The answers are provided below as follows:

 Answer to question 1:

 The UAE law does not contain any provision that prevents or restricts access, to students with disabilities to regular schools at any levels,

The constitution of the United Arab Emirates rather enshrines the right to education for all citizens. Article 17 of the constitution states: "education is a fundamental factor for the advancement of society. It is obligatory in its elementary stage.”

with respect to the right of individuals with disabilities to be educated in regular schools, article 12 of federal law no 29 of 2006 amended by federal law no 14 of 2009 concerning the rights of disabled people clearly guarantees this right to individuals with disabilities. For instance, article 12 states "the state shall guarantee to provide for a person with disability equal educational opportunities in all educational institutions, vocational training and continuing education in regular classes or special classes where necessary. The academic curriculum shall be delivered in Braille or sign language or any other method as the case may be. Disability does not represent an obstacle preventing an individual from applying to or joining any government or private educational institution of any kind.”

 Answer to question 2:

The ministry of social affairs used to be the main provider of educational services for individuals with disabilities. Until recently, Most individuals with disabilities were receiving their education in rehabilitation and care centers which are run by the ministry. However, since the enactment of federal law no 29 of 2006 amended by federal law no 14 of 2009 concerning the rights of disabled people, great emphasis has been placed on including disabled people in regular schools. The ministry of social affairs has begun its coordination with the ministry of education to facilitate the integration of students with disabilities in regular classes. Consequently, a long term plan has been drawn to support the inclusion of disabled people in the public educational system and various initiatives, as shown below, have been adopted for this purpose. By the end of 2011, all blind and visually impaired students were transformed from the governmental rehab and care centers to receive their education in mainstream environments. This inclusion program was extended in 2012 to cover students with hearing impairments. By the end of 2016, all students with hearing impairments will be included. Currently, rehabilitation and care centers provide educational and vocational training programs to students with severe disabilities including individuals with mental disabilities as well as those with hearing impairments.

 Answer to question 3:

Several ministerial decisions have been issued by the ministry of education to promote the right to education of disabled people in regular schools. These are stated below as follows:

 Ministerial decision no 166 of 2010 concerning the adoption of the general provisions of special education in public and private schools.

Ministerial decision no 188 of 2010 concerning the promotion of the initiative "Schools For all”.

the ministerial decision concerning the adoption of the general provisions of special education authorized the relevant departments to provide all the facilities which will enable public schools to fulfill the needs of students with disabilities to obtain their education on an equal footing with students without disabilities. These facilities include:

Easing access to the schools' environment to enabled disabled students to move around without restrictions.

Hiring teachers who are qualified as teachers in special education.

 Allocating the human resources needed to fulfill all students’ needs.

 Providing reasonable accommodation which include: auxiliary aids, assistive technology devices, books in accessible formats etc

Promoting special transportation for students with physical disabilities

Providing access to facilities such as toilets and libraries

Installing elevators in all newly constructed schools

the ministry of education also established 28 training centers to raise teachers' awareness of how to deal with disabled students in all aspects of education including: training teachers in classroom techniques, such as: differentiated instruction and cooperative learning.

Federal law no 29 of 2006 amended by federal law no 14 of 2009 concerning the rights of disabled people also instructed the ministry of education to form the special committee for teaching persons with disabilities. In 2011, the committee was formed and it was composed of representatives of the relevant local and federal bodies.

The committee was authorized to carry out the following tasks:

1 to develop executive programs for securing equal educational opportunities for all persons with disabilities since early childhood in all educational institutions, whether in regular classes or specialized education units.

2 to develop the methodologies of educational programs and develop the educational plans which keep abreast technological developments and are compatible with the psychological and developmental characteristics of persons with disabilities

3 to regulate all matters related to educating persons with disabilities like programs and admission requirements and procedures in regular classes and taking tests.

4 to make policies for the qualification and training of educational human resources working with persons with disabilities.

5 to provide consultation and technological, technical and educational assistance to all educational institutions planning to receive students with disabilities and study the funding requests related to equipment and technologies and qualification of the environment of the educational institution.

Accordingly, the Special Committee of teaching individuals with disabilities proposed a number of measures which have been submitted to the cabinet for approval.

 Answer to question 4:

The UAE hasn’t adopted yet accountability mechanisms to monitor exclusion, school registration and completion of education by individuals with disabilities. However, the ministry of social affairs submitted to the cabinet a proposal that drew up a national framework of implementing the UN CRPD as well as monitoring its implementation in the national level. Monitoring the right to education of disabled people will become part of the work of the proposed monitory body.

 Answer to question 5

Please see the following tables which provide the available data

**Statistics according to Ministry of Education: the number of disabled students in mainstream schools**

|  |  |  |
| --- | --- | --- |
| **Total** | **Type of disability** | **No.** |
| 122 | Intellectual disabilities  | 1 |
| 446 | Vision Impairment  | 2 |
| 304 | Hearing Impairment ( hearing loss and deaf)  | 3 |
| 40 | Autism | 4 |
| 10 | Multiple disabilities  | 5 |
| 195 | Physical disabilities  | 6 |
| **1117** | **G.Total** |  |

**Statistics according to Ministry of Social Affairs: the number of disabled students in Federal government , local government and private centers**

**(type of disability and gender)**

|  |  |  |  |
| --- | --- | --- | --- |
| Total | Gender | Type of disability |  |
| Female | Male | No. |
| 2183 | 871 | 1312 | Intellectual disabilities ( Down Syndrome & intellectual disabilities)  | 1 |
| 40 | 21 | 19 | Vision Impairment  | 2 |
| 252 | 114 | 138 | Hearing Impairment ( hearing loss and deaf)  | 3 |
| 759 | 167 | 592 | Autism | 4 |
| 440 | 191 | 249 | Multiple disabilities  | 5 |
| 171 | 60 | 111 | Physical disabilities  | 6 |
| 272 | 132 | 140 | Developmental Delay | 7 |
| 2 | 0 | 2 | Others | 8 |
| 4119 | 1556 | 2563 | G. Total  |  |

**The distribution of Disabled students according to the type of the center**

|  |  |  |
| --- | --- | --- |
| **Total** | **Gender** | **Statement** |
|  | **Female** | **Male** |  |
| 459 | 203 | 256 | Federal Government  |
| 1692 | 689 | 1003 | Local Government  |
| 1968 | 664 | 1304 | Private Centers  |
| 4119 | 1556 | 2563 | G. total  |
|  |  |  |  |

**The number of students who benefit from accessible transportation services in mainstream schools = 50**