CREATE THE FUTURE. TEACH.
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INTRODUCTION
As a progressive institution of teacher education, Bahrain Teachers College promotes excellence in educational research that can advance teacher training, improve performance in schools and assist educational reform efforts in the Kingdom of Bahrain.

Therefore, this guidebook is designed to become a source to all faculty members on various research issues. The purpose of this guidebook is two-fold. First, it provides an overview of the bylaws that govern the work of the Research & Development Committee in terms of roles, responsibilities, and membership. Second, it clarifies the guidelines and procedures for conducting and funding research, professional development and implementation of academic activities such as seminars, symposiums and workshops. In addition, the guidebook emphasizes the ethical principles for conducting scientific research and indicates operational procedures to facilitate implementation.

The guidebook is divided into two main sections: the first section is the Research & Development Committee Bylaws; the second is the guidelines and procedures for conducting research and professional development. It is hoped that this guidebook will be helpful for faculty members to answer their questions and facilitate their procedures in this regard.
SECTION 1
BYLAWS OF THE RESEARCH & DEVELOPMENT COMMITTEE
SECTION I
BYLAWS OF THE RESEARCH & DEVELOPMENT COMMITTEE

The Research Committee is an advisory group to the dean of BTC who is responsible for coordinating and supporting the development of research at BTC. The Committee is formed in accordance with BTC and UoB regulations in order to play a key role in research management and help researchers comply with applicable research policies, guidelines and procedures.

ARTICLE I - ROLE OF THE RESEARCH & DEVELOPMENT COMMITTEE

1. Develop and implement policies and procedures concerning research activities.

2. Ensure and encourage access to research funding, locally, nationally and internationally.

3. Review all research proposal applications submitted by faculty who are planning to conduct or receive funds for their research internally or externally, ensuring their eligibility and forwarding appropriate recommendations to the Deanship of Scientific Research at the University of Bahrain.

4. Collaborate with the MoE to identify research priorities for Bahraini educational system to be addressed by BTC interested researchers.

5. Review applications for conference presentations as part of Professional Development.

6. Monitor applications of ethical principles of research.

7. Follow up with the MoE regarding applications for funded research that BTC faculty members apply for.

ARTICLE II - ROLES AND RESPONSIBILITIES OF THE RESEARCH COMMITTEE CHAIR

• Set agendas and hold regular meetings of the RC.

• Report to the Dean on research activity of the faculty members.

• Coordinate with key researchers at the BTC on potential research and funding opportunities within or outside the college.

• Issue calls for research proposals to be received by the Committee.

• Notify all individuals submitting grant proposals, about the actions of the Committee.

• Coordinate with the Deanship of Scientific Research at UoB to follow up on the funded scientific research projects applied by the faculties of BTC.

• Send reminders to individuals receiving grant support of the due dates for abstracts, reports, and other special documents.

• Prepare and submit to the Dean an annual report as an overview of the activities and accomplishments of the BTC research efforts and activities.

ARTICLE III - COMMITTEE MEMBERSHIP

Members of the research and development committee shall be nominated by the Dean of BTC, preferably from faculty holding a Professor or an Associate Professor rank, with expertise in various research activities. All members have full voting rights. There is no remuneration for individuals serving as committee members. The Committee shall include a chairperson and 5 faculty members.

ARTICLE IV - MEETING AND QUORUM

The Committee should meet at least once a month to consider proposals and conduct business. 2/3 of the members will constitute a quorum.

ARTICLE V - CONFLICT OF INTEREST AND CONFIDENTIALITY

Because the members of RC often discuss confidential matters, it is essential that all members maintain confidentiality with respect to discussions and outcomes of the committee’s meetings relating to individual applications. Members of the committee should not participate in the review of any proposal in which they are a principal investigator or co-researcher. In such cases, the member should declare a conflict of interest and absent themselves during any discussion of the relevant application(s).
SECTION 2
GUIDELINES AND PROCEDURES
FOR CONDUCTING RESEARCH
SECTION 2
GUIDELINES AND PROCEDURES FOR CONDUCTING RESEARCH

Bahrain Teachers College (BTC) is the most recent national education reform initiative in Bahrain. The College plays a vital role in setting the direction for education, ensuring that education system is well positioned to meet the challenges of the future. Research at BTC particularly is focused on solving the critical problems affecting education system in the country. The research priorities at BTC are principally centered upon all the matters related to the Education Reform program in Bahrain – these priorities are outlined on Pages 9-12.

All academic staff at BTC are encouraged to conduct research to advance the education system in the country. Faculties are also encouraged to disseminate the findings at international conferences and in internationally refereed journals.

ELIGIBILITY

The full-time academic staff members of the Bahrain Teachers College are eligible to apply to conduct educational research which they wish to undertake, however, priority is given to research which falls within the MoE and the BTC research agendas.

SUBMISSION PROCEDURES

Researchers must submit an Application for Conducting Research (Appendix A) to obtain approval to conduct research at BTC and MOE school sites and any related units or facilities. Researchers who intend to conduct any research on ELP or PD students at BTC, have to collect their data directly from schools and not at BTC. For conducting research at MoE Schools, researchers need to contact the “Directorate of Scientific Research” at the MoE and fill out Arabic or the English Facilitation Form in order to obtain an official Approval. (See Appendices I and J).

The following documentation must be provided when applying to conduct research at BTC and MOE school sites and any related units or facilities:

- A completed research application form (Appendix A).
- Ethics clearance (Appendix D).
- Copies of all data collection instruments (e.g., surveys, questionnaires);
- Consent Form to Participate in Scientific Research (Appendix F)
- A list of public schools or education-related units to be approached. Lists of schools, and regions can be obtained from the schools directory at: www.moe.gov.bh

PROCEDURES FOR CONDUCTING FUNDED RESEARCH PROJECTS

All interested researchers at BTC can apply for the following grants in support of their research:

1. University of Bahrain Research Grants administered by the Deanship of Scientific Research
2. The Ministry of Education Research and Development Funding Scheme jointly administered by the Bahrain Teachers College and the Ministry of Education.

