



Tulin Centre for Special Education



8 - 9 December 2025



Location
Bu-quwah



Age group
2 - 26 years



No. of learners
67

Key Positive Areas

- The Centre employs regular and effective assessment processes, due to information-based diagnosis, learner assessment, and the periodic implementation and follow-up of Individual Educational Plans (IEPs), supported by a set of external educational programmes and curricula such as (LOVASS), the Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), and Applied Behaviour Analysis.
- Learners' positive behaviours are enhanced through training them to work independently and promoting their social skills. Additionally, the Centre organises events and activities, such as celebrating religious and national events and holding a "Career Day" event.
- The qualified and experienced leadership is appropriately aware of the Centre's reality, manages and follows up operations periodically through employing various mechanisms, like conducting daily inspection visits and evaluation sessions.
- The Centre provides positive care and wellbeing for learners and staff by taking necessary precautionary measures and maintaining the cleanliness of facilities periodically. Furthermore, it provides a trusting learning environment with nurturing human relationships among its staff, which contributed to enhancing their sense of emotional security.
- Regular communication with parents is maintained through several channels such as utilising a communication notebook and social media applications. Furthermore, learners' experiences are effectively enhanced through enriching community engagement, like cooperation with the "Bahrain Autism Society" and the "Good Word Society".

Areas for Development

- Inconsistent implementation of group sessions for learners and its impact on the effectiveness of investing learning time, with varied provision of equitable opportunities for all learners, which limits their positive inclusion in lessons and educational activities.
- Limited learning experiences provided to older learners, with insufficient focus on developing vocational preparation and training skills according to their age and the nature of their developmental stage.
- Modern learning resources, especially digital ones, in line with learners' needs are inconsistent.
- Limited effectiveness of self-evaluation processes, reflected in the varied accuracy of comprehensive planning to identify improvement priorities at the Centre.
- The inconsistent effectiveness of professional development programmes for teachers and specialists, which affects the use of educational experiences more effectively.

Recommendations

- Enhance the Centre's environment with modern material and educational resources that align with learners' needs and age characteristics, alongside the need to provide more professional development programmes for staff and follow up their performance to a greater extent to promote the Centre's performance.
- Utilise learning time in a guided and well-planned manner to ensure more productively and guarantee the involvement of learners in various learning activities that contribute to their growth and learning according to their individual abilities.

Next Actions

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