Research Article

The Effectiveness of Inclusive Education Policies and Practices, for People of Determination in Higher Education Institutions in Dubai: An Exploratory Study

Hala Abdullah Al-Bukhari, Sobhi Khaled, Omer Sarhan, Michael Doyle

[1]Faculty of Education, American University in the emirates, UAE hala.albukhari@aue.ae

[2]Faculty of Education, American University in the emirates, UAE Sobhi.khaled@aue.ae

[3]Faculty of Education, American University in the emirates, UAE omer.sarhan@aue.ae

[4]Faculty of Education, American University in the emirates, UAE Michael.doyle@aue.ae

ARTICLE INFO	ABSTRACT
	This presented study, evaluates and investigates the essentials and encounters to put forward highly effective practices and implementations of existing inclusive education policies put into effect by tertiary higher education institutions in Dubai. To ensure effective inclusion rather than mere inclusion concept, enhance the notion of individuality, practicality, high quality, compatibility and comprehensiveness of all-inclusive services offered for students of determination in higher education institutions in Dubai, providing them with a meaningful, successful and rich academic, personal, social and professional experiences, knowledge and structure. Significantly ensuring inclusive education policies put forward by tertiary higher education institution to be compatible and aligned with the countries issued and put into effect federal laws, national policies, frameworks and leaders' visions. A qualitative, with comparative benchmarking study approach was implemented to signify the evaluation of documents, their analysis and discussion of findings. This paper is a proposed insight for furthering a practical, effective implementation of educational, and social inclusion for students of determination by proposing a practically structured framework for the implementation and improvement of current policies with further research and collaboration with all stakeholders to collectively heighten inclusive services in the UAE generally and Dubai particularly.

Keywords: Inclusion, Inclusive Education, People of Determination, Inclusive Education Policies, Policies, United Arab Emirates, Dubai, Higher Education, Special Education.

1. Introduction

Inclusive services in higher education institutions, globally and particularly in the United Arab Emirates is a markedly recent perspective that has been driving a great force of attention towards the inclusion of students in Tertiary education; it was highlighted by Kendall (2016), that according to studies the representation of students of determination in higher education was understated. For that reason the current study tends to investigate the condition of inclusion services for student of determination in higher education institutions. The structure of placed policies of tertiary higher education institutions for inclusion of students of determination, and the practical implementation of the policies in line with federal laws and policies is the main focus of this study. This paper proposes the necessity of realizing, exploring and benchmarking the practice of inclusion policies in an effective manner to ensure the success of students of determination in their higher education learning and experiences; academically, socially and personally.

1.1 Education system in the United Arab Emirates

Following the well noted development of the nation and the formation of the United Arab Emirates in 1971, after discovering oil and gaining full autonomy over its oil industry the nation has highly developed in many sectors including education (Gaad, 2010). The education system has been a sector of high focus of development in the UAE as His Highness Sheikh Zayed bin Sultan Al Nahyan, the founder and father of UAE articulated on the importance of education "Education is like a lantern which lights your way in a dark alley" The Educational system in the United Arab Emirates was developed in 1971 and in the early 1970s in accountability of the Ministry of Education (MOE).

From implementing mandatory education for all, ensuring the development of the foundation of the nation's social and educational wellbeing and encompassing dignified life for all (Bradshaw et. al, 2004). The UAE has been highly noticed in succeeding in the development and global integration of its education system, as it consists of federal institutions and private institutions; both local and international.

1.2 Inclusion Definition

As stated by Gaad (2010) inclusion is expansive perception that is a part of a global growing drive and attention. The UNESCO (2005, P.14) has defined inclusion as a structured approach to address different and individual necessities of students, in line, the needful adjustments to fulfill and meet the necessities of students by adjusting the process of learning, teaching, evaluating and improving services and experiences is the responsibility of academic institutions (Nfor, 2017).

In addition, Limbach-Reich (2015) has highlighted that inclusion can be identified as accepting, empowering, and integrating students with varied abilities; that entails shifts within social and academic settings. Inclusion as the researcher view, is a holistic, consistent vision that expounds and implements improving social, academic, environmental and structural processes to provide effective and successful academic, social and personal experiences for students of determination.

