



Hope Institute for Special Education



16 – 17 February 2026



Location
Isa Town



Age group
6 - 18 years



No. of learners
90

Key Positive Areas

- Clear tools and mechanisms are used in assessment processes to identify learners' individual levels and provide appropriate support through comprehensive individual educational plans that include most key components, which have a positive impact on their academic and behavioural development.
- A supportive learning environment is provided, equipped with appropriate learning resources that meet learners' needs, such as indoor play areas, a sensory integration room, and training facilities including a carpentry workshop and an art studio. This has contributed to the development of learners' academic skills, such as recognising numbers and letters, as well as their life and social skills, including buying and selling in local markets.
- The institute's leadership provides training programmes that enable teachers and specialists to support learners with special educational needs, including internal and external exchange visits, discussion sessions, workshops, and training programmes, such as a workshop on "Designing Motivating Educational Activities for Learners with Different Disabilities", as well as collaboration with 'Al Wafaa Autism Centre'.
- Effective communication with parents is maintained through clear organisational mechanisms and multiple channels, including direct meetings, social media platforms, and monthly reports. Parents are also involved and engaged in the institute's activities and events, such as "My Grandfather and Grandmother Read to Me" activity.
- Positive communication is maintained with selected local community institutions to enrich learners' experiences. This includes coordination with the Arabian Gulf University to provide practical training for its special education students, participation in the conference "Employing Artificial Intelligence to Support the Education of Learners with Disabilities" organised by 'the National Institution for Disability Services', and encouraging learners to participate in the 'Al-Iman Grand Qur'an Competition', where they achieve advanced ranking.

Areas for Development

- The inconsistent utilization of learning time in learning circles, and diversification of teaching methods by providing equal teaching and learning opportunities for all. In addition to the varied behaviour management of a group of learners in some learning circles, thus limiting learners' positive engagement in lessons and educational activities.
- The variation in identification of improvement priorities and benefiting from its results in taking more effective work actions and monitoring the quality of their implementation. In addition to inconsistencies in the comprehensiveness of policies and procedures for some organisational and educational aspects.
- Inconsistent follow-up on the impact of professional development programmes provided to teachers and specialists, which affects the application of teaching experiences more effectively.

Recommendations

- Utilise planned and guided learning time to be more effective in learning circles to ensure its optimal investment in integrating learners into learning activities, which contributes to their growth and learning according to their different abilities.
- Monitor the effectiveness of professional development programmes provided to teachers and specialists, ensuring consistency in follow up mechanisms to achieve tangible impact that is positively reflected on their performance inside classrooms.

Next Actions

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