Any researcher wishing to apply Research Project Funding must submit an “Application for Scientific Research Project Funding” (Appendix B).

The following procedures are followed to review a research proposal:

a) The research proposal and/or research grant application and updated C.V. should be submitted to the R&D Committee.

b) The research proposal is discussed and reviewed by the R&D Committee. If the evaluation is sufficiently supportive, the research proposal will be initially accepted and forwarded to Deanship of Scientific Research at UoB for the final evaluation.

SUBMISSION DATES FOR RESEARCH GRANT APPLICATION

Ordinarily there will be two Calls for Proposals issued by the UoB in February and September of each academic year. The deadlines for submitting grant application for the research and development committee will be the end of September for the 1st semester, and the end of February for the 2nd semester.
ETHICS REQUIREMENTS

BTC takes a serious view on ethics when conducting research that involves human subjects. All researchers must follow the ethics requirements, particularly in obtaining informed consent from the subjects prior to any investigation and in ensuring the confidentiality and security of the storage of data. All researchers must follow the strict guidelines recommended in the Publication Manual of the American Psychological Association, 6th Edition.

The Research and Development Committee requires that any data distribution and collection at BTC or UoB should comply with the UoB resolution no. 969 \ 2012, which indicates that “all faculty members and staff at UoB are not allowed to distribute any questionnaire or collect any data without prior authorization from the UoB Council”.

The Research & Development Committee requires that any research proposal should comply with the Ethical Principles for Conducting Research with Human Participants (Appendix C), and presented with completed and signed copy of Application Form for Ethical Approval (Appendix D).

The following section details the guidelines and procedures for conducting research that involves human subjects.

GUIDELINES, PROCEDURE AND FORMAT FOR HUMAN SUBJECTS AND ETHICS REVIEW

General guidelines on Ethics are as follows:

Protection of Research Participants

Participants need to be given appropriate assurances that their confidentiality will be maintained at all times; Researchers need to outline their research protocols and methodologies so as to indicate how they will be avoiding physical risk or psychological harm to participants;

Participants and researchers must be aware of the consequences of breaching the ethical guidelines and the code of practice for researchers.

Conflict of Interest

Both researchers and participants need to be aware of potential conflicts of interests. Any application for ethics clearance must make it clear how the researcher/s and participant/s may be affected in any respect by the nature of the results and the implications of the results to the researcher/s, participants and the wider community at the college.

Plagiarism, data fabrication, misrepresentation and verification

Researchers are required to uphold the highest levels of professional integrity when conducting research. They must not use another researcher’s data or ideas without giving the author credit, even if it is commonly cited, and especially if it is not published.

The fabrication of data is completely unacceptable, and any suspected incidents will be thoroughly investigated and, if found culpable, the researchers will have to repay any grant awards which have been payable.

Researchers must avoid representation of the data in a way that (1) distorts its meaning, (2) shows a certain part(s) of it, or ignores the significance of certain aspects of it for personal, or political reasons.

Data should be kept for possible revision, review, or verification for at least 5 years.

INFORMED CONSENT

The following features must be considered prior to submitting a research proposal:-

- What is the purpose of research
- Potential participants must have the right to decline
- Researchers must undertake a risk assessment to identify issues and any foreseeable consequences
- What are the prospective benefits for the participants?
- Are there any incentives for participation?
• The Contact information of researcher/s that may be reached to answer any questions about the research, including the participants’ rights must be prominently displayed in the application.

THE INFORMED CONSENT LETTER
Based on the key components of research ethics, the informed consent letter to the research participants should be written in the language level that could be clearly understood by the research participants especially for children and others whose first language may not be English.

PROCEDURE FOR SUBMITTING THE HUMAN SUBJECTS REVIEW AND INFORMED CONSENT
Researchers need to provide information to the participants before seeking their consent. Therefore, Participation Information Sheet (Appendix E) has to be filled out by the researcher and to be given to all participants to read and sign along with Consent Form to Participate in Scientific Research (Appendix F).

DEBRIEFING
It is good professional practice to keep the participants informed of the progress and outcomes of the research; this is particularly so in relation to research which has a direct bearing upon the Education Reform Agenda in Bahrain. Consequently, researchers need to consider how they can involve the participants so that it becomes a useful educational experience for them. A debriefing concerning the results and their meaning, and how the findings will be disseminated and used should be given to the participants in a timely manner. Participant(s) should be granted the right to briefly meet individually with the researcher in order to discuss any concerns s/he might have about their participation.

BTC RESEARCH PRIORITIES AND FRAMEWORK
The BTC research framework reflects the priorities of the Ministry of Education (MoE) (see Appendix G for Classification of research needs for the MoE). Whilst the BTC research agenda is not completely prescribed for all faculties, a clear priority will be given to research applications from BTC colleagues who wish to work within the priorities identified here. The categories are very broad, and it is hoped that they will accommodate the research interests of most faculty at BTC.
Below is a list of potential research areas that are aligned with the MoE and BTC Research Priorities and missions.

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<th>CURRICULA INNOVATIONS</th>
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<td>• Organizations.</td>
<td>• Language learning education.</td>
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<td>• Learning Environment.</td>
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<td>• Vocational education</td>
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<td>• Special Education Needs</td>
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**SCHOOL IMPROVEMENT PROGRAMS**

Within the Kingdom there is a strong emphasis on school improvement, the BTC is a key partner within the nation-wide improvement agenda. Other partners include the National Authority of Qualifications and Quality Assurance for Education and Training (NAQQAET).

Bahrain Polytechnic, Bahrain Training Institute and, of course the Ministry of Education. Although the School Improvement Program (SIP) commenced officially in 2008, the name was later replaced with Education Improvement Program (EIP). This EIP requires schools to improve and each is required to have their own School Improvement Team (SIT).