1.3 Inclusion in Higher Education Institutions in United Arab Emirates

To highlight the significance of higher education inclusion, Ray and Tiwari (2017) have stated that "It is further noted that the next stage following secondary school necessitates investigation to ensure the effectiveness of inclusion in universities and higher education institutes"; McGinty (2016) furthermore states that "Accessibility and the rights of students with disabilities to pursue higher education is an important issue for every university". Therefore, it is important to state that development and efforts in the UAE to highly improve inclusion in education, starting with isolated inclusive systems of inclusion in the 1980 (Gaad, 2011) progressing on to full inclusion of people of determination in all aspects of life. Within the movement towards fully inclusive education and a living for people of determination including higher education, the UAE has ratified Federal law No. (29) 2006, "the law, protects the rights of people with special needs and guarantees them the right to live with dignity". Moreover, HH Sheikh Mohammed Bin Rashid Al Maktoum has ratified Law No. (2) Of 2014 "to protect the rights of persons with disabilities in the emirate of Dubai" March 2014. In line with this progress, the announcement of Dubai 2020 vision to become a fully accessible and a disability friendly city, "My community... a city for every one" project (2013), and Dubai Disability Strategy 2020; necessitate the examination of accessibility and inclusion effective practices within tertiary higher education institutions.

1.4 Purpose of the Study

This study is aiming toward the evaluation of the effectiveness of current higher education institutions policies for the inclusion of students of determination, the existence and the practical implementation of their policies for the inclusion of students of determination. To assure improved inclusive education and social experiences for students of determination, this study furthermore, is exploring the alignment of the existing policies in supporting the individuality and varied abilities and needs of students of determination, evaluating the practicality of pinned policies, and their alliance with the social, academic, and cultural structures. Stimulating higher compatibility of institutional practices with internal policies, international policies, and governmental legislation Adding to that, that the background of the study conductor lays a significant role as a higher education educator and special education specialist with an academic and a professional background that interest both the development of youth and the improvement of inclusive services and special education.

1.5 Questions of the Study

As the main objective of this study is to evaluate tertiary higher education institutions inclusion for people of determination current policies, and their practical implementation, in one private international university and one federal university in the Emirate of Dubai; going further in to benchmarking with an international higher education institution, marking a university in the United Kingdom policy for the inclusion of students of determination. The research question to drive this study are as follow:

1. How are the policies aligning with the social and cultural context of the Emirate of Dubai?

2. How are the policies supporting the individuality of students of determination?
3. What are the practical implementations needed for the effectiveness of the current policies?
4. What could be recommended in term of supporting the policies to ensure effective inclusion?

2. Literature Review and Conceptual Framework

2.1 United Nation Committee on the Rights of Persons with Disabilities

In perusal of wide ranged efforts by the United Nations to improve and transform interaction outlooks, attitudinal structures and services aimed towards persons with disabilities, the United Nations has implemented and put forward its Convention on the Rights of Persons with Disabilities and its Optional Protocol (UNCRPD) in its general assembly in December 13th 2006, which took place at the UN New York Headquarters marking the quickest human rights agreement. This convention has the aim to transform the perception of disabled people from in-active, charitable medically approached and socially isolated or partially isolated members of the society to members of a society who have rights within their societies and are entitle to their rights, in addition to making them active members of societies, entertaining rightful social, cultural, academic, personal, wellbeing and economic interactions and involvement in all aspects of their societies' social structure.

As a proud part of a total of 127 states that signed the Convention on the Rights of Persons with Disabilities and its Optional Protocol and ratified it, the United Arab Emirates was part of this heightening action, as Her Excellency the Minister of Social Affairs in the UAE, Maryam Mohammad Khalfan Al Roumi signed the convention in the United Nation's New York Headquarters in February 2008. The Ratification of the UNCRPD has been sanctioned by the United Arab Emirates in March 19th 2010 as a part of 166 states. Approving and endorsing the obligation of providing all human right and ultimate freedom for all persons with disabilities, challenged by any type of disability; in addition to assuring essential amendments in different sectors of the society, needed for persons with disabilities to become active members of the society enjoying their rights, protected, and effectually included.

As stated in the CRPD, Article 1 (2006) "Promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity". The Convention on the Rights of Persons with Disabilities in its 50 Articles has covered a wide range of categories to assure the rights of persons with disabilities in their social, cultural, educational, health care and wellbeing, work and employment, professional, personal, political and safety and justice. In line the CRPD commands parties to put forward, sanction and put in effect needed actions, therefor, the heightened and rapid development of national federal Laws, legislations, policies and frameworks concerning the rights, protection and empowerment and services of persons with disabilities have been put forward, issued and put into immediate effect in the UAE by leaders, governmental organizations and private organization as a whole system's collective efforts it was highlighted that "the government implemented some initiatives that led to effective and practical practices to provide people with disabilities with equal opportunities in the community" (Al Obeidili, 2018).

