

SUSTAINABLE DEVELOPMENT GOALS



SDG 10: REDUCED INEQUALITIES

Al Ain University



جامعة العين
AL AIN UNIVERSITY

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SUSTAINABLE DEVELOPMENT GOAL 10

10.6.7 Does your university as a body provide accessible facilities for people with disabilities?

Facilities Provided for Students of Determination (with special needs)

https://www.aau.ac.ae/publications/handbooks/al_ain_university_student_handbook_2023_2024_en.pdf

Al Ain University provides the following services and facilities for students of determination:

- Offering grants and financial assistance up to 50% of their registered fees; as per regulations implemented by the grant Committee Humanitarian Aid.
- Giving them the Priority in registration and assisting them in coordinating their schedules according to their conditions.
- Organize an orientation event for students of determination to introduce them to the University's facilities such as: restaurants, clinic, library, Department of Finance, and the recreational facilities.
- Providing special parking for them.
- Guiding them to their lectures.
- Providing sign language interpreters.
- Assigning comfortable classrooms for them such as choosing classrooms on the first floor.
- Providing books and resources appropriate to their needs.
- Forming special examination committees for those whose condition requires this.
- Facilitating their participation in various events, exhibitions, and celebrations.

“Aman System” a transportation network for people of determination

<https://aaau.ac.ae/en/news/2020/%E2%80%9Caman-system%E2%80%9D-a-transportation-network-for-people-of-determination>



Students of Al Ain University, Abu Dhabi Campus, participated in Future Innovations Exhibition, organized by the Zayed Higher Organization for People of Determination. They showed their innovative projects that serve the people of determination and their engagement with the community, such as the “Helby” application, the “Smart Stick” that alert the blind from any barrier they face, and a swimming pool with a floating floor with special specifications that helps people with disabilities enjoy swimming without fear.

Dr. Nuha Hamada from the College of Engineering, participated in the discussion sessions by presenting her innovation “Aman System” is a safe transportation network that provides people of determination with the opportunity to request a car with specifications that suit the disability case with the possibility of adding a service to complete transactions through the smart application (AMAN). On the other hand, this network provides job opportunities for people of determination as drivers to suit disability. This innovation aims to integrate those of determination in society without restrictions.

The exhibition and discussion sessions had an active role in the exchange and development of creative ideas that aim to serve the people of determination. The innovations also received the approval and admiration of the Zayed Higher Organization for People of Determination and the participating audience.

Distance learning for people of determination at Al Ain University

<https://aau.ac.ae/en/videos/view/288>



<https://youtu.be/9tnzDmlxyOM>

College of Education supports the blind people on the White Cane Day

<https://aau.ac.ae/en/news/2020/college-of-education-supports-the-blind-people-on-the-white-cane-day>



On the occasion of the International White Cane Day, Ghayathi Center for care and rehabilitation affiliated to Zayed Higher Organization for People of Determination, hosted, Dr. Salwa Al Majali, Director of Special Education and Applied Psychology Programs at Al Ain University, Abu Dhabi Campus, to present a virtual lecture entitled Psychosocial support for the families of the blind people.

Student Ali Al Meri, from the College of Education, Humanities and Social Sciences at Al Ain University, Abu Dhabi Campus, shared his experience of studying in Al Ain University, the facilities and services provided by the university to him and other blind students and people of determination in order to facilitate education and harness all their needs.

This lecture aimed to give psychological and moral support to the blind people and their families, as Dr. Al Majali confirmed that Al Ain University is keen to support and empower people of determination to help them with social integration, and ensure they obtain all their rights in an easy way.

Education For Special Needs

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

Special Education Programs:

Inclusion in Regular Education Classroom with Community-Based Support

Students with special needs may be enrolled in a regular education classroom and receive special education support service from community providers.

Inclusion in Regular Education Classroom with Classroom-Based Support

Students with special needs may be enrolled in a regular education classroom and receive special education support services in the classroom from the general and or special education teachers or from specialists. For example, a student with a speech and language disability may receive speech therapy services from the speech and language therapist in the regular education classroom.

Inclusion in Regular Education Classroom with School-Based Support

Students with special needs may be enrolled in a regular education classroom and receive special education programs and services outside of the regular classroom, but in the school setting. For example, a student with a specific learning disability might receive individualized instruction from a reading specialist in the school setting, but outside of the regular education classroom.

B- Special Education Programs

An important consideration in special education is to provide the student with disabilities an education in the least restrictive environment which means that to the extent possible, a student with disabilities should be educated with age-appropriate peers who do not have a disability. The regular classroom is the best educational option for all students, including students eligible to receive special education services. There are different



types of special education programs, and inclusive education learning environments that are available to meet the needs of **students with special needs** which are described and illustrated in Figure 2 along a continuum from least-to-most restrictive learning environments. For example, a student with special needs may be enrolled in all regular education classes and receive special education support services only from community service provider, or may receive classroom-based or school-based special education programs and support services. Some students have disabilities that are so severe that they are unable to benefit from participating in a regular education school setting and participate in community or center-based educational programs.

Goals for Ministry of Education, Special Education Department

- (1) Provide equal opportunities for education to students with disabilities in the public and private schools and comply with the provisions of Law No. 29/2006 related to the Rights of People with Special Needs in the field of education.
- (2) Provide appropriate services to the students with disabilities and special gifts and talents in all educational institutions in the public and private schools that meet their needs and enhance their abilities.
- (3) Provide appropriate assessment tools to determine eligibility for the various categories of disabilities and develop individual educational plans and provide all services in accordance with the best international practices.
- (4) Provide appropriate learning environment (least restricted) based on an Individual Educational Plan, enhance and enrich learning opportunities through the Advanced Learning Plan, so as to meet all the needs of the students with special needs and gifts and talents in public and private schools.
- (5) Provide ongoing professional development on the contemporary and best internationally recognized practices in the field of special education to the professionals working with students with special needs and gifts and talents.
- (6) Collaborate with qualified professionals for all categories of special education to educate and meet the needs of students with special needs and gifts and talents.
- (7) Collaborate with parents of students with special needs and gifts and talents at every step of the educational process starting from the assessment phase to developing an Individual Education Plan and monitoring the progress of the student.
- (8) Cooperate and collaborate with other establishments and institutions that provide services to the families of individuals with special needs such as the Ministry of Social Affairs and the Ministry of Health.

Mission for Special Education

Use all available resources to plan, implement, and monitor the provision of special education programs and related services to students with special needs and gifts and talents and ensure that they receive an Individual Education Program (IEP) or Advanced Learning Plan (ALP) based on their strengths and needs to enhance their social competence and enable them to maximize their contributions to their communities.

Philosophy of Inclusive Education

The provision of support and equal access to educational programs and services for students with special needs and gifts and talents are the priorities of the educational policy in the United Arab Emirates and reflect the philosophy of inclusive education. Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs. In many cases, the least restrictive environment is the regular education classroom, though not all the time. Here it must be noted,

