



## Al Camelya Center for Special Education



4 – 5 May 2026



Location  
Al-Muharraq



Age group  
2 - 8 years



No. of learners  
54

### Key Positive Areas

- The Centre's senior leadership is well-aware of institutional operations management by employing assessment tools, planning, and monitoring the quality of operations. The senior leadership is keen on empowering and continuously developing teachers and specialists professionally through the provision of diverse training programmes and sessions, within a clear vision aimed at providing the best services to learners according to their age groups and learning needs.
- The Centre seeks to provide a nurturing and conducive learning environment by providing educational and technological resources that meet learners' needs, such as interactive whiteboards, sensory resources, and various educational games. These are utilised to develop learners' language and numeracy skills, each according to their abilities, such as recognition of the letter (K) and numbers (1-10), alongside enhancing their life and developmental skills.
- Promoting positive behaviours among learners according to their individual needs through the application of a range of effective methods, such as a behavioural reinforcement board, stickers, and "Mama Camelya's Treasure Chest" of surprises. This has resulted in increased learner involvement, working independently, and learners' engagement in implementing tasks and educational and physical activities, which promotes their sense of emotional security.
- Continuous and effective communication with parents through multiple social media channels, such as communication notebooks, and regular meetings. The Center provides positive psychological care and moral support for learners and responds to their suggestions, such as providing transportation. Similarly, it seeks to enhance community partnership through cooperation with the Ministry of Education and charitable organisations, such as the Royal Humanitarian Foundation, and by carrying out activities and recreational trips

like visits to (Fun House World), which enriches the curriculum and supports learners' experiences and learning.

## Areas for Development

- Inconsistent effectiveness of group sessions in providing targeted support that meets learners' individual needs, using learning time productively, and ensuring equitable teaching and learning opportunities that further support learners' development, learning, and engagement in learning activities.
- Inconsistent effectiveness of programmes that support academic and vocational curricula in meeting learners' special educational needs and enhancing their gross motor skills.

## Recommendations

- Optimal use of learning time in a planned and purposeful manner to support learners according to their special educational needs during group sessions, ensuring their engagement in educational activities that contribute more effectively to their development and learning, in line with their individual abilities and needs.

### Next Actions

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