2.2 Federal Law No. 29 of 2006

Forming a great leap towards inclusion of people of determination, His Highness Sheikh Khalifa Bin Zayed Al Nahyan, the President of the UAE, has declared the UAE's first law for the special needs, In March 2006, the Federal Law No. 29 of 2006. This Federal law insures the individuals with special needs rights, articulated in the components of 39 articles, covering all aspects of needs and rights for persons with special needs. In Article (2) the Law No. 29 of 2006 (2006) has stated the main goal as: "This law aims to secure the rights of the disables and provide all services within the limits of allowable abilities and capabilities. However, special needs may not form a reason for preventing the sufferer from securing such rights or services".

In this direction the UAE has committed to offer equal opportunities and services to persons with special needs, with no discernment, which was expressed in (Article 3, Federal Law No. 29 of 2006) "The state shall also guarantee such equality and non-discrimination in all its policies and programs of economic and social development" The protection of the rights of persons with special needs, the structuring of policies, frameworks and inclusive services has been under the responsibility of both the Ministry of Education (MOE) and the Ministry of Social Affairs (MOSA), (Gaad, 2010).

This Federal Law aims to secure the rights of persons with special needs in all the dimensions of their lives, such as, education, social partaking, professional experiences and employment; in addition to health care and different

infrastructure services that assures accessibility to all member of the society with no discrimination to persons with special needs. Health care was addressed in several articles, (Article 10, Federal Law No. 29 of 2006) has stated "Every UAE national with a disability or disabilities shall have the right to health and rehabilitation and support services provided at the expense of the state". Further to that, and for the purpose of this study, (Article 12, Federal Law No. 29 of 2006) has articulated that "The state shall guarantee the disable equal educational opportunities at all institutions of education, vocational training, adult education and continuous education", and (Article 20, Federal Law No. 29 of 2006) assured the social partaking of persons with special needs stating "The state shall take necessary measures to ensure the participation of disables in cultural, sports and recreational life".

2.3 Federal Law No. 2 of 2014

Towards further support to Federal Law No. (29) Of 2006, in addition to show-casing the commitment of Dubai to support and enable and reinforce people of determination; His Highness Sheikh Mohammed bin Rashid Al Maktoum, has declared the Federal Law No. (2) Of 2014 "concerning protection of the rights of people with disabilities in the emirate of Dubai". This law objects to reinforce the assurance of providing all people of determination in the UAE with their social, cultural, persona, educational, and all required services to assure the enjoyment of their full rights, having a dignified life and not facing any discriminating or neglecting acts or issues. In the issuance of Federal Law No. (2) of 2014, this law demands for the whole system collaboration within and by all involved authorities, organization and corporations to structure the availability of all needful services to secure the above mentioned objectives, stressing on equal education prospects in all stages; as articulated in Article (5) "implement, in coordination with the concerned entities, the policies, plans and initiatives". Furthermore, the Law provisions people of determinations' accessibility, thru infrastructural aspects, public services, including the usage of public transportation, parking, security and legal facilities, building and sidewalk constructs, and buildings' accessibility.

The Law in its 18 Articles aims towards putting into practice, the UAE leaders' vision of Dubai as the most accessible city for people of determination displaying an idealist structure, to ensure the presence of people of determination as an active and valuable members of the community. It has been declared in Article (3) "integrating persons with disabilities into society as affective members", and "providing accessible environment".

2.4 National Strategy for Empowering People with Disabilities, 2017 (POD)

People of Determination as a title has been put into immediate effect to change the way to address persons with disabilities, as His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai, issued the National Strategy for Empowering People with Disabilities in 2017. Denoting a heightened move towards reconstructing the notions of the society in various aspects socially, culturally, and organizationally aspect this title is only used in the, with an exceedingly constructive perception and acknowledgement of the effective partaking of people of determination within every segment of the social and organizational structure of the UAE. The Abu Dhabi portal (2019) identified People of determination in their portal as: "Someone suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communication, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs."

To follow the purpose of this study, the six pillars of the National Policy to Empower People of Determination (2017) included, Rehabilitation and Healthcare, Education, Vocational training and employability, Accessibility, Social protection and family empowerment, and Public, cultural and sports life "Ministry of community Development, 2017". Empowering POD to ensure full accessibility and facilities in all scopes of the society most significantly for the purpose of this study in education and social aspects.

