



**Ministry of Education**

# Strategic Plan 2011-2014

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## Preamble

### Mission

MoE provides educational opportunities for every citizen to develop his/her mental, physical and emotional potentials and skills through drawing up development plans, their implementation and evaluation to achieve the requirements of quality to enhance the quality and effectiveness of education in line with the international standards as stated in the Education Law, Higher Education Law and Private Education Institutions Law in the Kingdom of Bahrain.

### Vision

Ministry of Education (MoE) seeks to develop a qualitative education system to reach a high degree of excellence and creativity. This vision emanates from the Islamic Religion lofty principles and values and the Kingdom of Bahrain's interaction with the human civilization and its Arab belonging to satisfy the requirements of continues development that conforms with the international standards, as stated in the Kingdom's constitution.

## Link to the Economic Vision 2030 and the National Economic Strategy (2011-2014)

Work of the MoE and the Higher Education Council is critical to all three parts of the Economic Vision 2030:



### Economy

The Bahraini citizen needs to achieve receive high-quality education and training to enable him/her to find medium and high-wage jobs. To achieve that goal, there is an urgent need to increase his/her creativity and raise the level of their skills in schools, encourage scientific research in universities. Education is one of the major services provided by the government. Improving education and the school leadership will directly help to reach the goals that aim to increase productivity in the public sector and raise the level of service quality, promote the two sectors of education quality and training. The licensing of private educational and university institutions will contribute to creating a legislative environment characterized by transparency and justice.



### Government

Making Bahraini's the employees of choice for medium- and high-wage jobs will mean raising their level of skills through better education and training. Increasing innovation will mean building stronger skills and creativity in schools and increasing the amount of research in Bahrain's universities.



### Society

"Building a world-class education system" is itself one of the aspirations in the vision. The vision aspires to develop an education system which provides every learner with educational opportunities which are appropriate to their individual needs, aspirations and abilities, relevant to the requirements of Bahrain and its economy, delivered to the highest possible standards of quality, and accessible based on ability and merit. Improving education is also the most important means of improving social justice.

## The Ministry of Education's measures of success

### Teachers

- Full implementation of Performance Management System (PMS).
- Improvement in the performance of teachers as measured by the PMS.
- Increase the percentage of teachers who meet the PD /cadre entitlement.

### Students' overall performance and Retention

- Increase Retention Rate in Intermediate and Secondary Schools.
- Improved performance in average scores in international tests (e.g. TIMSS, PISA).
- Improved students' results in the National Exams.
- Increased percentage of boys completing post-compulsory education.
- Improvement in the daily attendance rate of students in all phases.
- Full review and revamp of a comprehensive curriculum and set of student standards in all core subjects that are aligned with contemporary best practice by 2014.
- Increase the percentage of students' eligible to progress to higher education.

### Higher Education

- Decrease in graduate unemployment.
- Increase the number of vocational and applied programs offered by higher education institutions.
- Significantly reduced skills shortages at graduate level.
- Significant reduction in dropout rate from higher education institutions.
- Increase in the average school of entrants to higher education.
- Effective cooperation of accreditation arrangement and their acceptance by GCC countries.
- All existing institutions have been re-licensed within 3 years.
- Higher education institutions operating in support of national priorities.
- Effective communication in-place between the HEC and the private universities.
- All higher education institutions are academically sound and commercially viable.
- QAAET reviews report that all higher education institutions collect and published the necessary data.
- Staff of the HEC have the skills require to meet its strategic and operational needs.
- Wide spread student/ parents / employers use of a data ware house portal.
- The establishment of a data ware house for use by the HEC.
- The courses collectively offered by higher education institutions meet Bahrain's economic and social needs.

## Ministry's Performance

- Reduced number of MoE employees by 5% to improve efficiency measures by 2014.
- Increased teaching load to match OECD average by 2014.
- Increase in the number of face-to-face days of teaching and/or instruction time to at least the OECD average by 2014.
- Increased number of visits to teachers by school improvement coaches.
- Increased satisfaction with the quality of support provided by school improvement coaches as measured by teachers and senior teachers.
- Increased number of visits to schools by Chiefs of Schools (CoS).
- Increased satisfaction with the quality of support provided by Chiefs of Schools (CoS) as measured by the school's leadership.
- Improved accessibility and use of data through utilizing online software programs.
- Improved IT infrastructure with enhanced internet and intranet access within the Ministry and in schools.
- Improved timely access to data that is reliable and up-to-date.
- All Ministry's departments and directorates performance are aligned to the MoE strategic plan.
- Improved facilities in schools to support teaching and learning approaches.