Externally, the Ministry of Education reports progress to the Education Reform Board which is chaired by H.H Deputy Prime Minister Shaikh Mohammed bin Mubarak Al Khalifa. In addition, Bahrain has established the NAQQAET through a Royal Decree to provide independent assessment of achievement of both student and schools. Student performance is reported using National Exams (conducted annually in grades 3, 6, 9 and 12), whilst school performance which occurs through full school reviews are reported publicly. Both student and school performance results that are collated and communicated by the NAQQAET are used as important guideposts to help the MoE shape planning, as well as verifying impact of implementation. These results are published online for the wider community to view.

In 2008, year one (1) of the Education Improvement Program EIP, five key projects were initiated to support schools: Teaching for learning (T4L); Leadership for outcomes (L4O); Partnership for performance (P4P); Excellent schools (ES) and Performance Management System (PMS). Later on, other projects such as Behavior for Learning (B4L), Challenge Schools were added as required.
Over time, these five projects were integrated to form a school improvement program and are no longer projects. Through the EIP, a heavy focus has been placed on changing mindsets and balancing support and accountability. In addition, people in schools and inside the central Ministry have been asked to work in new ways. The MoE has changed the role of many existing leaders and created a new structure and way of working. For example, Senior Chiefs, Chief of Schools, School Improvement Partners, Help Desk were all established to maximize support to school and empower more school-based autonomy and accountability to place students at the centre.

Whilst improving the performance of a school can take time, the experiences within the MoE reflected that there three key levers that made a significant change:

1. Improving the quality of leadership (shift from administrative to instructional),
2. Improving the quality of teaching and learning (shifting from teacher-centric to student-centric with a focus on differentiation), and
3. Improving the behavior and engagement of students (shifting to a consistent, whole-school approach to managing and supporting student wellbeing).

**Action Research that is embedded within school needs and priorities**

BTC Faculty are encouraged to undertake research which is classroom-based, needs-driven and student-focused. Rather than focusing on theoretical approaches to improving classroom strategies and pedagogy, our experiences have shown that when theory informs practice and practice informs theory, the outcomes of the research can be very powerful.

Unfortunately, there have times when some of the BTC undergraduate and alumni students have experienced difficulty in some schools when they face challenges influencing their colleagues who may be of a more traditional mindset. All BTC undergraduate and alumni students are carefully placed in MoE schools according to clearly-identified criteria.

Within the Education Sector, there are 27 clusters of schools. Each cluster consists of a Chief of School, specific number of education specialists and social worker specialists. In addition, supervisors from within the Directorate of Supervision provide targeted support to identified critical and challenge schools (those who are reviewed by NAQAEET as ‘inadequate’). Each of these clusters receive strategic leadership by a team of five senior chiefs, provides professional development for teachers and leaders in their schools. Currently, the MoE has placed particular emphasis on developing professional learning communities to empower schools and staff to work together and share ideas, practices and their learning.

**Instructional and Transformational Leadership**

The BTC offers the Educational Leadership program (ELP) for senior teachers, assistant principals and principals of MoE schools. Originally the ELP was one program which consisted of 10 modules. However, based on feedback, the ELP is now segregated into three separate, but inter-connected programs, ELP 1 for senior teachers (consisting of two modules), ELP 2 for assistant principals (consisting of three modules), and ELP 3 for principals (consisting of five modules).

All ten modules of the Education Leadership Program were initially developed in partnership with the National Institute of Education (NIE), Singapore and form the basis of a strong research agenda (Educational Leadership for Education Reforms and Change; Change Management and Organizational Development for School Leaders; Research Methods in Education; Leading and Managing Curriculum Innovation and Development in Schools; Educational Leadership for Performance in Schools; Educational Study Trip; Educational Leadership for Student Learning and Success; Leading and Managing School-Community Relations; Ethics and Law in Education; Leading and Managing Teacher Professional Development; Leading and Managing Information and Communication Technology in Schools).
CURRICULUM INNOVATION AND DEVELOPMENT

Innovation is a key theme which runs through much of the work of the BTC and of the MoE. The current priorities within the MoE focus on Bahrain Numeracy Strategy (BNS) and the Arabic literacy Strategy (ALS). These two strategies are embedded within the current National Curriculum review which is a current priority. The improvements of student problem-solving and critical thinking skills are two areas where the curriculum review and innovation are targeting. The reason for curriculum review is to ensure every student is equipped with the necessary 21st century skills, knowledge, values and experiences to be an active and inspired contributor for the future and to the country’s economy.

The review of the current curriculum will result in clearly-defined standards for students to achieve at all grade and end-of-cycle levels that will be complemented with changes in the way teachers are required to teach, plan, assess and use data to support students.

VOCATIONAL EDUCATION AND APPRENTICESHIPS

Labour market intelligence clearly indicates that there is a clear gap and mismatch between the vocational skills and knowledge of graduates against those that are required in the workforce. The Ministry of Education has recently amplified this as an urgent priority for this academic year.

KING HAMAD SCHOOLS OF THE FUTURE PROJECT

The King Hamad’s Schools of the Future Project, which was launched in 2004, comprises of a comprehensive learning management system encompassed in the e-learning portal. This LMS has been designed to positively impact the academic performance of students, by providing a modern learning environment supported by technology.

SPECIAL EDUCATION NEEDS

The Ministry of Education has recently developed a draft Special Education Needs Strategy. The focus of this strategy is to improve the quantity and quality of provision of support for students with special and/or additional needs. This requires a focus on assessment, resource identification and quality planning and instruction. Working with parents as key supports and partners with their children's development is critical.

