneen Primary Girls School	1: Outstanding	
31		Al-Hidd Intermediate Girls School	1: Outstanding	
32		Shahrakan Primary Girls School	1: Outstanding	
33		Almustaqbal Primary Girls School	1: Outstanding	
34		Buri Primary Girls School	2: Good	2: Good
35		Al-Noor Secondary Girls School	2: Good	2: Good
36		Zannoobia Intermediate Girls School	2: Good	2: Good
37		Al-Alaa Alhadhrami Primary Boys School	3: Satisfactory	2: Good

\*Reports are published on BQA website [www.bqa.gov.bh](http://www.bqa.gov.bh)

38		Bait Al-Hekmah Primary Girls School	3: Satisfactory	2: Good
39		East Rifaa Primary Girls School	3: Satisfactory	2: Good
40		Saba' Primary Girls School	3: Satisfactory	2: Good
41		Ruqaya Primary Girls School	3: Satisfactory	2: Good
42		Um Salama Intermediate Girls School	2: Good	
43		Tubli Primary Girls School	2: Good	
44		Al-Jazeera Primary Boys School	2: Good	
45		Hafsa Um Almoumineen Primary Girls School	2: Good	
46		Al-Daih Primary Intermediate Girls School	2: Good	
47		Al-Nabeeh Saleh Primary Girls School	2: Good	
48		Qurtoba Intermediate Girls School	2: Good	
49		Sanad Primary Girls School	2: Good	
50		Asma That Alnetaqain Primary Girls School*	2: Good	
51		Sitra Primary Girls School	2: Good	
52		Al-Qudes Primary Girls School	2: Good	
53		Sh. Mohamed Bin Isa Al-Khalifa Primary Boys School	2: Good	
54		Omayma Bint Al-Noaman Secondary Girls School	2: Good	
55		West Rifaa Primary Girls School	2: Good	
56		Gharnata Primary Girls School	2: Good	
57		Al-Duraz Intermediate Girls School	2: Good	
58		Sitra Intermediate Girls School	2: Good	
59		Sitra Secondary Girls School	2: Good	
60		Hamad Town Primary Girls School	2: Good	
61		Al-Duraz Primary Girls School	2: Good	
62		Abu Alaala Almaari Primary Boys School	2: Good	
63		Al-Muharraq Secondary Girls School	2: Good	
64		Tulaitela Primary Girls School	2: Good	
65		Al-Hooraa Secondary Girls School	2: Good	
66		Al-Busaiteen Primary Girls School	2: Good	
67		A'ali Primary Girls School	2: Good	
68		Al-Dair Primary Intermediate Girls School	2: Good	
69		Salmabad Primary Girls School	2: Good	
70		Al-Esteqlal Secondary Girls School	2: Good	
71		Al-Hunaineya Primary Girls School	2: Good	
72		Al-Busaiteen Intermediate Girls School	2: Good	
73		Al-Salam Primary Girls School	2: Good	
74		Primary Religious Institute	2: Good	
75		Al-Noaim Secondary Boys School	2: Good	3: Satisfactory
76		Ibn Al-Nafees Primary Boys School	2: Good	3: Satisfactory
77		Um Al-Qura Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory

\*Reports are published on BQA website [www.bqa.gov.bh](http://www.bqa.gov.bh)

78		Al Wadi Primary Boys School	3: Satisfactory	3: Satisfactory
79		Tubli Primary Boys School	3: Satisfactory	3: Satisfactory
80		Halima Al-Sa'adeyya Intermediate Girls School	3: Satisfactory	3: Satisfactory
81		Bahrain Vocational Secondary Boys School	3: Satisfactory	
82		Al-Nowaidrat Primary Girls School	3: Satisfactory	
83		Al-Shorooq Secondary Girls School	3: Satisfactory	
84		Ghazi Al-Qosaibi Secondary Girls School	3: Satisfactory	
85		Al-Hidd Primary Boys School	3: Satisfactory	
86		Nasser Vocational Training Centre (NVTC)	3: Satisfactory	
87		Al-Khaleej Al-Arabi Primary Intermediate Girls School*****	3: Satisfactory	
88		Al-Budaiyya Primary Intermediate Girls School	3: Satisfactory	
89		Um Kalthoom Intermediate Girls School	3: Satisfactory	
90		Fatima Bint Alkhattab Primary Girls School	3: Satisfactory	
91		Al-Hidd Secondary Girls School**	3: Satisfactory	
92		Al-Zallaq Primary Intermediate Girls School	3: Satisfactory	
93		Zainab Intermediate Girls School	3: Satisfactory	
94		Al-Manhal Primary Girls School	3: Satisfactory	
95		Al-Mutanabbi Primary Boys School	3: Satisfactory	
96		Ibn Sina Primary Boys School	3: Satisfactory	
97		Abu Bakr Al-Siddeeq Primary Boys School	3: Satisfactory	
98		Buri Primary Boys School	3: Satisfactory	
99		Al-Sanabis Intermediate Girls School	3: Satisfactory	
100		West Rifa'a Primary Boys School	3: Satisfactory	
101		Isa Town Secondary Girls School	3: Satisfactory	
102		Al-Ma'refa Secondary Girls School	3: Satisfactory	
103		Al-Khansa Primary Girls School	3: Satisfactory	
104		Khalid Bin Alwaleed Primary Boys School	3: Satisfactory	
105		Safeyia Bint Abdulmuttalib Primary Girls School***	3: Satisfactory	
106		Jidhafs Primary Boys School	3: Satisfactory	
107		A'ali Intermediate Girls School	3: Satisfactory	
108		Nasiba Bint Ka'ab Primary Girls School	3: Satisfactory	
109		Omar Bin Abdul Aziz Primary Boys School	3: Satisfactory	
110		Jaw Primary Intermediate Girls School	3: Satisfactory	
111		Al-Qayrawan Intermediate Girls School	3: Satisfactory	
112		Jidhafs Secondary Technical School	3: Satisfactory	
113		Al-Wafa'a Secondary Girls School****	3: Satisfactory	
114		Sh. Isa Bin Ali Al-Khalifa Secondary Boys School	3: Satisfactory	
115		Al-Hedayah Al-Khalifa Secondary Boys School	3: Satisfactory	
116		Al-Ja'afari Religious Institute	3: Satisfactory	
117		Al-Nuzha Primary Girls School	3: Satisfactory	