## Schools' Performance

- Improved performance of schools as measured by the QAAET (e.g. 90% schools graded as at least 'Good' by 2014)
- Decreased number of schools assessed as 'inadequate' by the QAAET annually (e.g. 0 schools by 2014).
- Align budget spending in schools based on school needs. (Efficiently)

## **Introduction**

### **Overview of services and tasks**

The MoE is the party responsible for the educational system in the kingdom, mapping out its policy within the framework defined by the Government, monitoring its progress and quality and cooperating with other public and private institutions and organizations to promote and link it to the needs of the individual and the society as well.<sup>1</sup>

The MoE undertakes the following responsibilities:<sup>2</sup>

#### **Setting Bahrain's Educational Policies**

- Mapping out educational plans to boost the general and technical educational system within the framework of the kingdom, general educational policy, upgrade education quality, efficiency and effectiveness to achieve the goals of the society and its suitability to current and future requirements.

#### **Providing a Public Education Opportunity for all**

- Providing opportunities for every citizen to promote his/her potentials and skills to achieve self-assertion and enhance their lives and community.
- Providing human and technical resources and organizational bodies to carry out the educational plans and run, supervise, evaluate and develop the educational system.
- Building various schools and educational institutions and supervising them.
- Prospering study plans and curricula for all educational stages.
- Diversifying educational opportunities individual needs and sponsoring the talented and outstanding students and enriching their experience, caring for slow-learning and those with special needs, following their progress and integrating some of them into regular schools.
- Developing the students' scientific, cultural, artistic, sports and scouting activities.

#### **Developing Bahrain's Teachers**

- Developing and training teachers to raise the standard of their performance and enhance their abilities to cope with the current developments and continuous scientific and professional development and create the sound environment for that purpose.

#### **Vocational Education: Linking the Education Outcomes to the Labor Market**

- Updating the curricula and systems of general and technical education to cope with the multiple sources of learning and the changes in the work fields and occupations to meet the needs of the labor market.

#### **Developing an Integrative Learning Environment**

- Directing the educational process to combine the family and the school in an integrative society to facilitate the students' learning.

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<sup>1</sup> Source: law No.27-2005 on Education (Article 4)

<sup>2</sup> Source: law No.27-2005 on Education (Article 5)

**Managing the Government's Scholarships**

- Drawing up the general policy for scholarships and student grants, following up their affairs inside and outside Bahrain, taking into account the society needs and the specialties provided by higher education institutions in the kingdom.
- Sponsoring students (high school graduates and Ministry employees) on scholarships and grants inside Bahrain and abroad and supervising the students who study outside Bahrain at their own expense.

**Promoting lifelong Education (Continuing Education)**

- Channeling the educational process to adopt an effective strategy for the concept of lifelong learning.

**Regulating Private Education**

- Encouraging the private sector to build kindergartens while supervising their educational and administrative performance.
- Encouraging private education to contribute to spreading education within the framework of the kingdom's general policy.

**Setting the policies for and regulating Higher Education**

- Set the policies and regulation for all higher education institutions in Bahrain.