TEACHER PROFESSIONAL DEVELOPMENT

The BTC is one of the MoE’s providers of professional development for teachers, delivering more than 50 professional development modules. These CPD courses designed to target teachers at specific stages of their careers, represented by a teacher cadre. As well as the BTC, a greater focus in recent years has been placed by the MoE on ensuring schools and clusters are providing a greater level (quantity) and quality of in-school professional development. BTC faculty are encouraged to work with MoE colleagues to undertake research projects which enhance teachers skills, improve their motivation and encourage more young people to be inspired to be teachers in the future. A key priority for MoE PD will be directed towards action research in schools and clusters.

Fullan (2011) asserts that innovative teaching and learning takes place where teachers engage in professional development activities that involve their active and direct engagement with other teachers, especially those engaged in action research projects. Action research, which involves teachers and is based on actual teacher and school needs, is therefore greatly encouraged. As well as action research, the MoE has processes in place to identify research areas that require more longitudinal data collection and empirical and scientific research.

One area where BTC faculty may explore through scientific research in partnership with the MoE is the analysis of the difference in girls and boys achievement. TIMSS data shows that the girls’ outperformance of boys in Bahrain is greater than in any other participating country in the TIMSS international tests.
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SECTION 3
PROFESSIONAL DEVELOPMENT
SECTION 3
PROFESSIONAL DEVELOPMENT

OBJECTIVE
The purpose of the professional development is to facilitate the exchange of ideas, knowledge and skills between staff members and their colleagues in other universities and institutions. For this reason, BTC is willing to contribute towards providing financial support to faculty members attend conferences, seminars, workshops and other meetings of a similar nature.

DEFINITION AND ACTIVITIES
Professional development is a continuing process and activities intended for personal and career development. Professional development occurs through a range of activities at local, regional or international scientific events, this would include:

a) Participating in symposia, roundtable discussions, lectures, presentations, poster session, and controversial debates.

b) Presenting a paper. The presented paper can be a concept paper, field study/action research paper, funded research-related paper, or based on published paper, with a publishing date less than two years from the actual date of the conference.

c) Joining short-term post-doctoral program.

ENTITLEMENT AND ELIGIBILITY
All full-time faculty members are eligible to receive financial support for professional development activities. The total number of professional development leaves allowed for faculty member is two professional leaves per academic year. There is 1000.00 B.D. funding allowance allocated for each faculty member per academic year. Eligible expenses under this Guideline may include:

a) Travel and associated expenses

b) Registration fees

c) Per diem expenses /daily allowance

REIMBURSEMENT
To obtain reimbursement for any eligible expenses related to professional development leave, a faculty member must have prior approved application for PDL, and have original receipts for all expenses.

APPLICATION PROCEDURES FOR PROFESSIONAL DEVELOPMENT LEAVE
Application for professional development leave (Appendix F) is required to be completed by the faculty member who is seeking to participate in professional development activities.

The application for professional development leave should be approved by the appropriate academic group before submitted to the Research & Development Committee attached with supportive documents such as invitation or acceptance letter.

SELECTION CRITERIA FOR FUNDED PROFESSIONAL DEVELOPMENT LEAVE
Selections for all submissions will be based on the following criteria:

1. Quality and importance of the Conference (expected contribution to the advancement of researcher/participant).

2. Quality and importance of the Paper.

3. Place of Conference (Regional, International. Priority is given to those events with the broadest international and disciplinary participation).

4. Type of participation (contributed paper, invited paper, concept paper, applied research, poster sessions, roundtable or panel discussion, keynote and invited speaker, invited lecture, professional development training/workshop).

5. Alignment with MoE and BTC Research Priorities and missions.

6. Papers Acceptance Procedures (level of refereeing process).

7. Available resources and financial support by the conference.
COMPLETION OF PROFESSIONAL DEVELOPMENT ACTIVITIES

On returning from any professional development activity, it is the responsibility of the applicant to ensure that information and learning are shared with BTC colleagues. This may include but is not limited to sharing:

- Copies of professional development activity
- summary of the outcomes
- an evaluation of the value and usefulness of the activity
- a report and presentation on the activity

REFERENCES

American Psychological Association (2009).

British Psychological Society’s Code of Conduct.
(http://www.scutrea.ac.uk/library/bpscode.pdf)

Planning, Conducting, and Evaluating Quantitative and Qualitative Research.

Choosing the wrong drivers for whole system reform.
Seminar Series Paper
204, April 2011, Melbourne, Centre for Strategic Education.

Ethics in educational research.
Review of Research in Education, 24, 21-60.
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APPENDIX A
APPLICATION FOR CONDUCTING RESEARCH
Please read the Research Guidelines before beginning the application process.

SECTION 1 - APPLICATION INFORMATION

<table>
<thead>
<tr>
<th>Name of researchers</th>
<th>Academic Group</th>
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<td>Principal investigator/applicant:</td>
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<td>Investigator(2)</td>
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<td>Investigator(4)</td>
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SECTION 2 - PROPOSED RESEARCH STUDY

Title of Research:

Project Abstract:
*A project abstract is a brief summary that should include the research question, the research objectives, rationale for the study, the hypotheses (if any), methodology, and anticipated results. (Maximum 300 words)*

Identify the Research Problem
*What is the research problem the study is addressing?*

Objectives:
*Provide clear and itemized objectives for the research. This section should include a discussion of specific criteria that can be used to evaluate the development and success of each project objective.*
Significance/ Benefits of proposed study

Expected benefits to BTC, participants, schools, community, etc

What sites will be approached for the Research Study? (Please provide a list for the target sites)

- Schools
- Education Centers / Other Centers / Organizational Units
- Schools AND Education Centers / Other Centers / Organizational Units

Estimated Start Date: [ ]

Estimated Start Date: [ ]

SECTION 3 - CONCEPTUAL FRAMEWORK

The conceptual framework is a structure of the theories, ideas or concepts and how they will interrelate and be incorporated into the research question.

SECTION 4 - LITERATURE REVIEW

Provide a review of significant literature published on the proposal topic.