2.5 KHDA has presented the "Dubai Inclusive Education Policy Framework" 2017

In coordination with "My Community, A city for everyone", KHDA has announced and put into action the "Dubai Inclusive Education Policy Framework" 2017, this policy framework is aiming towards the empowering of all service providers and authorized bodies in the UAE. To collaborate, inform and facilitate all entities within all education sectors of all stages including higher education and the transition from higher education to career future, in Dubai, to create and ensure a successful and an effective inclusive academic, professional and social experience to al leaners of determination. It additionally, assists academic leaders, workers, and leading institutions in Dubai to systematically monitor, evaluate and develop all needful services for students of determination in inclusive

provisions. The KHDA "Dubai Inclusive Education Policy Framework" 2017 has displayed and detailed 10 pillars to provide and assure the above mentioned objectives being:

> "Identification and Early Intervention, Admissions, Participation and Equity, Leadership and Accountability, Systems of Support for Inclusive Education, Special Education Centers as a Resource for Inclusive Education, Co-operation, Co-ordination and Partnerships, Fostering a Culture of Inclusive Education, Monitoring, Evaluation and Reporting, Resourcing for Inclusive Education, and finally, Technical, Vocational Education and Training in Higher Education and Post-School Employment" (Knowledge and Human Development Authority, 2017).

2.6 Policy Makers in UAE

Slavin (2014) has highlighted that the identification of students of determination, their needs and the modifications needed to congregate them is a continuous dispute for education providers. In a vision of social awareness and social responsibility that has been driven by the leader's vision and encouragement of the government the social and governmental cohesion in heightening inclusive education for students of determination, the policy makers in the UAE is widely ranged within governmental federal sectors then public organizations that are in line with the government to set up policies and frameworks to implement and regulate inclusion of POD in the UAE and encourage and support all initiatives by individual entities. This shows the significance of nation level cooperative actions enabling varied levels of authorities and bodies, and all involved segments of the country's organization and social responsibilities, as stated by Chiwandire & Vincint (2019) "social justice, equality, widening participation, redress, equality of access, transformation, affirmative action principles, equality of opportunity and equity in their approach to promote access, retention and success in higher education".

3.   Methodology of the Study

In line with the evaluative and critical exploration nature of this study, the methodology followed in this study is a comparative, exploratory analysis as it is increasingly important to examine and improve inclusive services "when the focus on inclusion at policy and practice levels prompts media debate about its benefits, our study on inclusion in HE is both timely and important" (Collins, Azmat & Rentschler, 2019) The study aims to review and evaluate an in place and in effect students of determination inclusion policies in higher education institutions with under-graduate and post-graduate programmes in the UAE; in addition to their practical implementation. Therefore, a qualitative document analysis alongside with, benchmarking analysis has been directed to link current policies and practices within national and international institutions. As stated by Kuzmicz (2015) the analytical comparison between existing implementations with more effective ones supports in evaluating and allows the employment of needful amendments through evaluating better implementations.

3.1 Statement of the Problem

This study chiefly aims to investigate and explore, carefully chosen higher education institution (universities) policies of the inclusion for students of determination in addition to the structure of practical implementations in the Emirate of Dubai thru comparing them with an international higher education institution (university). Aiming to evaluate the effectiveness, individuality and successfulness of current policies; As stated by AL Obeidili (2018): "A successful inclusive and special education does not depend only on well-written policies and procedures, but applying the policies and procedures successfully requires administrators who understand them and have the desire to play an important role in achieving them".

3.2 Research Approach of the Study

For the purpose of this study in investigating the effectiveness and individuality of existing higher education institutions" policies of inclusive education and their practice, at two institutions consisting of one international private university and one local federal university, a qualitative study approach was adopted. A twofold method to this qualitative approach was pursued by an official document analysis of current policies of higher education institutions in Dubai, in alignment with national policies and legislations, the followed by an analytical comparison with a current an international higher education institute (university) to benchmark and enable an evaluative review leading to a set of recommendation to be put forward to support further intended, effective and successful practical implementation of inclusive services for students of determination in the UAE; particularly in Dubai.

3.3 Site and samples of the Study

The site and sample includes an evaluation of inclusion policies and implementation at three private higher education institutions both national and international. The three higher education institutions in the investigation of this study consist of; one national university attaining international accreditation based in Dubai, one international local university attaining international accreditation based in Dubai, and one local university based in the United Kingdom (UK).