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118		Isa Town Secondary Boys School	3: Satisfactory	
119		Alahd Alzaher Secondary Girls School	3: Satisfactory	
120		Hamad Town Primary Boys School	3: Satisfactory	
121		Salahuddeen Alayyoubi Primary Boys School	3: Satisfactory	
122		Al-Rasheed Primary Boys School	3: Satisfactory	
123		West Rifaa Secondary Girls School	3: Satisfactory	
124		Sar Primary Boys School	3: Satisfactory	
125		A'ali Primary Boys School	3: Satisfactory	
126		Ahmad Al-Umrn Secondary Boys School	3: Satisfactory	
127		Balqees Primary Girls School	3: Satisfactory	
128		Yathreb Intermediate Girls School	3: Satisfactory	
129		Al-Sanabis Primary Boys School	3: Satisfactory	
130		Hamad Town Secondary Girls School	3: Satisfactory	
131		Qalali Primary Boys School	3: Satisfactory	
132		Al-Rawdha Primary Boys School	3: Satisfactory	
133		Sa'ad Bin Abi-Waqqas Primary Boys School	3: Satisfactory	
134		Al-Busaiteen Primary Boys School	3: Satisfactory	
135		Al-Muharrag Secondary Boys School	3: Satisfactory	
136		Al-Andalus Primary Girls School	3: Satisfactory	
137		Al-Dair Primary Boys School	3: Satisfactory	
138		Arad Primary Boys School	3: Satisfactory	
139		Barbar Primary Boys School	3: Satisfactory	4: Inadequate
140		Al-Dheya Primary Boys School	3: Satisfactory	4: Inadequate
141		Isa Town Primary Intermediate Boys School*****	4: Inadequate	
142		Aali Intermediate Boys School	4: Inadequate	
143		Um Alhassam Primary Boys School	4: Inadequate	
144		Askar Primary Intermediate Boys School	4: Inadequate	
145		East Rifaa Intermediate Girls School	4: Inadequate	
146		Omar Bin Al-Khattab Primary Intermediate Boys School	4: Inadequate	
147		Arad Intermediate Girls School	4: Inadequate	
148		West Riffa Intermediate Girls School	4: Inadequate	
149		East Rifaa Primary Boys School	4: Inadequate	
150		Al-Imam Ali Primary Intermediate Boys School	4: Inadequate	
151		Al-Razi Primary Boys School	4: Inadequate	
152		Al-Rifaa Intermediate Boys School	4: Inadequate	
153		Badr Al-Kobra Primary Boys School	4: Inadequate	
154		Al-Salmaniyia Intermediate Boys School	4: Inadequate	
155		Alta'awon Secondary Boys School	4: Inadequate	
156		Jaber Bin Hayian Primary Boys School	4: Inadequate	
157		Isa Town Intermediate Girls School	4: Inadequate	

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158		Al-Jasra Primary Boys School	4: Inadequate	
159		Othman Bin Affan Intermediate Boys School	4: Inadequate	
160		Abdul Rahman Al-Nassir Intermediate Boys School*****	4: Inadequate	
161		Safrah Primary Intermediate Girls School	4: Inadequate	
162		Al-Yarmook Primary Boys School	4: Inadequate	
163		Alzallaq Primary Intermediate Boys School	4: Inadequate	
164		Al-Qudaibia Primary Intermediate Boys School*****	4: Inadequate	
165		Uqba Bin Nafe'a Primary Boys School	4: Inadequate	
166		Sh. Abdul Aziz Bin Mohd Al Khalifa Secondary Boys School	4: Inadequate	
167		Al-Jabiriyia Secondary Technical School	4: Inadequate	
168		Al-Belad Al-Qadeem Intermediate Boys School	4: Inadequate	
169		Jidhafs Intermediate Boys School	4: Inadequate	
170		Religious Intermediate Secondary Institute	4: Inadequate	
171		Safra Primary Intermediate Boys School	4: Inadequate	
172		Isa Town Intermediate Boys School	4: Inadequate	
173		Osama Bin Zaid Primary Boys School	4: Inadequate	
174		Al-Imam Al-Ghazali Intermediate Boys School	4: Inadequate	
175		Arad Primary Intermediate Boys School	4: Inadequate	
176		Al-Budaiya Primary Boys School	4: Inadequate	
177		Hamad Town Intermediate Boys School	4: Inadequate	
178		Hamad Town Secondary Boys School	4: Inadequate	
179		Karzakan Primary Boys School	4: Inadequate	
180		Sh. Kalifa Bin Salman Institute Of Technology	4: Inadequate	
181		Al-Monthir Bin Sawa Al-Tamimi Primary Boys School	4: Inadequate	
182		Abusaiba Primary Boys School	4: Inadequate	
183		Al-Imam Al-Tabary Primary Boys School	4: Inadequate	
184		Al-Hidd Primary Intermediate Boys School	4: Inadequate	
185		Ibn Tufail Primary Boys School	4: Inadequate	
186		Al-Farabi Intermediate Boys School	4: Inadequate	
187		Al Maamoon Primary Boys School	4: Inadequate	
188		Hamad Town Intermediate Girls School*****	4: Inadequate	
189		Sanad Primary Boys School	4: Inadequate	
190		Abdul Rahman Al-Dakhel Intermediate Boys School	4: Inadequate	
191		East Rifaa Secondary Boys School	4: Inadequate	
192		Samaheej Primary Intermediate Boys School	4: Inadequate	
193		Al-Tadamon Secondary Girls School	4: Inadequate	
194		Ammar Bin Yaser Primary Boys School	4: Inadequate	
195		Al-Duraz Intermediate Boys School	4: Inadequate	
196		Ahmad Al-Fateh Primary Intermediate Boys School	4: Inadequate	
197		Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	4: Inadequate	