Research project conducted at BTC and MOE school sites and any related units or facilities must comply with the Ethical Principles for Conducting Research with Human Participants.
Please attach evidence of having obtained this ethical clearance.

**SECTION 5 - METHODOLOGY:**

Data collection, analysis and reporting:

*How will the data be collected and analyzed, and how will the study findings be reported and disseminated?*

Participants and sample sizes:

*Please list all categories of participants and anticipated numbers within each category (e.g. Principals, Teachers, Parents, Student)*

Data Collection Instruments*:

*Please describe the type of measurement instruments to be used (e.g. 25 item Questionnaire, interviews with open ended questions, focus group discussion) and identify steps taken to ensure reliability and validity of these instruments*

*  Attach a copy of all measurement instruments.

  *(Include all data collection instruments and/or proposed questions/ themes)*

**SECTION 6 - REFERENCES**

*Provide a reference list of citations for any documents or materials referenced in the proposal. Please ensure that material is current and up to date.*
I accept all the terms and conditions above for conducting research on Department of Education and Training sites including state schools.

_________________________  _______________________
Signature of Principal Researcher:  Date

_________________________  _______________________
Signature of Research & Development Committee:  Date

_________________________  _______________________
Signature of Research & Development Committee:  Date
APPENDIX B
Application form for
SCIENTIFIC RESEARCH PROJECT FUNDING
FOR THE ACADEMIC YEAR 201___  / 201___

RESEARCH PROJECT TITLE:

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<tr>
<th>Research Team</th>
<th>College</th>
<th>Department</th>
<th>Mobile &amp; Email.</th>
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<tr>
<td>Principal Investigator*:</td>
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</tbody>
</table>

* A brief C.V. of the investigators should be submitted with the application form.
PREVIOUS FUNDING FROM DEANSHIP OF SCIENTIFIC RESEARCH (DSR)
in the last five years for the Principal Investigator

<table>
<thead>
<tr>
<th>Project No.</th>
<th>Project Title</th>
<th>Amount of Funding</th>
<th>Completed</th>
<th>Published as a paper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BD</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td>No</td>
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</tr>
</tbody>
</table>
RESEARCH PROPOSAL DETAILS

INTRODUCTION
OBJECTIVES
(Please itemize)
APPLICABILITY AND BENEFITS TO BAHRAIN COMMUNITY
(Please itemize)

(CONFORMITY WITH BAHRAIN STRATEGY 2030)
RESEARCH METHODOLOGY
(Please itemize)
## AVAILABLE EQUIPMENT

<table>
<thead>
<tr>
<th>Name of Equipment</th>
<th>Project</th>
<th>Demand</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>
REFERENCES
### FORM OF PROPOSED BUDGET FOR SCIENTIFIC RESEARCH PROJECT
**FUNDED BY DEANSHIP OF SCIENTIFIC RESEARCH**

<table>
<thead>
<tr>
<th>Items</th>
<th>Requested Budget</th>
</tr>
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<tbody>
<tr>
<td>(i) Consumables</td>
<td></td>
</tr>
<tr>
<td>Office supplies, (paper, ink cartridge etc …).</td>
<td></td>
</tr>
<tr>
<td>Chemicals.</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
<tr>
<td>(ii) Equipment &amp; Accessories</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>(iii) Services (BD 3 per hour)</td>
<td></td>
</tr>
<tr>
<td>a. Report Typing, Data Collection &amp; Analysis.</td>
<td></td>
</tr>
<tr>
<td>b. Technicians Allowances &amp; Data Collections &amp; Analysis.</td>
<td></td>
</tr>
<tr>
<td>c. Lab technicians Allowances.</td>
<td></td>
</tr>
<tr>
<td>(iv) Allowances &amp; Rewards</td>
<td></td>
</tr>
<tr>
<td>Conference attendance, (to present papers resulting from the funded project).</td>
<td></td>
</tr>
<tr>
<td>Project completion award.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

Maximum Allowance Budget for the Project is BD 10000.

*Note:*  
1. After the completion of the project, the department should do the maintenance to the equipment.  
2. The Budget should not include the purchase of Laptops & Mobiles.
**FORM OF THE PROPOSED PROJECT BUDGET & IMPLEMENTATION PHASES**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Stage Title</th>
<th>Time Required for Implementation</th>
<th>Proposed Budget (BD)</th>
<th>% of Total Budget</th>
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</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td></td>
<td></td>
<td></td>
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<td>Stage 2</td>
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<tr>
<td>Stage 6</td>
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<td></td>
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</table>

**PROPOSED PROJECT IMPLEMENTATION AND REPORTING PLAN**

<table>
<thead>
<tr>
<th>Progress Report</th>
<th>Time Required (Months)</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>Final Report</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C
ETHICAL PRINCIPLES FOR CONDUCTING

RESEARCH WITH HUMAN PARTICIPANTS*

1. Introduction

1.1 The principles given below are intended to apply to research with human participants.

Principles of conduct in professional practice are to be found in the British Psychological Society’s Code of Conduct and in the advisory documents prepared by the Divisions, Sections and Special Groups of the Society.

2. General

2.1 In all circumstances, investigators must consider the ethical implications and psychological consequences for the participants in their research. The essential principle is that the investigation should be considered from the standpoint of all participants; foreseeable threats to their psychological wellbeing, health, values or dignity should be eliminated. Investigators should recognize that, in our multi-cultural and multi-ethnic society and where investigations involve individuals of different ages, gender and social background, the investigators may not have sufficient knowledge of the implications of any investigation for the participants. It should be borne in mind that the best judge of whether an investigation will cause offence may be members of the population from which the participants in the research are to be drawn.

3. Consent

3.1 Whenever possible, the investigator should inform all participants of the objectives of the investigation. The investigator should inform the participants of all aspects of the research or intervention that might reasonably be expected to influence willingness to participate. The investigator should, normally, explain all other aspects of the research or intervention about which the participants enquire. Failure to make full disclosure prior to obtaining informed consent requires additional safeguards to protect the welfare and dignity of the participants (see Section 4).