3.4 Data Collection Tools of the Study

To investigate existing policies and practical implementations, the tools utilized included document analysis and outlining, in addition to benchmarking comparative analysis to policies of inclusion for students of determination in higher education institution nationally and internationally accessed by online official institutions websites and an in-charge administrator of one university. Reviewed documents mostly incorporate a portrayal of the current inclusion policy objectives, measures and procedures, in addition to, intentions of practical implementations, and guidance outlines. The explanation of utilized tools will be further detailed in the following section of this study.

3.4.1 Site A

Dubai based local International University Policy

3.4.1.1 Background / general policies

As a university that was established 11 years ago it is considered a young institution which is on a continuous development and enhancement process. Located in Dubai Intl. Academic City, comprised of 7 colleges facilitating Arabic and English language delivered programmes, 7 days a week with morning and evening class enrollment this university witnesses a great variation of students with different backgrounds. According to the communicated administrator, and university counselor the percentage of students of determination registration in this university is not exceeding 0.5% and non-traditional students not exceeding 7%. The university have put varied policies for the assurance of quality and safety; to mention some; attendance policy, Institution effectiveness policy, academic integrity policy and occupational health, safety, and environment management system policy; which includes sections concerning people of determination. In addition to a people of determination support policy for the focus of this study.

3.4.1.2 Official reviewed doc

Two reviewed documents are the occupational health, safety, and environment management system policy; which includes sections concerning people of determination, and the people of determination support policy. In addition to the university's website and communication with administrators.

3.4.1.3 The policy details

Having established a canceling and disability office, one of the objectives of the university stated on their website is to enable learners, educators and administrators to reach to their maximum capacities. Through individual and group counseling they aim to meet students' needs to effectively engage them as active partakers in its community. The policy for the support of people of determination included chiefly the inclusivity and accessibility of students of determination within its colleges, courses, events and milieu; stating the definition of disability and types of disabilities then, educational accommodations application procedure including the requirements, trustworthiness measures, and documentations. Ending it with a note of reserving the right of the university to reject cases requiring core amendments of the academic or environmental structure.

3.4.2 Site B

Dubai based Federal University Policy

3.4.2.1 Background / general policies

As opposing to Site A, this university that is a federal institutions based in Dubai, that has been established for more than twenty years being a top educational institutions in Dubai. Comprised of eight colleges with branches in different emirates of the UAE. This university, as per the articulation on their website, outlines its identification of student of determination and their needs in line with the Federal Law No. 29 of (2006) and the National Strategy for

Empowering People with Disabilities, 2017 (POD) adopting the title "people of determination" and establishing a students of determination accessibility office that has a systematic procedure for accommodating students of determination within its programmes, assessment, activities and facilities. To include and offer students of determination with fully accessible educational experience ranging from, learning, social settings, environmental, and professional opportunities to assure the students of determination successful academic, social and professional active communal partaking and individual development.

3.4.2.2 Official reviewed doc

Reviewed documents of this federal higher education institution in Dubai, was primarily thru their website, their services, offices, missions, and structural organization; comprehensively reviewed and analyzed.

3.4.2.3 The policy details

The policy outlined its alignment and support to the National Strategy for Empowering People with Disabilities, 2017 (POD), further mentioning its alignment with the vision of Dubai as a fully inclusive city by 2020. It stressed equal access and opportunities to all learners with different capabilities with no detailing of that point, furthermore, stated the provision of needed technical support, aiding materials and technologies; and the conduct of all needed accommodation within all academic and social contexts of the university.

3.4.3 Site C

United Kingdom (UK) based University Policy

3.4.3.1 Background / general policies

A research concentrated public University in England that was established in the eighteen hundreds (1800s) with extensive history, experience and conduct. It was greatly translated within the documented policy, framework, guiding documents available and issued by the University for the Inclusion of people of determination, the holistically detailed provision and outlining of services, aims, mission and procedures.

3.4.3.2 Official reviewed doc

Reviewed are the universities "Equality & Inclusion Framework" framework 2014-2020, document on supporting disabled people in the university to build and heighten their self-esteem, and the "Equality and Inclusion Policy - Individual rights and responsibilities".

