Vocational Education for Indian Youth with Special Needs in Dubai: Evaluating the Availability and Quality

التعليم المهني للشباب الهندي من ذوي الاحتياجات الخاصة والمقيمين في دبي:

تقييم التوافر والجودة

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Dissertation submitted in partial fulfillment of M.Ed - What is the availability of and current system of vocational education in Dubai for Indian youth with Special Needs (14-25 years)?

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Abstract:

The dissertation researches the availability and offerings of vocational education to 14-25 year old Indian youth with Special Needs in Dubai, UAE. The study investigates if the provision and quality of institutes and curriculum imparted makes the Indian youth economically independent and socially inclusive. Using mixed method approach, the research explores the challenges in the areas of fees, the mismatch between the taught syllabus and the industry requirements, the lack of tools for an enhanced social, emotional and behavioral skills among others. The findings lead to relevant suggestions for further improvement in the sector.

الملخص:

تقوم الأطروحة بالبحوث عن توافر وعروض التعليم المهني للشباب الهندي والبالغين من العمر ما بين 14-25 سنة وذوي الاحتياجات الخاصة والذين يقيمون بدبي، الإمارات العربية المتحدة. وهذه الدراسة تبحث هل المعاهد وجودتها مع مناهجها يجعل الشباب الهندي مستقلاً اقتصاديا واجتماعيا بشمولية. و تبحث الدراسة باستخدام نهج الأسلوب المختلطة عن التحديات الموجودة في مجالات الرسوم وعدم التوافق بين المناهج التي تدرس وبين المتطلبات المهنية، وعدم وجود أدوات المهارات الاجتماعية والعاطفية والسلوكية والتعزيز وغيرها. تؤدي النتائج إلى اقتراحات معنية حيث يحتاج مزيد من التحسن في هذا القطاع.

Key words: Vocational Education, Indian Youth with Special Needs, Transition, Social Inclusion, PSED, Inclusion in Mainstream Schools.

Dedication:

I dedicate this research to all my Special Needs friends with the hope and prayer that they find and achieve their goals.

I also dedicate this research to a very Special friend, whose untimely demise further motivated me to work with children with Special Needs.

Acknowledgements:

I thank the Almighty for giving me the opportunity to pursue my dreams during a very challenging phase in my life. This was in an area very dear to my heart; working with Special Needs children.

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Thank you all. Together, we can make our world a special place to live with tolerance and peace.

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Definitions:

Special Needs is an umbrella term that encompasses all forms of disability such as Physical, Social, Emotional (PSE) and Intellectual disabilities, lasting more than six months with no cure, where an individual constantly uses supportive aids. (Gaad 2015)

Inclusion of individuals requires profound restructuring of schools and vocational curriculum in order to encompass them and help them transition from schools to workplace. Youth with Special Needs (YSN) ought to transition from school to workplace to earn an independent living with dignity.

Vocational Education and Training is required by youth for a successful transition into the labour market through the provision of practical knowledge and skills that are required in the world of work (UNESCO, 2013).

Transition refers to the way youth are "prepared for joining the world of work" (UNESCO, 2013). Transition is through vocational education where organized, precise educational tools prepare YSN for mainstream career prospects and subsequent paid/unpaid employment opportunities other than college or an advanced degree (LD online 2010).

Abbreviations:

ACTVET	Abu Dhabi Technical and Vocational Education and Training
ADA	American with Disabilities Act
ADEC	Abu Dhabi Educational Council
DDA	Disabilities Discrimination Act
YSN	Youth with Special Needs
EHA	Education of All Handicapped Children Act
CBSE	Central Board of Secondary Education
EEOC	Employers were monitored by the Equal Employment Opportunity Commission
HOD	Head of Department
ID	Intellectual disabilities
ICSE	Indian Certificate of Secondary Education
IDEA	Individuals with Disabilities Education Act Amendments
IEP	Individual Education Plan
KHDA	Knowledge and Human Development Authority
LD	Learning Disabilities
MOE	Ministry of Education
MOSA	Ministry of Social Affairs
NFE	Non-Formal Education
NIOS	National Institute of Open Schooling
NQA	National Qualifications Authority
PSED	Personnel, Social, Emotional Development
QAD	Qualifications and Awards in Dubai
SEN	Special Education Needs
SPED	Special Educator
SENCO	Special Education Needs Coordinator
SLD	Specific Learning Disabilities
TVET	Technical and vocational education and training
UAE	United Arab Emirates