3.2 Research with children or with participants who have impairments that will limit understanding and/or communication such that they are unable to give their real consent requires special safeguarding procedures.

3.3 Where possible, the real consent of children and of adults with impairments in understanding or communication should be obtained. In addition, where research involves any persons under 16 years of age, consent should be obtained from parents or from those in loco parentis. If the nature of the research precludes consent being obtained from parents or permission being obtained from teachers, before proceeding with the research, the investigator must obtain approval from an Ethics Committee.

3.4 Where real consent cannot be obtained from adults with impairments in understanding or communication, wherever possible the investigator should consult a person well-placed to appreciate the participant’s reaction, such as a member of the person’s family, and must obtain the disinterested approval of the research from independent advisors.

3.5 When research is being conducted with detained persons, particular care should be taken over informed consent, paying attention to the special circumstances which may affect the person’s ability to give free informed consent.

3.6 Investigators should realize that they are often in a position of authority or influence over participants who may be their students, employees or clients. This relationship must not be allowed to pressurize the participants to take part in, or remain in, an investigation.

3.7 The payment of participants must not be used to induce them to risk harm beyond that which they risk without payment in their normal life style.
3.8 If harm, unusual discomfort, or other negative consequences for the individual's future life might occur, the investigator must obtain the disinterested approval of independent advisors, inform the participants, and obtain informed, real consent from each of them. 3.9 In longitudinal research, consent may need to be obtained on more than one occasion.

4. Deception
4.1 The withholding of information or the misleading of participants is unacceptable if the participants are typically likely to object or show unease once debriefed. Where this is in any doubt, appropriate consultation must precede the investigation. Consultation is best carried out with individuals who share the social and cultural background of the participants in the research, but the advice of ethics committees or experienced and disinterested colleagues may be sufficient.

4.2 Intentional deception of the participants over the purpose and general nature of the investigation should be avoided whenever possible. Participants should never be deliberately misled without extremely strong scientific or medical justification. Even then there should be strict controls and the disinterested approval of independent advisors.

4.3 It may be impossible to study some psychological processes without withholding information about the true object of the study or deliberately misleading the participants. Before conducting such a study, the investigator has a special responsibility to
(a) determine that alternative procedures avoiding concealment or deception are not available;
(b) ensure that the participants are provided with sufficient information at the earliest stage; and
(c) consult appropriately upon the way that the withholding of information or deliberate deception will be received.

5. Debriefing
5.1 In studies where the participants are aware that they have taken part in an investigation, when the data have been collected, the investigator should provide the participants with any necessary information to complete their understanding of the nature of the research. The investigator should discuss with the participants their experience of the research in order to monitor any unforeseen negative effects or misconceptions.

5.2 Debriefing does not provide a justification for unethical aspects of any investigation.

5.3 Some effects which may be produced by an experiment will not be negated by a verbal description following the research. Investigators have a responsibility to ensure that participants receive any necessary debriefing in the form of active intervention before they leave the research setting.

6. Withdrawal from the investigation
6.1 At the onset of the investigation, investigators should make plain to participants their right to withdraw from the research at any time, irrespective of whether or not payment or other inducement has been offered. It is recognized that this may be difficult in certain observational or organizational settings, but nevertheless the investigator must attempt to ensure that participants (including children) know of their right to withdraw. When testing children, avoidance of the testing situation may be taken as evidence of failure to consent to the procedure and should be acknowledged.

6.2 In the light of experience of the investigation, or as a result of debriefing, the participant has the right to withdraw retrospectively any consent given, and to require that their own data, including recordings, be destroyed.

7. Confidentiality
7.1 Subject to the requirements of legislation, including the Data Protection Act, information obtained about a participant during an investigation is confidential unless otherwise agreed in advance. Investigators who are put under pressure to disclose confidential information should draw this point to the attention of those exerting such pressure.

Participants in psychological research have a right to expect that information they provide will be treated confidentially and, if published, will not be identifiable as theirs. In the event that confidentiality and/or anonymity cannot be guaranteed, the participant must be warned of this in advance of agreeing to participate.
8. Protection of participants

8.1 Investigators have a primary responsibility to protect participants from physical and mental harm during the investigation. Normally, the risk of harm must be no greater than in ordinary life, i.e. participants should not be exposed to risks greater than or additional to those encountered in their normal lifestyles. Where the risk of harm is greater than in ordinary life the provisions of 3.8 should apply. Participants must be asked about any factors in the procedure that might create a risk, such as pre-existing medical conditions, and must be advised of any special action they should take to avoid risk.

8.2 Participants should be informed of procedures for contacting the investigator within a reasonable time period following participation should stress, potential harm, or related questions or concern arise despite the precautions required by the Principles. Where research procedures might result in undesirable consequences for participants, the investigator has the responsibility to detect and remove or correct these consequences.

8.3 Where research may involve behavior or experiences that participants may regard as personal and private the participants must be protected from stress by all appropriate measures, including the assurance that answers to personal questions need not be given. There should be no concealment or deception when seeking information that might encroach on privacy.

8.4 In research involving children, great caution should be exercised when discussing the results with parents, teachers or others acting in loco parentis, since evaluative statements may carry unintended weight.

9. Observational research

9.1 Studies based upon observation must respect the privacy and psychological well-being of the individuals studied. Unless those observed give their consent to being observed, observational research is only acceptable in situations where those observed would expect to be observed by strangers. Additionally, particular account should be taken of local cultural values and of the possibility of intruding upon the privacy of individuals who, even while in a normally public space, may believe they are unobserved.

10. Giving advice

10.1 During research, an investigator may obtain evidence of psychological or physical problems of which a participant is, apparently, unaware. In such a case, the investigator has a responsibility to inform the participant if the investigator believes that by not doing so the participant's future wellbeing may be endangered.