3.4.3.3 The policy details

In its "Equality and Inclusion Policy - Individual rights and responsibilities" the university has detailed, ensuring the fulfillment of students rights, freedom and dignified social and academic partaking, to offer all students of all abilities with a discrimination free positive academic and professional milieu providing equal experiences and privileges. In the framework, a detailed practical detailing of the implementation of the policy has been articulated alongside with the governance and framework for implementation of successful inclusion providing, equality, equity, dignity and active existence with stated responsibilities and roles of individuals so that to assure no one is left behind.

4. Limitations of the Study

In light of the current global situation of the Covid-19, causing a lockdown and implementation of distant learning and socializing, the main limitation to this study was in the inability of utilizing empirical instruments and methodologies for this study to be conducted, rather a solely theoretical and document based conduct.

5. Results and Discussion

It was stressed by Taylor and Esq (2010), that the effectiveness and efficiency of academic inclusive services is chiefly based on the perspectives and action of institutions leaderships and decision makers. A total of three inclusive education policies/ documents for students of determination have been evaluated through this study; two universities from the UAE, Dubai, and one university from UK, to address the research questions the findings of the conducted analysis and benchmarking will be discussed as following sections:

- The policies alignment with national legislations that are in place was evident within the federal Dubai Based that was evident in their aim and initiatives, and the public UK based university the most (mentioning

UNCRPD and the Equality Act 2010) however it lacks in place of the local international private university as it lacks aligning to current legislation, however it does put forward on its objectives, components from varied current national policies and laws.

- The effectiveness of the practical implementations of the policies, and what could be further improved by addressing needs and challenges of HEI, and the policies alignment with social and cultural context of the Emirate of Dubai. The UK based university showcased in its documentation the social and cultural context was of high significance, therefore they have created the framework within a collaborative, collective manner including components from all stake-holders, naming few but not all; teachers, leaders, students, parents, retailers, and others. Which I see as a leading insight to fully tackle all dimensions of students' inclusivity within the institutions. Which was not present in the case of both universities in Dubai highlighting the vital need to provide HEI in Dubai with guidance for developing practical and effective frameworks targeting the successful implementation of their policies, alongside with enhancing and furthering their policies in sense of detailing, components and improved structuring.

- The effective support to the individual needs and capabilities of people of determination with varied types and varied requirement. Site A showed very limited display and identification of the definition of disabilities and the types of differentiated and varied abilities and needs that are required to be met and to be accommodate for the educational, professional, and social inclusion of students of determination, more understanding has been shown by site B, however site C has moderately but further improved display of identification of the above.

6. Recommendations

Recommendations for added examination and research conduct od larger samples with more focused and empirical approach that includes the perspectives of all stake holders, such as students, peers, faculty members, parents, caregivers, administrators and leader is vital for the purpose of ensuring effective and successful inclusive implementations; in addition to forming a practical framework with detailed information, guiding features and rubrics followed by practical trainings, professional development and workshops, can be of a highly important suggestion. Moreover, investigation of post-implementation of recommended practical procedures can provide better insight of improvement and needful support for a more effective and heightening inclusive education for students of determination in Dubai particularly and the UAE as a general perception.

7. Conclusion

The main purpose for this study is steering towards the evaluation the effective practices of current policies for inclusive services in higher education institutions in Dubai. Hence, the study adopted a qualitative approach using document analysis followed by benchmark comparison to investigate the efficiency and effective implementation of current inclusion policies and highlight areas of limitations and inadequacy where supportive suggestions could be put into place to enhance better implementation and more effective inclusion of students of determination instead of solely the notion of inclusion of students od determination, in addition to the assurance of their compatibility with the nation's policies, legislations and vision. The general outcomes of the study showcased that that both local universities had limited display of practical structure and properly framed and detailed procedure, going on to limited offering of support, however the federal university show-cased much higher flexibility in the enrollment of students of determination and segments of services, support and provisions, however both universities unlike the international UK based university have shown a lack in official policy documentation rather only availability of explanatory documents. The local international university (A) had limited perception on inclusive services to just providing the accessibility for students of determination into programmes and the environmental setting; it was important to address with the main note of no acceptance of core changes or accommodations to be implemented to the program, instructions within the class or assessment. While the second one (B) local universities the three universities including the international UK based one (C) called for and had a mutual objective of providing students of determination with educational, social and environments accessibility, however the differences was that within the UK one it was exceedingly detailed with procedures and action items that show highly practical implementation to the policy whereas in both local universities with different level of limitations but their detailing of aspects, action items and procedures were less articulated. It has also shown that the detailing in all three sites, the individuality of cases and the individuality f abilities and potentials including dual exceptionalities and other external factors are not stated or detailed.

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