UNESCO	United Nations Educational, Scientific and Cultural Organisation
VET	Vocational Education Training
DSIB	Dubai Schools Inspection Bureau

Structure of the Project Report

A brief overview of the research structure involves the following:
Chapter 1 provides a background of the researcher and the research study combined with significance of the study in reference to YSN. Chapter 2 centers around the literature review related to the systems of mainstream and vocational education worldwide with special emphasis on India and UAE. Chapter 3 focuses on the methodology and the data collection. The in-depth field research findings and analysis are highlighted in Chapter 4. The last Chapter concludes with recommendations based on the findings of the research.

Important Note: Disclosure

'The United Nations has referred to 'Youth' as those persons between the ages of 15 and 24 years (UNESCO, 2016). However, in this research, 'Youth' has been referred to Indian youth with Special Needs (YSN) between the ages of 14-25 years.

Youth with Special needs has been abbreviated to YSN and both forms have been used interchangeably in the research.

The word 'Institute/s' in this research refers to 'a mainstream school, a non-profit Special Needs centre and a private 'Special Needs school' when discussed collectively.

Questionnaires were formulated using questions that were sourced from an online book 'Quick book Of Transition Assessments' (Cline et.al. 2005)

Chapter 1. Introduction

1.1 Introduction

What is being offered to Special Needs 14-25 year olds in their curriculum for Personal, Social, Emotional Development (PSED), academics, life and work skills? Are the limited number of vocational centres and the pedagogy allowing them to seek employment opportunities and earn respectable livelihoods? There have been several codes of practice and policy actions taken by the UAE to alleviate the movement of those with Special Needs into the workforce (Gaad, 2012)

The challenges that the youth are facing are lack of vocational training institutes, high fees, disparity between classroom learning and actual job requirement among others.

After visits of some institutions in Dubai such as a mainstream Indian school, a private Special Needs centre, and a non-profit Special Needs centre, respectively, thesis looks at some measures that can be adopted to further improve the situation. Initiatives taken by the Indian society to assist institutes financially as well as absorption of youth with Special Needs into varied jobs that would fit their personal profiles. These suggestions are based on interviews, observation and surveys.

The United Arab Emirates (UAE) with its unique education landscape is taking aggressive measures to improve the quality of education from the primary to vocational stage. The Inspection Bureau's data shows substantial evidence of improvement in the quality of education being delivered in the private and public schools across Dubai. Emirates 24/7 stated that the Dubai Schools Inspection Bureau (DSIB) mentioned that against 30% of students attending schools providing good quality of education in 2008-2009, 2015-2016 showed a marked improvement of 61% of students attending good schools (Francis 2016 in Emirates 24/7 News). However, vocational education in the UAE appears to still struggle to be at par with the system of vocational education worldwide.

1.2 Organisation of Chapters

"No Research without action, No action without research" – Kurt Lewin.
In order to provide organizational clarity to this dissertation, an overview has been provided.
The dissertation begins with a brief introduction, followed by details of the research question and the focal points that will be concentrated upon during the research. This is followed by the significance of this research. In Chapter two, literature review surveys the methods used in obtaining the background literature on the history of the mainstream and the vocational education worldwide including India and Dubai. This would gauge what has been achieved towards vocational education and the current situation of the same keeping in mind the varied laws introduced. Chapter three wholly focuses upon the methodology and the data collection and examines the rationale behind the methods chosen. Chapter four explores the research findings and the analysis based on youth, teachers, parents and administrators' ideas and opinions.

