



Kayan Rehabilitation Centre



1 - 2 December 2025



Location
Isa Town



Age group
1 - 20 years



No. of learners
306

Key Positive Areas

- The Centre employs appropriate assessment tools and mechanisms to evaluate learners' standards prior to their enrolment, through an "Assessment Committee" that evaluates learners' behavioural, developmental, and academic aspects, incorporating medical diagnostic reports issued by accredited health institutions in the Kingdom of Bahrain.
- The provision of appropriate educational facilities with furnished classrooms equipped with smart screens, in addition to an outdoor playground, a gymnasium, and padded rooms designated for individual sessions with the necessary equipments and tools.
- The appropriate management of learners' behaviour and their motivation in various situations through utilising verbal, symbolic, and material reinforcement methods. Moreover, learners are engaged in celebrating religious, national, and personal occasions, such as birthdays and the National Charter Day, which enhances their social interaction.
- The Centre's leadership's awareness of challenges which they address through recruitment, internal and external training, and the provision of diverse specialised services within individual and group educational sessions.
- The Centre's adequate operations according to its internal regulations that organise administrative and educational aspects, while maintaining organised files and records. It also contains a set of requirements and guidelines that govern the relationship between the Centre, parents, and staff, ensuring clarity of roles and obligations for all parties.
- The Centre appropriate and continuous communication with parents through multiple channels, including telephone calls, "WhatsApp", communication notebooks, in addition to operating the "Kayan Rehabilitation Centre Application" to notify them of the latest updates.
- The Centre effective relationships with the local community institutions, and its cooperation with various governmental, civil, and private entities in providing

awareness lectures targeting these entities to enhance their awareness about 'Dealing with Special Needs Learners'. Furthermore, the Centre takes part in a number of external events and activities like participating in the 'Tree Week' event.

Areas for Development

- Lack of accuracy in developing learners' Individual Educational Plans (IEPs), as they lack teaching strategies, special educational services, resources, assessment and follow-up methods, among others.
- Ineffective application of individual educational sessions due to varied learning experiences provided to learners according to their current levels, linking activities offered to learners' individual objectives, with limited availability of educational resources in the classrooms.
- The limited effectiveness of planning and implementation of learners' group sessions. This is reflected in the insufficient investment of learning time and provision of equitable learning opportunities for all learners through linking learning activities to their IEPs that promote their developmental and academic progress.
- The inconsistent quality of support provided to learners, due to congestion in some classrooms and ineffective learners' distribution mechanisms thereof, considering their ages, numbers, and the nature of their learning needs.
- Inconsistent provision of health and physical care and wellbeing for learners, due to varied adherence to precautionary measures in some classrooms.
- Ineffective plans, and the need to incorporate basic elements in the operational plan including the specific procedures, required resources, timeframes, follow-up mechanisms, achievement rates, alongside the lack of comprehensive regulatory, administrative, and educational policies and procedures.
- The limited effectiveness of follow-up of the performance of teachers/specialists, due to lack of key elements for assessing the teaching process in the performance appraisal forms, such as teaching strategies and methods, utilisation of learning resources, time management, assessment methods, among others, which limits the accuracy and comprehensiveness of the evaluation.

Recommendations

- Ensure the continuous provision of a safe and healthy environment for everyone in the Centre to protect them from potential hazards.
- Enhance the quality of teaching and learning processes through effective planning and utilisation of learning time in activities that incorporate all learners and develop their skills in the various types of educational sessions.
- Follow up on the performance of teachers/specialists in teaching sessions periodically and regularly and incorporate elements for evaluating the teaching process within performance appraisal forms.

Next Actions

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