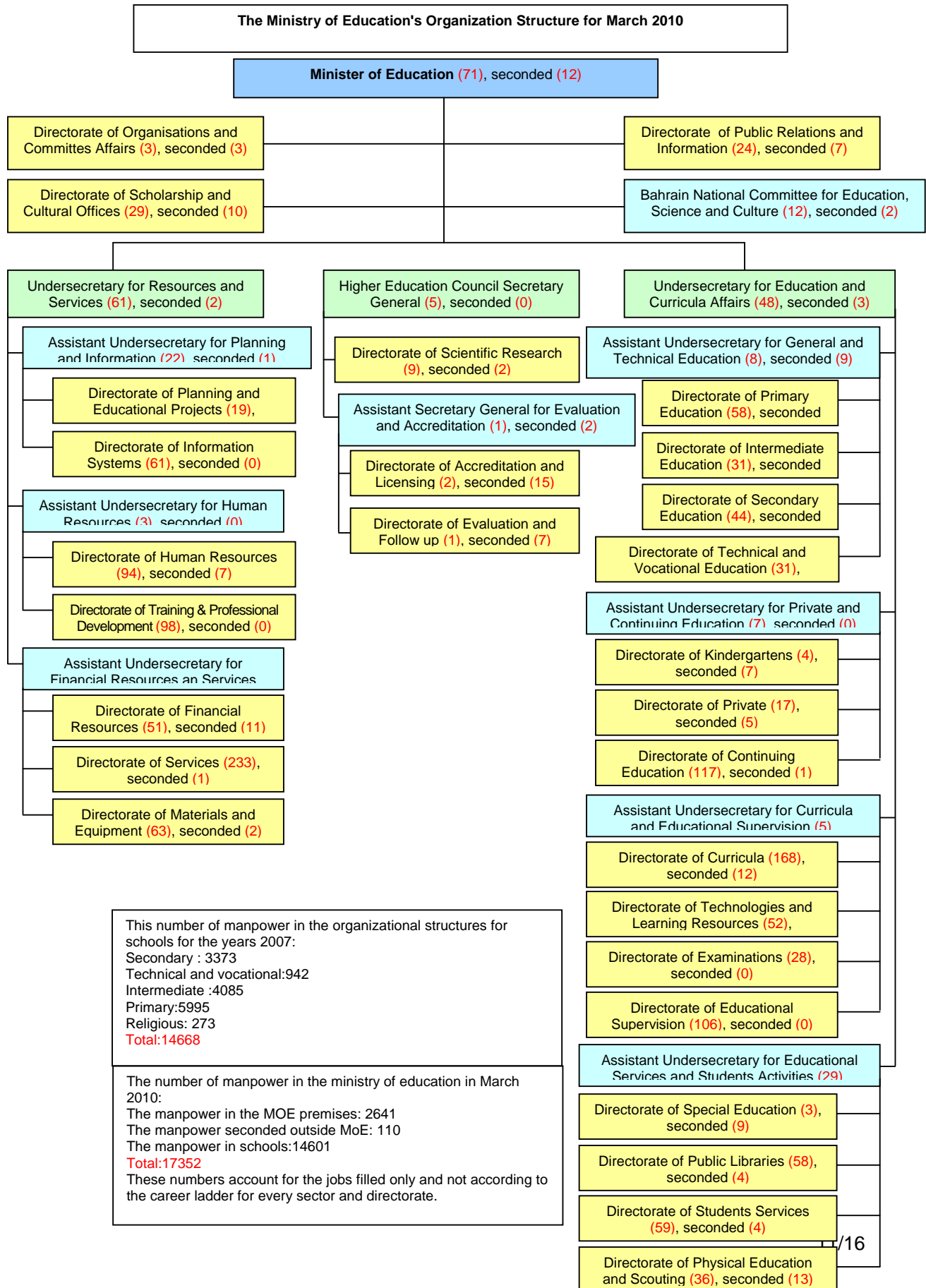
## Overview of stakeholders

The parties concerned with education vary according to the various overall services provided by the MOE. These parties include the following categories:

<b>Teachers</b>	<ul style="list-style-type: none"><li>• Bahraini and non-Bahraini teachers in the state-run schools.</li></ul>
<b>Administration and technical staff in public schools</b>	<ul style="list-style-type: none"><li>• They carry out the MoE'S general policy and supervise the educational services in all schools and all stages.</li></ul>
<b>Students' parents</b>	<ul style="list-style-type: none"><li>• Include all parents with children in both the regular state and private schools who are contacted by the MoE to inquire certain matters pertinent to their sons and daughters.</li></ul>
<b>Students</b>	<ul style="list-style-type: none"><li>• Bahraini and non-Bahraini students with special needs who receive all educational services in the formal and non-formal schools.</li></ul>
<b>Private education institutions</b>	<ul style="list-style-type: none"><li>• Schools</li><li>• Kindergartens</li></ul>
<b>The teaching and administrative staff in the private schools and kindergartens</b>	<ul style="list-style-type: none"><li>• They receive some educational services and training-vocational programmers from the MoE.</li></ul>
<b>Higher education institutions</b>	<ul style="list-style-type: none"><li>• MoE deals with them in matters related to higher education including universities, national colleges, regional universities and private universities.</li></ul>
<b>Government organizations</b>	<ul style="list-style-type: none"><li>• All government organization that coordinate with the MOE regarding some affairs related to education such as : the ministry of finance, ministry of works, ministry of housing, youth and sports and the economic development council.</li></ul>