10.2 If, in the normal course of psychological research, or as a result of problems detected as in 10.1,a participant solicits advice concerning educational, personality, behavioral or health issues, caution should be exercised. If the issue is serious and the investigator is not qualified to offer assistance, the appropriate source of professional advice should be recommended. Further details on the giving of advice will be found in the Society’s Code of Conduct.

10.3 In some kinds of investigation the giving of advice is appropriate if this forms an intrinsic part of the research and has been agreed in advance.

11. Colleagues

11.1 Investigators share responsibility for the ethical treatment of research participants with their collaborators, assistants, students and employees. A psychologist who believes that another psychologist or investigator may be conducting research that is not in accordance with the principles above should encourage that investigator to re-evaluate the research.

* Adapted from the British Psychological Society’s Code of Conduct. (http://www.scutrea.ac.uk/library/bpscode.pdf)
APPENDIX D
APPLICATION FOR ETHICAL APPROVAL FOR A RESEARCH PROJECT

This application should be completed and signed for every research project that involves human participants. It must be completed before potential participants are approached to take part in any research.

<table>
<thead>
<tr>
<th>Section 1: To Be Completed By Applicant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Applicant Details</td>
</tr>
<tr>
<td>Name of researchers</td>
</tr>
<tr>
<td>Principal investigator/applicant):</td>
</tr>
<tr>
<td>Investigator(2)</td>
</tr>
<tr>
<td>Investigator(3)</td>
</tr>
<tr>
<td>Investigator(4)</td>
</tr>
</tbody>
</table>

| 2. Project Details |
| Project title: | |
| Project Type: | Funded | Unfunded |
| Source of Fund: | |
| Proposed methods: | |
| Data Collection\ Sampling Method | |

| 3. Summary of Project (maximum 100 words) | |
|------------------------------------------|
4. Aims of the Project (maximum 100 words)

5. Participants

<table>
<thead>
<tr>
<th>Target Population\Sample:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Size\Participants:</td>
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</tr>
<tr>
<td>Date of Data Collection:</td>
<td></td>
</tr>
<tr>
<td>Participant Identity:</td>
<td>Identified</td>
</tr>
<tr>
<td>Source of Data:</td>
<td>Directly from Participants</td>
</tr>
<tr>
<td>Proposed methods:</td>
<td></td>
</tr>
</tbody>
</table>
### 6. Research Ethics Checklist

Please answer each question by ticking the appropriate box:

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the study involve participants who are particularly vulnerable or unable to give informed consent? (e.g. children, people with learning disabilities, your own students)</td>
<td></td>
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<tr>
<td>2. Will the study require the co-operation of parents or a caregiver for initial access to the groups or individuals to be recruited? (e.g. students at school, members of self-help group, residents of nursing home)</td>
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<tr>
<td>3. Will it be necessary for participants to take part in the study without their knowledge and consent at the time? (e.g. covert observation of people in non-public places)</td>
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<tr>
<td>4. Will the study involve discussion of sensitive topics (e.g. sexual activity, drug use)?</td>
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<tr>
<td>5. Are drugs, placebos or other substances (e.g. food substances, vitamins) to be administered to the study participants or will the study involves invasive, intrusive or potentially harmful procedures of any kind?</td>
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<tr>
<td>6. Will blood or tissue samples be obtained from participants?</td>
<td></td>
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<tr>
<td>7. Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?</td>
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<tr>
<td>8. Will financial incentives be offered to participants?</td>
<td></td>
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<tr>
<td>9. Measures have been taken to ensure confidentiality, privacy and data protection where appropriate</td>
<td></td>
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<tr>
<td>10. Have read the Ethical Guidelines for Research with Human Participants?</td>
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</table>

If you have answered 'YES' to any of the questions in 1- 8 or 'NO' to questions 9 and/or 10, please ensure that you have described in detail how you plan to deal with the ethical issues raised by your research.
7. Documents Enclosed with Application:

<table>
<thead>
<tr>
<th>Document</th>
<th>Enclosed (please tick)</th>
<th>Not applicable (please tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Copy of consent form(s)</td>
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<tr>
<td>2. Sample questionnaire</td>
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<tr>
<td>3. Example interview questions</td>
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<td></td>
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<tr>
<td>4. Any other documentation (please detail below)</td>
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</tbody>
</table>

Signatures
Principal Investigator
(All researchers must sign)

Date

Section 2: To Be Completed By Research Committee

- [ ] Project meets ethical requirements, and thus granted approval.
- [ ] Project requirements, to be re-submitted to the Committee for approval

Summary of amendments required: ______________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Signatures
Chair of Research & Development Committee ________________________________
Date ___________________________
APPENDIX E
PARTICIPATION INFORMATION SHEET

TITLE OF THE STUDY: ____________________________________________________________

PRINCIPAL INVESTIGATOR: _______________________________________________________

You are being asked to participate in a research study. This form provides you with information about the study. The Principal Investigators will describe this study to you and answer all of your questions. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part in the study. You may not benefit directly from participating in this study. Your participation is entirely voluntary and you can refuse to participate or withdraw from the study at any time. Your name, your identity, and personal information will be protected and will not be revealed in any publications that may result from the study. All the information that you may provide during the study will be securely stored for 5 years before a decision is made as to whether or not it should be destroyed.

The Purpose of the Study: _______________________________________________________

What is the participant’s role in this study? _________________________________________

Is participation in this study mandatory or voluntary? _________________________________

Can participants withdraw later from this study? _________________________________

As a result of participating is this study, will any information about the participants like their names or addresses be revealed?

____________________________________________________________________________

If have any question related to this study, you can contact:

____________________________________________________________________________

Principal Investigator's Name: __________________________ Telephone: ___________ Email: _________________
I, the undersigned, approved the following:

☐ I have been provided with the participation information sheet.

