



Immortality Centre for Special Education



17 – 18 November 2025



Location
Bu Quwa



Age group
2 - 20 years



No. of learners
24

Key Positive Areas

- The Centre adopts clear and specific practices in diagnosing learners based on gathering information from various sources and tools, such as medical reports, case studies, assessments of developmental and linguistic abilities, in addition to teacher observations. The results of these evaluations are utilised in drafting individual educational plans (IEPs) for each learner.
- The learning environment is adequate with comfortable and safe indoor spaces, equipped with appropriate furniture, games, materials, and educational tools that meet the learners' needs.
- Learners' positive behaviour and social skills are reinforced through their participation in games and songs, and forming friendly relationships with teachers, thus enhancing their sense of emotional security.
- The Centre's leadership is aware of its reality and the challenges it faces. It addresses these challenges by providing some internal and external training and professional development programmes for teachers, as well as engagement with the local community.
- The Centre provides some core and support services for learners and their parents, such as developing behavioural skills, conducting induction for learners, in addition to guiding and counseling parents on methods of dealing with their children.
- Internal regulations are prepared to ensure the smooth flow of daily operations. Furthermore, the Centre developed appropriate procedures for the protection and safety of teachers and learners, focusing on behaviour rules, mechanisms for preventing and reporting abuse, and organizing responses to accidents and emergencies.
- The centre organises various activities to promote learners' social integration, such as celebrating religious and national occasions. It also maintains effective communication with parents and collaborates with local community organisations, including Al-Sanabel Orphan Care Association and Tubli Charity Association.

Areas for Development

- Limited effectiveness in the implementation of educational sessions for learners, reflected in the unequal distribution of learning opportunities, rapid transitions between activities, and limited assessment of learners' progress towards their individual learning goals.
- Limited coordination and integrated planning between individual and group sessions, which affects the use of learning time to develop learners' skills.
- Individual educational plans lack key components, such as teaching methods and strategies, human and material resources, timeframes, assessment tools, and follow-up procedures.
- The operational plan is generic and lacks clear timelines for implementation.
- Variations in the level of care and compliance with health and safety requirements for learners and teachers.
- Few professional development and training programmes tailored to teachers' actual needs are provided, which hinders their professional growth and impacts the quality of their performance in both individual and group sessions.

Recommendations

- Enhance the quality of education and learning processes through:
 - Effective planning and implementation of learners' educational sessions.
 - Coordination and integration between individual and group sessions to ensure effective utilisation of learning time in developing learners' skills.
 - Provide tailored professional development programmes for teachers, with regular follow-up on their impact on performance.

Next Actions

The institute is required to submit an Action Plan to implement the recommendations, within 4 weeks from receiving the draft report.