Emphasis was drawn upon the strengths and challenges that were observed during the interviews, observations and surveys. Last but not the least is Chapter five in which the author of this dissertation has given her recommendations to further improve the quality of vocational education in a manner that will help all Youth with Special Needs (YSN) (specially Indian YSN) realise their fullest potential. The thesis ends with a conclusion.

1.3 Background

1.3.1 Researcher's Background

I graduated from the University of Calcutta, India and received my Bachelor's degree in 'Education' with Psychology and English as my subsidiary subjects. I received my post graduate diploma in 'Special Education' majoring in Cerebral Palsy from Jadavpur University, Kolkata, India. I have twelve years of experience as a Special Needs teacher in Indian mainstream schools in Dubai. I will continue to support and work for Youth with Special Needs.

1.4 Research question

This research will broach the following questions.

Main question:

- What is the availability of and current system of vocational education in Dubai for Indian youth with Special Needs (14-25 years)?

Supporting questions:

- What is on offer in terms of curriculum?
- What is on offer in relation to PSED?
- What is on offer regarding their career development and employability?

The dissertation lays emphasis on following factors:

- Institutes targeted skills and knowledge for Youth with Special Needs (YSN).
- Institutes availability and usage of resources for YSN
- Their Individual Education Plan (IEPs) for each YSN
- Institutes focus on Curriculum Development (Academics)
- PSED exposure given to YSN
- Institutes assessments of needs and interests of students
- Assessment of the need for social and cultural diversity in the institutes.
- Professional development of YSN

1.5 Significance of Research

Dignity of labour, a growing awareness of Special Needs and significant focus developing on vocational education for youth with Special Needs in Dubai has been a significant reason for this research. Vocational training has been neglected or negated. As education and technology progresses, skill based learning will help raise productivity of self and surroundings.

Technical and vocational education has not always been reflected in a prominent manner and the mindset of some Indian parents is that vocational education is unimportant. In today's competitive world, parent focus lies on completion of formal education even though their children may not be academically inclined. Indian parents believe that failure to complete formal education, results in unemployment, failure to marry and socio-economic disparity.

Today, vocational education worldwide has made its interception into mainstream education and serves students who are unable to benefit from mainstreaming thereby providing a skilled workforce for society and country.

It has been stated that students with SEN need remedial coaching at all stages. However, even with remedial coaching some students are unable to earn a degree or certification (Wirt et al. 2004 in Gaad 2013). Vocational education today warrants certification.

YSN face a myriad of emotions and feelings resulting in inadequate social skills. It has been observed that vocational training empowers confidence in YSN, thereby aiding them to adapt socially and emotionally (Sharma).

Many students with Special Needs are misdirected and misplaced (Sartawi 1999 in Alghazo 2005). Vocational training assists YSN to make wise career decisions (Gaad 2013).

Chapter 2: Literature Review

2.1 Introduction to Literature Review

"Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results."

John Dewey

The key objective of this literature review was to determine the availability and provisions of vocational education for youth with Special Needs worldwide and for Indian youth with Special Needs in Dubai, UAE.

2.2 Methods Used in Literature Review

Limitless access through databases 'EBSCO Host', SAGE were provided through the BUID library website. Books from the library have also provided rich contribution to the research. Several journals were referred and recorded with special emphasis to those written by Dr. Eman Gaad due to its relevance to the education system in Dubai from Primary to vocational stage. Internet websites focusing on recent and relevant literature and newspaper articles were incorporated. Referencing has been clearly defined under the 'references' section. Key words used were identified and listed. Recent research focusing on vocational education for youth with Special Needs worldwide was far more accessible than research available on vocational education in Dubai due to its recent prominence in the UAE.

2.3 Discussion of the Literature Reviewed

A history of inclusion of YSN and laws pertaining to mainstream and vocational education worldwide has been discussed, followed with a brief discussion on India's contribution to vocational education concluding with the system and laws of mainstream and vocational education for YSN in the UAE.