☐ I understand the purpose and procedures of the study.

☐ I understand that participating in this study may not benefit me directly.

☐ I understand that participating in this study does not include and will not result in any risks to my health.

☐ I understand that my participation in this study is voluntary, and I can withdraw at any time without problem.

☐ I understand that no personal identifying information like my name and address will be used in any published materials.

☐ I understand that all information will be securely stored for at least 5 years before a decision is made as to whether it should be destroyed.

☐ I have been given the opportunity to ask questions about this research.

☐ I agree to participate in the study outlined to me.

You have been informed about this study's purpose and procedures. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time. By submitting this completed form, you voluntarily agree to participate in this study.

Participant's Name: ________________________________________________________________

Signature:  _______________________________________________________________________

Date: ___________________________________________________________________________
APPENDIX G
APPLICATION FOR PROFESSIONAL DEVELOPMENT LEAVE

NAME: ___________________________ DATE: ___________________________

POSITION: ___________________________ ACADEMIC DIVISION: ___________________________

DESCRIPTION OF PROFESSIONAL DEVELOPMENT PROPOSAL

Event or Activity: ___________________________

Dates: ___________________________

Location: ___________________________

Your Role: ___________________________

Please attach copies of letters and/or presentations

Expected Outcomes & Benefits: ___________________________

SUPPORT REQUESTED

Time: ___________________________

If you will be absent during a teaching period, please attach a sheet outlining what classes/sessions you will miss and who will cover your obligations during this period.

Total Funding: ___________________________  Please attach a detailed estimate of costs and indicate what items are included in your request for financial support.

Recommendation of AG Head:  □ Application Approved  □ Not Approved

Absence Approved  □ Not Approved  Signature: ___________________________ Date: ___________________________

Research Committee:  □ Application Approved  □ Not Approved

Signature: ___________________________ Date: ___________________________

Dean's Approval:  □ Application Approved  □ Not Approved

Funding Approved  □ Not Approved  Signature: ___________________________ Date: ___________________________

Distribution: BTC Director of Corporate and Finance, Applicant, BTC Research Committee
CLASSIFICATION OF RESEARCH NEEDS
FOR THE MINISTRY OF EDUCATION

APPENDIX H

The following research needs of the MoE have been classified into main areas:

Area 1: System-wide

Area 2: Cluster and/or School-based

AREA 1: SYSTEM-WIDE RESEARCH NEED – EMPIRICAL

1. Is our Vocational & Technical Education aligned with labor market needs?
2. How can we ensure all data we collect from schools is reliable and accurate?
3. How can we shift teacher mindsets from a focus of teaching with books to teaching with heart?
4. How can we ensure we have maximum system support for students with special and/or additional needs?
5. What can be done to elevate boys’ achievement when compared to girls?
6. What are the best practices and strategies to inspire learning in schools?
7. What makes a school attractive for students?
8. How can we attract the best students from our schools to a career of teaching?
9. What are the best ways of assessing and reporting student learning against desired competencies?
10. How prepared are our BTC graduates to enter the schools upon graduation with the new priorities and initiatives within MoE?
11. What is the best way for all directorates to work collaboratively to achieve the goals of the MoE’s strategic plan?

AREA 2: SCHOOL- AND/OR CLUSTER-WIDE RESEARCH TOPICS – ACTION RESEARCH

1. What is the best way to measure the impact of training on the learning and teaching in Bahrain classrooms?
2. How can we generate greater parental involvement in Bahrain schools?
3. What school-based approaches work best with improving student behavior?
4. What are the most effective learning and teaching strategies within specific subjects?
5. How can we develop leaders to be more self-managing?
6. How can we develop leaders to be more self-managing?
**APPENDIX I**

<table>
<thead>
<tr>
<th>الاسم الباحث</th>
<th>الجنسية</th>
<th>الجهة المشرف عليها</th>
<th>Publications</th>
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<td>بحريني</td>
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<td><a href="mailto:myemail@email.com">myemail@email.com</a></td>
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</table>

**المهام المطلوبة**

- إجراء البحث
- الحصول على ترخيص

**المشرف**

- محمد أحمد

**التعليمات**

- تطبيق الدراسة في وزارة التربية والتعليم | ملاحظات: تغيير | غير محدد | أخرى |
- نتائج البحث | ملاحظات: تغيير | غير محدد | أخرى |
- الإجازة | ملاحظات: تغيير | غير محدد | أخرى |
- معايير | ملاحظات: تغيير | غير محدد | أخرى |

**البيانات المطلوبة**

- اسم المشرف: محمد أحمد
- الجامعة: جامعة البحرين
- الم Floors: فloor 10
- الكلية: كلية العلوم المدنية

---

[ algumas informações adicionais em árabe ]

- المراجعات المطلوبة
- الملاحظات المطلوبة
- مواعيد المراجعات

**الملاحظات**

- تطبيق الدراسة في وزارة التربية والتعليم
- إجراء البحث
- الحصول على ترخيص
- الإجازة
- معايير
APPENDIX J

Research Facilitation Form

Researcher's Details
Researcher's Name
Supervising Body
Nationality
Occupation
Work or Home Phone
E-mail

Research Details
Research Title
The Purpose of the Research
Research Objectives
Supervisor
Name: Occupation:

Required task: Please tick (√)

Obtain data / information / statistics from the Ministry of Education

Required Data
Implementing the research at the Ministry of Education, Schools or Universities
Research Design
Research Tool(s)
Referees
Research Sample Category
Sample Size
Place of Implementing Research Tool(s)
Implementation Duration
Further Information

Required Attachments:
1. A letter from the supervising body (university, college...) is directed to the Scientific Research Directorate to facilitate the task, or from the researcher's work place, or from the body that will conduct the research.
2. Validated research tool(s) to be implemented.
CREATE THE FUTURE. TEACH.

كن معلماً أرسم المستقبل.