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198	Ibn Rushd Intermediate Boys School	4: Inadequate	
199	Al-Khalil Bin Ahmad Intermediate Boys School	4: Inadequate	
200	Al-Khamis Primary Boys School	4: Inadequate	
201	Sitra Primary Boys School	4: Inadequate	
202	Tareq Bin Ziyad Intermediate Boys School	4: Inadequate	
203	Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	4: Inadequate	
204	Al-Sehlah Primary Intermediate Boys School	4: Inadequate	
205	Awal Intermediate Boys School	4: Inadequate	
206	Al-Imam Malik Bin Anas Primary Boys School	4: Inadequate	
207	Wadi Alsail Primary Intermediate Boys School	4: Inadequate	

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

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

*\*\*\*Safeyia Bint Abdulmuttalib Primary Intermediate Girls School in Cycle 2*

*\*\*\*\*Isa Town Secondary Commercial Girls School Previously*

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

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

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

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

*\*\*\*\*\*Isa Town Primary Intermediate Boys School Previously*

## Monitoring visits to government schools judged 'inadequate' in Cycle 3

#	Government schools received monitoring visits	Monitoring visit 1*	Monitoring visit 2
1	Al-Budaiya Primary Boys School	Sufficient Progress	
2	Arad Intermediate Girls School	Sufficient Progress	
3	Al-Tadamon Secondary Girls School	Insufficient Progress	Sufficient Progress
4	Al Maamoon Primary Boys School	Sufficient Progress	
5	Sanad Primary Boys School	Sufficient Progress	
6	Al-Razi Primary Boys School	Sufficient Progress	
7	Isa Town Intermediate Girls School	Sufficient Progress	
8	Ibn Tufail Primary Boys School	Sufficient Progress	
9	Safrah Primary Intermediate Girls School	In progress	Sufficient Progress
10	Uqba Bin Nafe'a Primary Boys School	In progress	Sufficient Progress
11	Al-Duraz Intermediate Boys School	In progress	Sufficient Progress
12	West Riffa Intermediate Girls School	In progress	
13	Arad Primary Intermediate Boys School	In progress	
14	Abusaiba Primary Boys School	In progress	
15	Al-Imam Al-Tabary Primary Boys School	In progress	
16	Karzakan Primary Boys School	In progress	














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17	Askar Primary Intermediate Boys School	In progress	
18	Religious Intermediate Secondary Institute	In progress	
19	Um Alhassam Primary Boys School	In progress	
20	Isa Town Intermediate Boys School	In progress	
21	Osama Bin Zaid Primary Boys School	In progress	
22	Safra Primary Intermediate Boys School	In progress	
23	East Rifaa Intermediate Girls School	In progress	
24	Tareq Bin Ziyad Intermediate Boys School	In progress	
25	Samaheej Primary Intermediate Boys School	In progress	In progress
26	Jaber Bin Hayian Primary Boys School	In progress	In progress
27	Al-Hidd Primary Intermediate Boys School	In progress	In progress
28	Abdul Rahman Al-Dakhel Intermediate Boys School	In progress	In progress
29	Badr Al-Kobra Primary Boys School	In progress	In progress
30	East Rifaa Secondary Boys School	In progress	In progress
31	Alta'awon Secondary Boys School	In progress	In progress
32	Aali Intermediate Boys School	In progress	In progress
33	Al-Rifaa Intermediate Boys School	In progress	In progress
34	Alzallaq Primary Intermediate Boys School	In progress	In progress
35	Al-Yarmook Primary Boys School	In progress	In progress
36	Sh. Abdul Aziz Bin Mohd Al Khalifa Secondary Boys School	In progress	In progress
37	Al-Qudaibia Primary Intermediate Boys School*****	In progress	In progress
38	Ibn Rushd Intermediate Boys School	In progress	In progress
39	Ahmad Al-Fateh Primary Intermediate Boys School	In progress	In progress
40	Othman Bin Affan Intermediate Boys School	In progress	In progress
41	Ammar Bin Yaser Primary Boys School	In progress	In progress
42	Abdul Rahman Al-Nassir Intermediate Boys School*****	In progress	In progress
43	Hamad Town Intermediate Girls School*****	Insufficient Progress	In progress
44	East Rifaa Primary Boys School	Insufficient Progress	In progress
45	Al-Khalil Bin Ahmad Intermediate Boys School	Insufficient Progress	In progress
46	Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	In progress	Insufficient Progress
47	Al-Jasra Primary Boys School	In progress	Insufficient Progress
48	Al-Imam Al-Ghazali Intermediate Boys School	Insufficient Progress	
49	Hamad Town Secondary Boys School	Insufficient Progress	
50	Hamad Town Intermediate Boys School	Insufficient Progress	
51	Sh. Kalifa Bin Salman Institute Of Technology	Insufficient Progress	
52	Al-Monthir Bin Sawa Al-Tamimi Primary Boys School	Insufficient Progress	
53	Al-Belad Al-Qadeem Intermediate Boys School	Insufficient Progress	
54	Al-Jabiriyia Secondary Technical School	Insufficient Progress	
55	Jidhafs Intermediate Boys School	Insufficient Progress	
56	Al-Imam Ali Primary Intermediate Boys School	Insufficient Progress	Insufficient Progress
57	Al-Salmaniyia Intermediate Boys School	Insufficient Progress	Insufficient Progress