Globalization is compelling governments to ensure that education is not a 'consumer good', but a 'productive asset'. The UAE too is in the process of restructuring its educational process 'to make it more responsive to labour market needs' (Education and the Arab world 1999).

What is Vocational Education?

Adult living must include preparation for vocational education amongst other spheres of education (Hager, 2002). In order to contend for work placement in the job market, vocational education is an essential criterion for the preparation of pupils with Special Needs (Ramee 2004 in Abdullah et. al. 2015). Therefore, vocational education for students with Special Needs should contain appropriate choice of vocational training, a curriculum designed with precision, an IEP that is compatible to the abilities, needs and interests of the learner.

2.3.1 History of mainstream and vocational education for youth with Special Needs worldwide

Beginning June 1994, Spain was host to innumerable governments and international organisations at the World Conference on Special Needs. A conclusion was drawn stating that inclusion should be mandatory with mainstream schools assisting youth with varied disabilities, (CSIE 2016) ensuring a 'child-centric' education (Gaad 2014).

The Education of All Handicapped Children Act of 1975 (EHA) was a legislation designed to serve youth with disabilities and thereafter the Congress vowed to expedite the momentum for transitional services (Harvey 2001).

The Individuals with Disabilities Education Act Amendments (IDEA) was more focussed on improvisation of results, role of parents and students in planning and decision making and redundancy of unwarranted paper work. This act believed in 'no child left behind' (IDEA 1997).

The US Congress mentioned that education should not only meet the needs of youth but should prepare them for employment (Hager, 2002).

1

United Nations Educational, Scientific and Cultural Organization (UNESCO) had formulated an education policy that purports technical and vocational education and training (TVET) to streamline the process of TVET worldwide (UNESCO 2013).

UAE accepted the archetypal points of the world summit and this was a precedent to the National drive towards inclusion through the Federal law No. 29 of 2006 that stated equal opportunities in "all the educational and pedagogical institutions… (MOE 2006). The amended law 14/2009 further changed the terminology from 'youth with Special Needs' to 'persons with disabilities' (Gaad 2014).

Vocational education was introduced with the American with Disabilities Act (ADA) of 1990, stating that people with Special Needs were entitled to employment opportunities (Vermont Official State Website 2016). It urged that people with disabilities should not be alienated and should be a part of Society (Dart 1991 in Rogers 1994)

The Disability Discrimination Act (DDA) of 1995, now superseded by the Equality Act of 2010 ensured no discrimination during the employment of people with disabilities and entrée into public service. All employers were obligated to make judicious adjustments to the process (Alborno & Gaad 2012). In order to alleviate the transition from school to work, these edicts have been augmented with varied codes of practice and policy measures that are executed by the government bodies that monitor the process (Ferrie et al. 2008, in Alborno & Gaad 2012). Employers were monitored by the Equal Employment Opportunity Commission (EEOC) who scrutinised the "recruitment process, pay, training, promotions and terms and conditions" (Jones 2008, & Kruse & Schur 2003, in Alborno & Gaad 2012).

[1] Note 2: There appeared to be a general lack of statistical evidence and even to several visits to prominent agencies, most of the statistics provided were those found on varied websites.

2.3.2 History of vocational education for youth with Special Needs in India

India comprises of a myriad of social, economic, linguistic and cultural locales. In their year of independence, education was given importance only in the form of a directive principle rather than a fundamental right. It was only later that education was a fundamental right.

Most Indian schools are affiliated to the Central Board of Secondary Education (CBSE), New Delhi or the Indian School Certificate Examination (ICSE) board, India. The boards are very well known for academic rigor but tend to have a very narrow approach towards building personal, social, emotional, work skills and collaborative and team building skills. Congruent to this formal school system, alternative systems of education developed in the 1990s - Non-Formal Education (NFE) and National Institute of Open Schooling (NIOS) but the quality of education was not maintained.