<b>The National Council</b>	<ul style="list-style-type: none"> <li>• Shura and Representatives Councils (the legislative authority). The MoE coordinates with it concerning matters closely-connected with laws and legislations in the field of education.</li> </ul>
<b>The private sector</b>	<ul style="list-style-type: none"> <li>• Include companies , factories and banks and labor market establishments which cooperate with the MoE in the field of training students and encouraging them to invests in the field of education and the provision of support and contributions to educational projects.</li> </ul>
<b>Local community individuals</b>	<ul style="list-style-type: none"> <li>• They receive the service of containing education and the services of public libraries and the use of educational utilities.</li> </ul>
<b>Civil community (social and vocational societies)</b>	<ul style="list-style-type: none"> <li>• The coordinate with the MOE in matters related to educational programmers and activities.</li> </ul>
<b>Regional and international organizations and consultants</b>	<ul style="list-style-type: none"> <li>• Involved in education as partners in some educational programs.</li> </ul>
<b>Economic Development Board (EDB)</b>	<ul style="list-style-type: none"> <li>• Provide support and guidance regarding national strategic issues.</li> </ul>
<b>Bahrain Teacher College (BTC)</b>	<ul style="list-style-type: none"> <li>• The sole provider of graduate teachers for public schools.</li> <li>• The lead provider for professional development program for teachers and leaders.</li> </ul>
<b>Quality Assurance Authority (QAA)</b>	<ul style="list-style-type: none"> <li>• Independant entity responsible for reviewing school performance .</li> <li>• Supports school improvement by identifying strengths and weaknesses.</li> </ul>
<b>Tamkeen</b>	<ul style="list-style-type: none"> <li>• Have on-going partnerships for training purposes.</li> </ul>

# Organizational chart



## Current context and strategic issues

### Impact of external factors

The ministry strives to improve the quality of education, which in itself is a long term process with long term results. This process is not without its challenges such where there is a need to equip our future citizens with the necessary skills and knowhow for the ever changing demands of the future in the Social, Economical, Political and Technological spheres.

This necessitates that the ministry reviews and reforms all its processes to ensure that quality of education and learning takes place inside the classroom in a way that will allow our students to compete at an international level.(1)

The following factors are the main challenges that are hindering the education system:

#### *1- Population Growth and Population Density:*

The estimated annual growth rate of the population of Bahrain is at 3%, which is considered among the highest in the world. This rate puts considerable pressure on education, especially in view of the fact that 36% of the Bahraini population for the year 2004 was aged form 6 – 19, which is the age group that forms the various stages of education in Bahrain. (Figure 4)

Age Group	Male	Female
5-9	6.371	6.174
10-14	5.52	5.096
15-19	3.956	3.461
<b>Total</b>	<b>15.847</b>	<b>14.731</b>

The movement of Immigrants to and from Bahrain is a further complication where their numbers change from one year to another, adding pressure to the educational future strategic plan. (Figure 5)

Age Group	Male	Female
5-9	34.263	33.407
10-14	33.000	31.046
15-19	28.657	26.838
<b>Total</b>	<b>95.92</b>	<b>91.291</b>

This situation is further compounded by the fact that land for building more schools is scarce and the existing schools cannot accommodate all the increases in student numbers that the population growth is pushing through the education system.