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58	Al-Khamis Primary Boys School	Insufficient Progress	Insufficient Progress
59	Sitra Primary Boys School	Insufficient Progress	Insufficient Progress

## Directorate of Private Schools & Kindergartens Reviews

#		Private schools reviewed	Stage	Overall judgements Cycle 2	Overall judgements Cycle 3
1		Nadeen School	Grade 1 to 6	1: Outstanding	1: Outstanding
2		St Christophers School	Grade 1 to 13	1: Outstanding	
3		The British School Of Bahrain	Grade 1 to 13	1: Outstanding	
4		Ibn Khuldoon National School	Grade 1 to 12	1: Outstanding	
5		Riffa Views International School	Grade 1 to 12	1: Outstanding	
6		The Bahrain Bayan School	Grade 1 to 12	1: Outstanding	
7		Arabian Pearl Gulf School	Grade 1 to 12	2: Good	2: Good
8		The French School	Grade 1 to 12	2: Good	
9		New Millennium School	Grade 1 to 12	2: Good	
10		Creativity Private School	Grade 1 to 12	2: Good	
11		Al-Eman Schools - Girls Section	Grade 1 to 12	2: Good	
12		Naseem International School	Grade 1 to 12	2: Good	
13		Shaikha Hessa Girls' School	Grade 1 to 12	2: Good	
14		Modern Knowledge Schools	Grade 1 to 12	3: Satisfactory	3: Satisfactory
15		Al Hekma International School	Grade 1 to 12	3: Satisfactory	3: Satisfactory
16		Al Noor International School	Grade 1 to 12	3: Satisfactory	
17		Alia School	Grade 1 to 10	3: Satisfactory	
18		Palms Primary School	Grade 1 to 6	3: Satisfactory	
19		Asian School	Grade 1 to 10	3: Satisfactory	
20		Tylos Private School	Grade 1 to 9	3: Satisfactory	
21		Al Raja School	Grade 1 to 12	3: Satisfactory	
22		Al Rawabi Private School	Grade 1 to 12	3: Satisfactory	
23		International School of Choueifat	Grade 1 to 12	3: Satisfactory	
24		Sacred Heart School	Grade 1 to 10	3: Satisfactory	
25		Al Falah Private Schools - Boys Section - Muharraq Branch	Grade 4 to 12	3: Satisfactory	
26		Al-Eman Schools - Boys Section	Grade 1 to 12	3: Satisfactory	
27		The Indian School	Grade 1 to 12	3: Satisfactory	
28		Abdul Rahman Kanoo International School	Grade 1 to 12	3: Satisfactory	
29		Al Mahd Day Boarding School - Saar Branch	Grade 1 to 10	3: Satisfactory	
30		Ebenazar Primary school	Grade 1 to 12	3: Satisfactory	
31		Hawar International School	Grade 1 to 6	3: Satisfactory	
32		Talent International and the Infant School - Manama Branch	Grade 1 to 8	3: Satisfactory	




















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33	Al-Maaly Gate School	Grade 1 to 6	3: Satisfactory	
34	Pakistan School - Manama Branch	Grade 1 to 5	3: Satisfactory	
35	Al Mahd Day Boarding School - Riffa Branch	Grade 1 to 6	3: Satisfactory	
36	Ahlia School	Grade 1 to 9	3: Satisfactory	
37	Quality Education School-Manama Branch	Grade 1 to 3	3: Satisfactory	
38	Capital School	Grade 1 to 6	3: Satisfactory	
39	Bahrain Indian School	Grade 1 to 8	3: Satisfactory	
40	Multinational School - Bahrain	Grade 1 to 10	3: Satisfactory	
41	Middle East Educational Schools	Grade 1 to 12	3: Satisfactory	4: Inadequate
42	Al-Wisam School	Grade 1 to 12	3: Satisfactory	4: Inadequate
43	New Vision School	Grade 1 to 12	4: Inadequate	
44	Al Salam School	Grade 1 to 11	4: Inadequate	
45	The New Indian School	Grade 1 to 12	4: Inadequate	
46	Quality Education School - Magabah Branch	Grade 1 to 11	4: Inadequate	
47	Ibn Al-Haytham Islamic School	Grade 1 to 12	4: Inadequate	
48	Talent International and Infant School - Riffa Branch	Grade 1 to 8	4: Inadequate	
49	Al Majd Private School	Grade 1 to 12	4: Inadequate	
50	AMA International School	Grade 1 to 12	4: Inadequate	
51	Bangladesh School Bahrain	Grade 1 to 10	4: Inadequate	
52	Pakistan School - Isa Town Branch	Grade 1 to 12	4: Inadequate	
53	Pakistan Urdu School	Grade 1 to 12	4: Inadequate	
54	City International School	Grade 1 to 10	4: Inadequate	
55	Al Mahd Day Boarding School - Samaheej Branch	Grade 1 to 8	4: Inadequate	
56	The New Horizon School - Janusan Branch	Grade 1 to 6	4: Inadequate	
57	Al Manar Private School	Grade 1 to 9	4: Inadequate	
58	Al Falah Private Schools - Boys Section - A'ali Branch	Grade 1 to 12	4: Inadequate	
59	Al Falah Private Schools - Girls Section -A'ali Branch	Grade 1 to 12	4: Inadequate	
60	Eastern School	Grade 1 to 12	4: Inadequate	
61	New Generation Private School	Grade 1 to 6	4: Inadequate	
62	Al Fajer Private School	Grade 1 to 5	4: Inadequate	


