2.3.3 History of mainstreaming and vocational education for youth with Special Needs in Dubai, UAE

The United Arab Emirates (UAE) comprises of seven Emirates (Arif & Gaad 2008), Dubai being a focal Emirate in this research. The total population in 2013 was recorded as 9.2 million of which 7.8 million were expatriates (Guide2Dubai 2016). The U.A.E. is a melting pot comprising of 80% of varied cultures. 42% of the total population comprises of Indians (Guide2Dubai 2016). Cultures are catered for by a large number of private schools with diverse curricula while government schools cater to the local Emirati population (Arif & Gaad 2008). Special Educational Needs (SEN) are under the patronage of government run centres for the locals and independent SEN centres for all nationalities. Prior to 2006, SEN centres were under the auspices of the Ministry of Labour and Social Affairs while mainstream schools fell under the purview of the Ministry Of Education (Arif & Gaad 2008). The 1994 world conference on Special Needs education cited the importance of accommodating and ensuring the gratification of needs of these youth (Gaad 2014). The U.A.E. was no exception to the rule with the introduction of the Federal law No. 29/2006 and thereafter the U.A.E.'s endorsement of the rights of people with disabilities (Gaad 2011). The 'School for all' initiated by MOE ensured that students with disabilities were steadily transited into mainstream schools (Alborno & Gaad 2014). This enabled youth with disabilities to study in an "inclusive" setup that was "least restrictive" with 'equal opportunities'.

The percentage of people with disability range between 8% to 10% of the population and this percentage appears to be in concurrence with the world average (Bradshaw et Al. 2004 in Dukmak 2009). There does appear to be an unavailability of reliable surveys to determine the total number of youth with Special Needs. The UAE constitution was drawn up in 1971 and became permanent in 1996 (Alahbabi 2009, UAE Cabinet, 2010 in Alborno & Gaad 2012) highlighting equality and social justice, article 14, of the constitution with further mention of society's responsibility towards corroborating "people who cannot look after themselves" (UAE Cabinet 2010 in Alborno & Gaad 2012). The educational sector has been under close scrutiny with a distinct emphasis on the rights of youth with Special Needs. The inception of Special Education services in the UAE originated in the year 1979. These services expanded from Special Needs centres to inclusion in regular schools and today it also encompasses vocational education.

Education and vocational training are two sides of the same coin. The trend worldwide is integration of vocational training and mainstream education. Vocational Education prepares youth for a "successful transition into the labour market" (UNESCO, 2013). Sheikh Nahyan stated that not all students are academically oriented and would benefit instead with skill based training (Hanif 2015 in The National 2015).

Dr. Al Mahdi head of National Institute for Vocational Education (NIVE) mentioned 'Vocational Education must not be neglected' and a national strategy should be the ultimately corner stone for vocational education (Swan 2012 in The National 2012). Employers mentioned that instead of working in isolation, technical schools and training centres must involve opinions of employers (Education and the Arab world, 1999).

Gulf News dated August 11, 2016, stated Vocational Education and Training (TVET) will be of priority through a nationals system of education (Salama 2015 in Gulf News Education 2015).

In the UAE there was mention made that the Ministry of Labour and Social Affairs were in the process of devising a law that would expect private sector companies with over a 100 employees to reserve 3% of jobs for people with Special Needs (Bradshaw et al. 2004). Employers on the

other hand have been reported to be hesitant to employ students with Special Needs due to their inadequate skills (Domzal et. al. in Abdullah et al. 2015).

The 29/2006 law espoused the right of people with disabilities to have equal opportunities, access to education and subsequent employment (Gaad 2012). This Federal Law ensured that relevant areas relating to vocational education were catered for in the diverse articles mentioned (Appendix 1).

In 2006 the KHDA, an inspection and controlling body was set up with the aim of ensuring that the educational system in Dubai, with special emphasis on Special Needs, is at par with the international standards of education. Even though there has been no direct mention of vocational education, the KHDA laid emphasis on inclusion of youth with Special Needs as mentioned in points stated (Appendix 2). In 2015, the UAE School Inspection framework was formed.