Consequently, these challenges created serious problems; the following are some of them:

- Increase burdens on the Kingdom in terms of educational requirements such as more school buildings and provision of new school equipment and qualified teachers.
- Difficulty to build public schools in line with the standard specifications defined in school buildings criteria
- Inability of accommodating the increasing numbers of new entrants

- Increment in the budget allocated for construction whereas the budget allocated by MoF for the school building is less than the estimated budget that are requested from MoE.
- Unpredictability of mapping the future of education and the educational services

The MoE looks at those challenges in a practical way. Therefore, the MoE sought to encourage the private sector to invest in education by providing all necessary facilities. Moreover, MoE thinks of adopting the concept of building schools vertically and not horizontally. This concept needs strategic plans to align our needs and demands to build schools that meet international safety and security standards.

## ***2- Education Finance:***

The unstable economic conditions and the fluctuations of oil prices place limitations on the future financing of education as it is the only source of energy; and is therefore imposed a heavy burden on education, which is trying to ensure adequate financing firstly to improve the quality process of education to meet its expansion; secondly, to spare no means to rationalize the spending; and thirdly, to look for new sources of funding and support.

Although the government spending on education has increased from 68.4 million Dinars to 156.4 million Dinars in the year 1991 to 2006 respectively, however the rise in the cost of manpower in education place heavy impact on the development programs, as the manpower cost accounts for the largest percentage of the budget of the MoE, which reaches up to 86% and this is naturally reflected on the volume and the quality of development programs. This is in addition to high cost of education in general to meet the requirements of the qualitative development aimed at building a modern education which is able to serve the development and to meet the challenges of the future, was summoned to find formulas to involve the private sector to contribute to the actual funding for the education process in Bahrain.

In addition, the current finance regulations and guidelines for budget allocations as provided prevent the Ministry fully supporting innovative programs based on need. The school year starts in September and ends in June meanwhile the Ministry receives its allocation sometime between March and May. This hinders plans to be implemented to improve student outcomes due to budget uncertainties. What is needed urgently is increased autonomy and flexibility to allocate funding and resources based on need. Schools should know the budget before the school year begins and this should be aligned to the school plans.

## ***3. Rules and regulations of Civil Service Bureau (CSB).***

The CSB has been a catalyst for inspiring the Ministry of Education to re-organize its organization chart and also to develop a comprehensive Performance Management System. MoE is looking forward to greater flexibility and support in creating new positions, removing superseded positions to complement the education improvement program. The ability to introduce secondment of MoE staff with other entities such as QAA and BTC are important for human resource flexibility.

Streamlined procedures that allow for quick and temporary employment for consultants are an important designed principle within the Ministry of Education's plans. The current lengthy process within the CSB requirements impedes the progress within the Ministry of Education strategic plans.

#### ***4 The Development of Information and Communication Technology (ICT):***

Teaching in Bahrain is no longer a teacher centered method. By adopting ICT in teaching it has become a student centered one. The Ministry of Education provided ICT infrastructure and equipped all schools with computers by the year 2009. Under this conceptual position, the Bahrain's unique King Hamad Schools of the Future Project came into action. However, King Hamad Schools of the Future Project master plan 2010-2015 should be developed in alignment with the MoE strategic plan.

The completion of the King Hamad Schools of the Future *Master Plan 1* and the objectives that will improve the *Master Plan 2* will bring much needed changes. The focus will be on the transition from having tools and IT infrastructure to effectively using IT tools both in the classrooms to improve students' outcomes and in the Ministry to improve efficiency and performance.

#### ***5 Curriculum Development***

The fast growing changes in all walks of life, the requirements of modern life and the world's new challenges have made it incumbent upon the Ministry of Education to provide learners/students with the cultural materials and competencies that enable them to deal effectively with various life situations especially in the field of informatics and high-tech revolution.

All this has led MoE to find a certain kind of balance between the quality and quantity through the investment in the cutting edge technologies by launching King Hamad Schools of the Future Project. This project was presented in a way that contributes to reach high-quality in education, provide graduates with the required academic and practical skills and experiences that enable them to pursue their higher education or join the labor market.

