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*Teachers Perspectives of Dual Enrolment of Students with Disabilities in Special and Inclusive
Schools in the United Arab Emirates*

by

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Abstract

The education of children with disabilities is not without challenges. For instance, both special and inclusive schools not unable to offer meaningful access to education to children with disabilities. Currently, there are effort towards providing access to education in a dual context – some days at inclusive schools and others at special schools. However, there is limited information regarding how teachers are contending with such practices. This study explored teachers' perception about the education of students with disabilities in the dual enrollment education system in the United Arab Emirates (UAE). Specifically, the social education model was conceptualized to understand teachers' perception, collaborative efforts, resources and challenges to dual enrolment practices. The sample of the study was 10 teachers; 5 special education teachers and 5 general education teachers recruited from Al Ain, which is the third largest city in the UAE. An interview guide was developed based on the research question and the study framework to collect data from the study participants. The findings of this study indicated that teachers had positive views about dual enrollment and appreciated the current practice of providing accessible education to children with disabilities in two settings. Despite the participants' positive responses about dual enrollment, the results showed poor implementation of the dual enrollment system for students with disabilities. This is a result of lack of collaboration, communication, and a shared plan to support the development of children with disabilities across schools. The study concludes with recommendation for a national framework to guide the implementation of a dual enrolment system in the UAE.

Keywords: inclusive education, special education, children with disabilities, teachers, parents, United Arab Emirates