In the UAE, the Ministry of Social Affairs (MOSA) is responsible for the planning and execution of laws ensuring a social responsibility towards the inclusion of Special Needs. 'Elkayt', a programme initiated in 2010 by the Government of Dubai helped facilitate employment for people with Special Needs in both private and public sectors (Bladd 2010 & Ghaibour 2010 in Alborno and Gaad 2012). Dubai Educational Council initiated 'Takamul' that supports the transition of people with Special Needs from school to employment (Shawarma 2007 in DesertSpeak 2007).

The QAD established in 2014 is the sole awarding body who is accountable for excellence in technical and vocational education that in turn will support and develop the economy (KHDA 2016). The government had also initiated centres such as 'Tamkeen' catering to the national population and 'NIVE' catering to varied nationalities. These initiatives being relatively new will require time before being lawfully followed.

It is apparent that the government is working very hard to meet the ever increasing demand for vocational education for YSN. However, some anomalies in the system - unavailability of centres for Indian youth due to financial constraints, lack of scholarships, Indian society's inputs,

counselling and training for parents and YSN, lack of awareness of government provisions, lack of initiatives by the private Indian business houses.

Chapter 3: Methodology and Data Collection

> "The research we do at the local level – collaboratively - is what makes formal, outside research work. Outside research cannot be installed like a car part - it has to be fitted, adjusted, and refined for the school contexts we worked in."
>
> Mike Schmoker

Transition from school to adult life for students with disabilities has dominated the field of special education for well over a decade (Phelps & Hanley-Maxwell 1997 in Harvey 2001). The Office of Special Education Programs reported in 1988 that individuals with disabilities continued to lag behind in almost all areas of economic activity under every indicator as compared to individuals without disabilities (Fairweather & Shaver 1991in Harvey 2001).

3.1 Methods and Rationale

The specific focus of this research was on the the availability of vocational education for Indian youth with Special Needs in Dubai and what is on offer in terms of curriculum development and Personal Social Emotional Development (PSED). Strengths and challenges were observed giving rise to recommendations.

In order to collect and examine data accrued, varied qualitative and quantitative research methods were utilized. Detailed discussions, varied outcomes and conclusions with research based recommendations to support the on-going positive changes have been discussed.

Planning of the study

Subsequent to visits to the MOE, MOSA, CDA and the KHDA, a list of vocational institutes were drawn up. A private vocational centre Non-profit Special Needs Centre and a Mainstream Indian School were chosen based on types of vocational training, availability of youth with Special Needs at the centre and the presence of Indian youth with Special Needs at these centres.

Dates for meetings and impeding visits were requested for via emails and phone calls. 'No objection' letters and relevant forms provided by the institutes were duly signed and delivered (Appendix 3A, 3B). A 'time-line' depicting holidays, training sessions and working hours during the Holy month of Ramadan was prepared. Three to five days were apportioned per institute.

Planning the days at the respective Centres was done at meetings a week prior to the outset of the observations. Specific days and time were allotted for observations, interviews and filling out of questionnaires.

Qualitative and Quantitative Approach

Cresswell (2009), mentions that when implementing a qualitative research, one's objective is not to generalize regarding a particular population but to carry out in-depth investigation regarding pivotal issues affecting all. The methodology followed in this study involves both qualitative and quantitative aspects. Qualitative approach was the prominent approach used as this approach supports the intricate details "in the reality of everyday occurrences than quantitative data" (Robson 2002 in Gaad & Thabet 2009). A 'close study' approach was chosen as it allows for observation of a child, a school, a community. The rationale behind using this approach was to delve deeply and analyse the varied evidences that constitute the main issue of the research. In order to enhance the research, observations, interviews and questionnaires were used. An important requirement for qualitative and quantitative research are the terms validity and reliability.