## Monitoring visits to private schools judged 'inadequate' in Cycle 2

#	Private schools receiving monitoring visits in 2018-2019	Monitoring visit 1	Monitoring visit 2
1	Talent International and Infant School - Riffa Branch	In progress	In progress
2	City International School	In progress	In progress
3	AMA International School	Insufficient Progress	In progress
4	Quality Education School - Magabab Branch	Insufficient Progress	In progress
5	The New Indian School	Insufficient Progress	In progress
6	The New Horizon School - Janusan Branch	In progress	
7	Pakistan School - Isa Town Branch	In progress	
8	Pakistan Urdu School	In progress	
9	Al Manar Private School	In progress	
10	Al Falah Private Schools - Boys Section - A'ali Branch	In progress	
11	Al Falah Private Schools - Girls Section -A'ali Branch	In progress	
12	New Vision School	Insufficient Progress	

## Directorate of Vocational Reviews\*

#		Provider	Cycle 3 Review Grade	Cycle 4 Review Grade
1		Kumon- Bahrain	1: Outstanding	1: Outstanding
2		British Language Centre	1: Outstanding	
3		Capital Institute	1: Outstanding	
4		Gulf Aviation Academy (GAA)	1: Outstanding	
5		EMIC Training	1: Outstanding	
6		Berlitz Training Centre	1: Outstanding	
7		American Cultural & Educational Centre	1: Outstanding	
8		Origin Training Centre	1: Outstanding	
9		Kunooz Al Arabiya Center for Arabic Language Learning	1: Outstanding	
10		Safety Training & Consultants Center	2: Good	2: Good
11		Human Performance Improvement (HPI)	2: Good	2: Good
12		Horizons for Human Resource Development	2: Good	2: Good
13		The Training Centre of the Bahrain Society of Engineers	2: Good	2: Good
14		Excellence Training Solutions	3: Satisfactory	2: Good
15		Golden Trust for Management & Commercial Training & Consultancy	3: Satisfactory	2: Good
16		Genetech Training & Development	2: Good	
17		Bahrain Institute for Banking and Finance (BIBF)	2: Good	
18		Institute of Finance	2: Good	
19		Al Mashreq Training (previously Arabian East Training Center)	2: Good	




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20		Al Moalem Institute	2: Good	
21		RRC Middle East (Closed)	2: Good	
22		Victory Training & Development Institute (VTDI)	2: Good	
23		Taylos Human Development	2: Good	
24		Neo vartis Training Centre (Closed)	2: Good	
25		Logic Institute for Training & Human resource Development	2: Good	
26		ILC Training	2: Good	
27		Yellow Hat Training s.p.c	2: Good	
28		London Training Center	2: Good	
29		Sylvan Learning Centre-Bajrain	2: Good	
30		Harvest Training Centre (Previously Al Hassad Training Center) (Closed)	2: Good	
31		AlGadh Training Institute	2: Good	
32		Dar Al Maarefa Language Centre	2: Good	
33		RICI Training Centre	2: Good	
34		Bahrain International Retail Development Center (BIRD) (Closed)	2: Good	
35		Aptech Computer Education	2: Good	
36		Bait Al Taleem Institute	2: Good	
37		Leaders Institute for Training & Development	2: Good	
38		Training Plus Institute	2: Good	
39		Group Talal Abu-Ghazaleh Training Group	2: Good	
40		Score Training Institute	2: Good	
41		BAS Aircraft Maintenance Training (BAS-TC)	2: Good	
42		Delmon Academy for Computer and Managerial Science (DACMS)	2: Good	
43		Business Avenue Training Center	2: Good	
44		Procloud Training Centre	2: Good	
45		Industrial Petroleum Training Services (I.P.T.S.)	3: Satisfactory	3: Satisfactory
46		Bahrain Institute of Hospitality & Retail (BIHR)	3: Satisfactory	
47		Al-Wasat Training and Development institution (Closed)	3: Satisfactory	
48		Ernst and Young Training Center	3: Satisfactory	
49		Thinksmart for development & Training	3: Satisfactory	
50		National Institute for Industrial Training	3: Satisfactory	
51		Modern Institute of Science & Computer	3: Satisfactory	
52		Deena Institute of Technology (Closed)	3: Satisfactory	
53		Al Banna Training Institute (Closed)	3: Satisfactory	
54		I Design Training centre	3: Satisfactory	
55		Success Training Centre (STC)	3: Satisfactory	
56		Al - Badeel for Training Development (Closed)	3: Satisfactory	
57		Al Jazeera Modern Institute (Closed)	3: Satisfactory	