- Lack of database: Curricula developers are in dire need of a database which is characterized by accuracy and credibility in all social, industrial, economic and cultural fields so as to be able to predict the foreseeable developments at local and international levels. This is what the Directorate of Curricula greatly needs and lacks. This constitutes an obstacle that hampers it to develop curricula and achieve the objectives. It mostly hinders the execution of its plans and projects and delays their completion within the planned target goals.
- Scarcity of professional staff who are greatly needed in the Directorate of Curricula. The nature of work in this directorate necessitates the presence of prominent staff with high-level of professionalism. The major challenge lies in the provision of such highly-efficient staff to design the curriculum to be fully aware of the techniques to develop it and to prepare, design and implement the required plans. The introduction of the developed curricula requires:
  - Curricula specialists should be knowledgeable about and capable of designing curricula that meet the changing requirements.
  - Raising the vocational and financial incentives for curricula staff to attract national cadres to work in the educational field.
  - Increasing the training programs that meet the needs of the specialists and provide them with the necessary skills.
  - Making the best use of Information and communication technologies.

#### ***6- Relevance of the Education Outcomes to the Labor market:***

The education outcomes quality arises when dealing with the problems of unemployment and the labor market needs. Although, education is not the first

cause for the escalation of the problem of unemployment, nor for its solution, nonetheless, it has a great role in reducing the problem and avoiding its consequences. With the depreciation of the value of secondary school certificate and the growing importance of the mastery of skills by individual and his/her capabilities in employing them, appears the new challenge of education, which is no longer responsible for only providing seats for all citizens who are at the school age; and not only responsible for providing the minimum knowledge, skills and trends, but is also responsible for the formation of the skilled human being who is capable of the integration in the labor market and who is capable of the movement between the types of occupations available in the country. This means the trend towards a more flexible education system that allows multiple-curricula, and building bridges between the different education systems and between them and the practical life. This was sought by Bahrain through the improvement of education and training's initiatives, which was approved by the Council of Ministers and of providing new tracks of technical and vocational education at secondary stage based on apprenticeships and the establishment of the Polytechnic College. (1)

**7- *Market working for the MoE as an attractive profession of choice.***

Enrolment in vocational education has increased annually, as the number of students in 1997 was 458 and in 2008 became 5173. That indicates the need for Bahraini teachers in this field is increasing, whereas teachers turnover ratio has not fulfilled the goals set by the ministry as most of them found better opportunities offered by the private sector.

Another challenge for the Ministry of Education is that the ministry does not attract the qualified and talented university graduates as well as the engineers to join the teaching profession as they get more wages in the private sector.

The ministry strives to provide the talented and high grade achievers from the secondary school graduates with the opportunities to pursue their university studies through providing scholarships, grants or even by moral support. However, the turnover ratio is still relatively high.

Furthermore, the private sector pressurizes the educational system to be more dynamic through introducing new specializations that face ever -changing domestic and global conditions.

This indicates that the Ministry of Education is in need to have a better cadre system that can easily lure the right people to the right profession with better compensation packages to vie the other sector. The ministry is also in need of a short and long term plan to confront the shortage of teachers in Bahrain.

## Key strategic issues

The major issues were determined according to the analysis conducted after diagnosing the real situation. In addition to the quantitative expansion issue that ensures the spread of basic education and secondary for all including the students with special needs the provision of the healthy school environment (info structure) and the quantitative expansion of the pre-school education for children, there are various basic qualitative strategic issues that are classified into nine big titles. Each title includes a number of subtitles (issues) as shown below:

<b>Teachers</b>	Productivity, Employment, Preparation, Professional Development, Evaluation
<b>Strategies and Teaching Approach</b>	Diversity, Suitability for Teaching-Learning Process
<b>Administration and School Leadership</b>	Efficiency, Effectiveness, Productivity, Determining roles, Supervising Performance, Accountability
<b>Curricula</b>	Suitability Requirements for Development, Individual's Needs
<b>Evaluation</b>	Performance-based, efficiency, impact on student outcomes aligned with PMS.
<b>Student Achievement</b>	Student's level of mastering competencies and skills, attendance, retention, motivation
<b>ICT, E-Learning</b>	Compatibility, Effectiveness
<b>System Management</b>	Efficiency, Effectiveness, Productivity, Roles, Supervising Performance, Coordination, Communication, Databases, Information
<b>Availability of Funds</b>	Availability and Management of Budget, Other Sources of Financing, Incentives.