Validity and Reliability

Validity from a qualitative aspect refers to the honesty and depth of the research while validity in terms of quantitative aspect refers to the appropriate treatment of data (Cohen et al. 2003). In this research, validity focused on the honesty, depth and the scope of data achieved (Cohen e. al. 2003) and this was ensured through a well prepared time line, preparation of adequate and appropriate materials, avoiding biasness (Cohen et al. 2003).

Reliability refers to the 'consistency' and 'replication' in the research. Consistency in time, replication of questionnaires across the research.

Site Selection

As this research concentrated on Indian youth with Special Needs, one mainstream Indian school, one private Special Needs centre and one Non-profit Special Needs centre was selected based on the predominance of Indian youth with Special Needs, a reasonable fee structure at one centre, and the issuance of certificates upon completion of grade nine. It is also commendable that when a batch of youth with Special Needs were removed from a mainstream school and were deprived admission into other schools, this Indian mainstream school offered to provide a special education unit offering vocational training amidst others.

Participants

The key stakeholders in the sphere of vocational education are youth with Special Needs, parents and teachers of these youth, mainstream teachers, Heads of Departments (HODs), administrative staff, counsellors, class teachers, vocational trainers and other professionals who played an integral role in the support and development of youth with Special Needs.

Students from the age of fourteen to twenty five were selected by the HOD based on the vocation chosen, the varied disabilities, age group and in some cases their residential location. Location was taken into account to ensure easy accessibility to meet parents.

Parents of selected students participated. Respective institutes intimated parents and upon approval contact details were shared to initialize the process of interviews and questionnaires. All teachers concerned with the chosen learner with Special Needs were intimated.

Table 1: Numbers are listed in the table below.

PARTICIPANTS	Indian Private Special Needs Centre	Indian Mainstream School	Non-Profit Special Needs Centre	TOTAL
Indian youth with Special Needs	5	5	5	15 Females = 6 Males = 9
Teachers working with youth with Special Needs	3	2	8	13
Indian parents of youth with Special Needs	5	5	3	13
Administrative staff working at schools/centres with youth with Special Needs	1	2	2	5

Ethical Code of Conduct:

The British University in Dubai code of conduct for research was strongly adhered to. Participant consent was voluntary and participant withdrawals was permissible any time. Consent to entrée to the institution, scheduling of appointments, observations and interviews were completed in advance. Permission to record, anonymity and privacy of organization/participant details were adhered to. Appointments were scheduled for in advance, agreements were signed in some cases. Institutes ensured that all concerned personnel were intimated. A detailed description of the research was provided to all at the outset of the interview.

Data Collection Process:

Data has been extracted from conclusions drawn from interviews, questionnaires and observations carried out over a period of 3-5 days per institute.

Interviews

Interviews are a human "interchange of views" on a topic that is mutually interesting (kayle (ibid.: 14) in Cohen et. al. 2003). Semi-structured interviews are a reliable form of data as they provide information that is not easily accessible or correctly interpreted through observations and questionnaires. Standardized open ended questions (Appendix 4) that helped in completion of data and comparisons of responses (Cohen et. al. 2003) were recorded on the Huawei Mate 7 phone with prior permission from the respondents.

Interviews with teachers were held during their 'free' periods. Date, time and location of interviews was at the discretion of the parents. Most chose their residences or place of work. Interview questions for both parents and teachers were centered round the importance of vocational education, accessibility, viability of providing vocational training, viability of YSN to be gainfully employed. Interviews with Indian youth with Special Needs were held at the institute during hours that did not hamper their daily routine. It was concentrated on their interest in working, area of work and salaries. Interviews with administrators was more concentrated around the types of disabilities, finances, accountability, placements, success and failure rates and reasons. Future plans if any were discussed.

Questionnaires

At the outset mention must be made that questionnaires were based on those referred from the 'Quickbook of Transition Assessments' that was retrieved from the following website (http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf)

Survey questionnaires (Appendix 5A, 5B, 5C, 5D) were used in interpreting participant perceptions, needs, strengths and weaknesses. Considering the sample size, it would have been advisable to have had a less structured and more open questionnaire (Cohen et. al. 2003). However, the questionnaire used consisted of closed questions in the form of a rating scale. This was done keeping in mind that rating scales are quick to complete, straightforward (Cohen et. al. 2003) and allow for a quantitative analysis.