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58		Osho Training	3: Satisfactory	
59		Regal Gulf Training Centre	3: Satisfactory	
60		Inma Training and Development Centre (Closed)	3: Satisfactory	
61		Marvel Management Training Institute	3: Satisfactory	
62		Bahrain Institute for Technology (previously, Bahrain Institute for Entrepreneurship & Technology (BIET))	3: Satisfactory	
63		National Institute of Technology (NIT)	3: Satisfactory	
64		Global Institute for Management Science	3: Satisfactory	
65		Al Awael Learning Institute	3: Satisfactory	
66		Al Moheet Institute	3: Satisfactory	
67		Future Institute for Training & Development (previously Al Meer Training Center)	3: Satisfactory	
68		TUV Nord Training Centre	3: Satisfactory	
69		Manahel Training Centre	3: Satisfactory	
70		Seed Training Centre	3: Satisfactory	
71		Resources Training Centre	3: Satisfactory	
72		The Nine Training Centre	3: Satisfactory	
73		Masar Centre for Training and Development	3: Satisfactory	
74		Oasis Training Centre	3: Satisfactory	
75		AMA International Training Institute	3: Satisfactory	
76		Madar Training Centre	3: Satisfactory	
77		Invita Training Centre	3: Satisfactory	
78		Train Me Training Centre	3: Satisfactory	
79		Bahrain Training Institute (BTI)	3: Satisfactory	
80		English Language Skills Centre	3: Satisfactory	4: Inadequate
81		Ibdaa Hub Training Centre		4: Inadequate
82		Beauty Face Institute	4: Inadequate	
83		Management Development Centre	4: Inadequate	
84		Al Adwha Institute	4: Inadequate	
85		Al Mawred Institute	4: Inadequate	
86		Bahrain Institute	4: Inadequate	
87		Al Hayat Institute for Human Resources Development	4: Inadequate	
88		Glory Education Centre (Closed)	4: Inadequate	
89		Takween Training Centre	4: Inadequate	
90		Bright Future Training Centre	4: Inadequate	
91		Al yaqeen Educational Institute	4: Inadequate	
92		Al Noor Education Centre	4: Inadequate	

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93		Bahrain Music Institute	1: Outstanding	
94		Harmony Music Center	1: Outstanding	
95		Life in Music	2: Good	
96		Al Madrasa for Art	3: Satisfactory	
97		Indian Performing Arts Centre	3: Satisfactory	

## Monitoring visits to institutions judged 'Inadequate'

#	Institutes receiving monitoring visits (2018-2019)	First Monitoring visit	Second Monitoring visit
1	Bahrain Institute	Insufficient Progress	Insufficient Progress
2	Al Hayat Institute for Human Resources Development	Insufficient Progress	Insufficient Progress
3	Al Mawred Institute	Insufficient Progress	Insufficient Progress
4	Glory Education Centre (Closed)	Insufficient Progress	-
5	Bright Future Training Centre	In progress	Sufficient Progress
6	Takween Training Centre	Sufficient Progress	-

## Institutional Reviews

#	Institution	Standards			Judgement
		Addressed	Partially Addressed	Not Addressed	
1	Royal University for Women	8			Meets quality assurance requirements
2	Royal College of Surgeons in Ireland- Medical University of Bahrain	8			Meets quality assurance requirements
3	Kingdom University	8			Meets quality assurance requirements
4	Ahlia University	8			Meets quality assurance requirements
5	University of Bahrain	8			Meets quality assurance requirements
6	Bahrain Polytechnic	8			Meets quality assurance requirements

\*Reports are published on BQA website [www.bqa.gov.bh](http://www.bqa.gov.bh)

## National Qualification Framework Operations

### Institutional Listing

Table 1: Education and Training institution listed on the National Qualifications Framework

#	Education / Training 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	Applied Science University	Higher Education
7	Kingdom University	Higher Education
8	Gulf University	Higher Education
9	Bahrain Training Institute	Vocational Training
10	Genetech Training and Development	Vocational Training
11	Bahrain Institute for Banking and Finance	Vocational Training
12	National Institute for Industrial Training	Vocational Training
13	Safety Training and Consultants Center	Vocational Training
14	British Language Centre	Vocational Training
15	Tylos Human Development	Vocational Training
16	Horizons HRD	Vocational Training
17	Pro Cloud Training Center	Vocational Training
18	Gulf Aviation Academy	Vocational Training
19	Al Moalem Institute	Vocational Training
20	Origin Training Centre	Vocational Training
21	AlMashreq Training	Vocational Training
22	EMIC Training	Vocational Training
23	Golden Trust Training and Consultancy	Vocational Training
24	Delmon Academy for Computer and Managerial Sciences	Vocational Training

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## National Qualifications Placement

Table 2: National Qualifications Placed on the various levels of the National Qualifications Framework

#	Level	Qualification Name	Sector
1	1	General English Language Course for Adults: Starter Level A Foundation Part 1	British Language Centre
2		General English Language Course for Adults: Starter Level A Foundation Part 2	British Language Centre
3		General English Language Course for Adults: Starter Level A	British Language Centre
4		General English Language Course for Adults: Starter Level B	British Language Centre
5		General English Language Course for Adults: Starter Level C Part 1	British Language Centre
6		General English Language Course for Adults: Starter Level C Part 2	British Language Centre
7	2	General English Language Courses for Adults: Elementary Level 1A	British Language Centre
8		General English Language Courses for Adults: Elementary Level 1B	British Language Centre
9		General English Language Courses for Adults: Elementary Level 1C	British Language Centre
10		General English Language Courses for Adults: Elementary Level 1D	British Language Centre
11	3	Award in Fire Safety	Safety Training and Consultants Centre
12		Award in Basic Health and Safety	Safety Training and Consultants Centre
13		General English Language Course for Adults: Pre-Intermediate Level 2A	British Language Centre
14		General English Language Course for Adults: Pre-Intermediate Level 2B	British Language Centre
15		General English Language Course for Adults: Pre-Intermediate Level 2C	British Language Centre
16		General English Language Course for Adults: Pre-Intermediate Level 2D	British Language Centre
17		General English Language Course for Adults: Intermediate Level 3A	British Language Centre
18	4	Level 4 Award in Office Management	Tylos Human Development
19		Level 4 Award in Customer Service	Tylos Human Development
20		Award in General Health and Safety	Safety Training and Consultants Centre
21		General English Language Course for Adults Intermediate Level 3B	British Language Centre
22		General English Language Course for Adults Intermediate Level 3C	British Language Centre
23		General English Language Course for Adults Intermediate Level 3D	British Language Centre
24	5	National Certificate in Office Management	Bahrain Training Institute
25		Diploma in Information and Communications Technology	Bahrain Polytechnic
26		Certificate of Tertiary Teaching and Learning	Bahrain Polytechnic
27		Diploma in Business	Bahrain Polytechnic

28	6	Diploma in Logistics and Transport	Bahrain Polytechnic
29		Diploma in Visual Design	Bahrain Polytechnic
30		National Diploma in Human Resources Management	Bahrain Training Institute
31		National Diploma in Warehouse Management	Bahrain Training Institute
32		National Diploma in Purchasing and Supply Chain Management	Bahrain Training Institute
33		National Diploma in Supervisory Skills	Bahrain Training Institute
34		National Diploma in Medical Equipment Maintenance	Bahrain Training Institute
35		National Diploma in Islamic Banking and Finance	Bahrain Training Institute
36		National Diploma in Education and Training Practice	Bahrain Training Institute
37		National Diploma in Business (Accounting)	Bahrain Training Institute
38		National Diploma in Business (Office Management)	Bahrain Training Institute
39		National Diploma in Business (Human Resources)	Bahrain Training Institute
40		Award in Management Skills Level 6	Bahrain Institute for Banking and Finance
41		Award in Marketing Level 6	Bahrain Institute for Banking and Finance
42	7	Associate Degree in Engineering Technology (Mechanical)	Bahrain Polytechnic
43		Associate Degree in Engineering Technology (Electronics)	Bahrain Polytechnic
44		Associate Degree in Web Media	Bahrain Polytechnic
45		Higher National Diploma in Business (Accounting)	Bahrain Training Institute
46		Higher National Diploma in Business (Management)	Bahrain Training Institute
47		Higher National Diploma in Business (Human Resources)	Bahrain Training Institute
48		Bachelor of Science in Computer Science	University of Bahrain
49		Bachelor of Science in Nursing	University of Bahrain
50		Bachelor of Science in Information Systems	University of Bahrain
51		Bachelor of Science in Computer Engineering	University of Bahrain
52		Bachelor of Science in Biology	University of Bahrain
53		BSc in Business Management	University of Bahrain
54		BSc in Business Management - Minor in Accounting	University of Bahrain
55		BSc in Business Management- Minor in Economics	University of Bahrain
56		BSc in Business Management - Minor in Finance	University of Bahrain
57		BSc in Business Management - Minor in International Business	University of Bahrain
58		BSc in Business Management - Minor in Marketing	University of Bahrain
59		BSc in Banking and Finance	University of Bahrain
60		BSc in Banking and Finance - Minor in Accounting	University of Bahrain
61		BSc in Banking and Finance - Minor in Economics	University of Bahrain
62		BSc in Banking and Finance - Minor in International Business	University of Bahrain
63		BSc in Banking and Finance - Minor in Management	University of Bahrain
64		BSc in Banking and Finance - Minor in Marketing	University of Bahrain
65		BSc in Accounting	University of Bahrain
66		BSc in Accounting - Minor in Economics	University of Bahrain

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67		BSc in Accounting - Minor in Finance	University of Bahrain
68	8	BSc in Accounting - Minor in Management	University of Bahrain
69		BSc in Accounting - Minor in International Business	University of Bahrain
70		BSc in Accounting - Minor in Marketing	University of Bahrain
71		BSc in Marketing	University of Bahrain
72		BSc in Marketing - Minor in Accounting	University of Bahrain
73		BSc in Marketing- Minor in Economics	University of Bahrain
74		BSc in Marketing - Minor in Finance	University of Bahrain
75		BSc in Marketing - Minor in International Business	University of Bahrain
76		BSc in Marketing - Minor in Management	University of Bahrain
77		Bachelor's Degree in Banking and Finance	Ahlia University
78		Bachelor's Degree in Management and Marketing	Ahlia University
79		Bachelor's Degree in Accounting and Finance	Ahlia University
80		Bachelor's Degree in Economics and Finance	Ahlia University
81		Bachelor's Degree in Management Information Systems	Ahlia University
82		Bachelor's Degree in Information Technology	Ahlia University
83		Bachelor's Degree in Multimedia Systems	Ahlia University
84		Bachelor's Degree in Computer and Communication Engineering	Ahlia University
85		Bachelor's Degree in Mobile and Network Engineering	Ahlia University
86		Bachelor of Web Media	Bahrain Polytechnic
87		Bachelor of Information and Communications Technology (Networking Major)	Bahrain Polytechnic
88		Bachelor of Information and Communications Technology (Programming Major)	Bahrain Polytechnic
89		Bachelor of Information and Communications Technology (Database Major)	Bahrain Polytechnic
90		Bachelor of Information and Communications Technology (Management Information Systems Major)	Bahrain Polytechnic
91		Bachelor of Business (Marketing Major)	Bahrain Polytechnic
92		Bachelor of Business (Management Major)	Bahrain Polytechnic
93		Bachelor of Business (Accounting)	Bahrain Polytechnic
94		Bachelor of Business (Banking & Finance)	Bahrain Polytechnic
95		Bachelor of Engineering Technology (Electronics)	Bahrain Polytechnic
96		Bachelor of Business (Human Resources Management)	Bahrain Polytechnic
97		Bachelor of Engineering Technology (Mechanical)	Bahrain Polytechnic
98		Bachelor of International Logistics Management	Bahrain Polytechnic
99		Bachelor of Visual Design	Bahrain Polytechnic
100		Bachelor of Science (BSc) in Nursing	Royal College of Surgeons in Ireland- Medical University of Bahrain
101		Bachelor of Science (BSc) in Nursing -Bridging Programme	Royal College of Surgeons in Ireland- Medical University of Bahrain

102		Bachelor of Business in Banking and Finance	Royal University for Women
103		Bachelor of Business in International Business	Royal University for Women
104		Bachelor of Business in Human Resources	Royal University for Women
105		Bachelor of law	Royal University for Women
106		Bachelor of law	Applied Science University
107		Bachelor of Business Administration	Applied Science University
108		Bachelor in Accounting	Applied Science University
109		Bachelor of Science in Business Management	Kingdom University
110	9	Master's Degree in Information Technology and Computer Science	Ahlia University
111		Master's Degree in Business Administration	Ahlia University
112		MSc in Nursing	Royal College of Surgeons in Ireland- Medical University of Bahrain
113		Master in Human Resources Management	Applied Science University

## Foreign Qualifications Alignment

Table 3: Foreign Qualifications Aligned on the National Qualifications Framework

#	Level	Qualification Name	Awarding Body	Providers in Bahrain
1	4	Level 2 Award in Health and Safety within the Workplace (RQF)	Highfield Awarding Body for Compliance (HABC) - United Kingdom	1-Brothers Training Development W.L.L. 2- Safety Training and Consultants Centre
2		Level 2 Award in Food Safety in Catering (RQF)	Highfield Awarding Body for Compliance (HABC) - United Kingdom	The Nine Training Centre
3	5	Foundation Certificate in Human Resource Practice	Chartered Institute of Personnel and Development (CIPD) - United Kingdom	1-Bahrain Institute of Banking and Finance 2- Bahrain Training Institute 3-Victory Training & Development Institute
4		Foundation Diploma in Human Resource Practice	Chartered Institute of Personnel and Development (CIPD) - United Kingdom	1-Bahrain Institute of Banking and Finance 2- Bahrain Training Institute 3-Victory Training & Development Institute
5		Foundation Certificate in Learning and Development	Chartered Institute of Personnel and Development (CIPD) - United Kingdom	1.Bahrain Institute of Banking and Finance 2.Victory Training & Development Institute

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6		Foundation Diploma in Learning and Development	Chartered Institute of Personnel and Development (CIPD) - United Kingdom	1.Bahrain Institute of Banking and Finance 2. Victory Training & Development Institute
7		Level 3 Award in Health and Safety in the Workplace (RQF)	Highfield Awarding Body for Compliance (HABC) - United Kingdom	Brothers Training Development W.L.L.
8	6	Level 3 Award in Food Safety in Catering (RQF)	Highfield Awarding Body for Compliance (HABC) - United Kingdom	Safety Training and Consultants Centre
9		CII Level 3 Certificate in Insurance	Chartered Insurance Institute (CII)	Bahrain Institute of Banking and Finance
10		Intermediate Certificate in Learning and Development	Chartered Institute of Personnel and Development (CIPD) - United Kingdom	1-Bahrain Institute of Banking and Finance 2-Victory Training & Development Institute
11		Intermediate Diploma in Learning and Development	Chartered Institute of Personnel and Development (CIPD) - United Kingdom	1-Bahrain Institute of Banking and Finance 2-Victory Training & Development Institute
12	7	Intermediate Certificate in Human Resource Management	Chartered Institute of Personnel and Development (CIPD) - United Kingdom	1-Bahrain Institute of Banking and Finance 2-Victory Training & Development Institute
13		Intermediate Diploma in Human Resource Management	Chartered Institute of Personnel and Development (CIPD) - United Kingdom	1.Bahrain Institute of Banking and Finance 2.Victory Training & Development Institute 3.Bahrain Training Institute
14		Diploma of Higher Education in Islamic Finance	Bangor University	Bahrain Institute of Banking and Finance
15		Master of Science Degree in Engineering Management	The George Washington University from the United States of America	Ahlia University
16	9	ACCA Professional Level	The Association of Chartered Certified Accountants	1.Bahrain Institute of Banking and Finance 2. Ernst & Young
17		Masters of Science in Healthcare Management	National University of Ireland	Royal College of Surgeons in Ireland -Medical University of Bahrain
18		Masters of Science in Quality and Safety in Healthcare Management	National University of Ireland	Royal College of Surgeons in Ireland -Medical University of Bahrain



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