The questionnaires were in English and based on a four point scale. Teacher and parent questionnaires were alike in order to gauge the similarities between thoughts, actions and results achieved. Due to unavoidable circumstances, some parents returned the questionnaires via email.

Questionnaires centered on ethical approach were filled in by administrative staff. Student questionnaires focused on interest in work and reasons for the same. Questionnaires were scrutinized, discussed and debated upon in the analysis and findings section. The outcomes are strongly inclined towards the qualitative aspect of research.

Observations

Observation include the collection of data on the physical, human and interactional setting (Morrison 1993, in Cohen et. al. 2003). A time table was prepared by the researcher, approved by the HOD prior to intimating the teachers concerned. Observations included but were not limited to lessons, accommodations and modifications, teaching-learning aids used, teacher instructions and interactions, student grouping and last but not the least classroom arrangements.

As a passive observer, details were recorded on planned and prepared checklists to help the researcher to record and analyse systematically (Appendix 6, 7)

Documents

Government Laws, Brochures were referred.

3.2. Methodological Challenges

Every research has its limitations and this research was no exception to the rule. Most of these limitations were either beyond control or apparent later in the study.

Statistical data was sparse and not readily available from public and private institutes and institutions. This has led to somewhat inadequate comparison and ambiguity though this researcher has tried her level best to be as accurate as possible. Scheduling and obtaining appointments with

Centre heads proved to be challenging and time consuming. Some centres that would have been an asset to the research were either unavailable or declined to be part of the study. Some institutes were not ready to divulge information (such as IEP, assessment forms etc.) that could have been useful for the study and further recommendations.

Since a part of the research was carried out during the Holy month of Ramadan, adequate time was not available with some of the institutions and respondents that resulted in cramming of information.

During the interviews and filling of questionnaire, some respondents chose to withhold information.

Chapter 4: Research Findings (with Illustrations)

4.1 Introduction

Data collection and analysis were done simultaneously; as data was collected from each institute, they were transcribed and analysed. Analysis was divided into the groups mentioned (Table 1 p.27).

4.2 Findings and Analysis from Youth with Special Needs

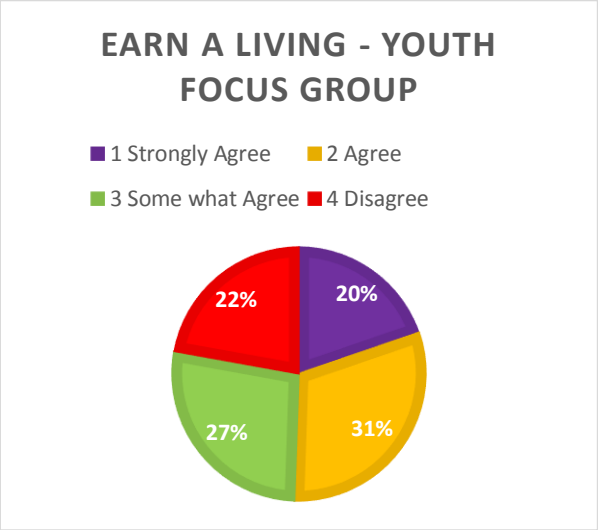
A total of 15 Dubai-based Indian youth in the age group of 14-25 with varied Special Needs participated in the research. The group comprised 6 females and 9 male youth with disabilities ranging from physical, emotional to intellectual such as Cerebral Palsy, Attention Deficit Hyper Active Disorder, and Down syndrome as well as learning difficulties of Dyslexia, Dysgraphia and Dyscalculia.

Focus of discussion began with a short mutual introduction between the researcher and the participants. The questionnaire was filled in by the researcher with consent of the participant.

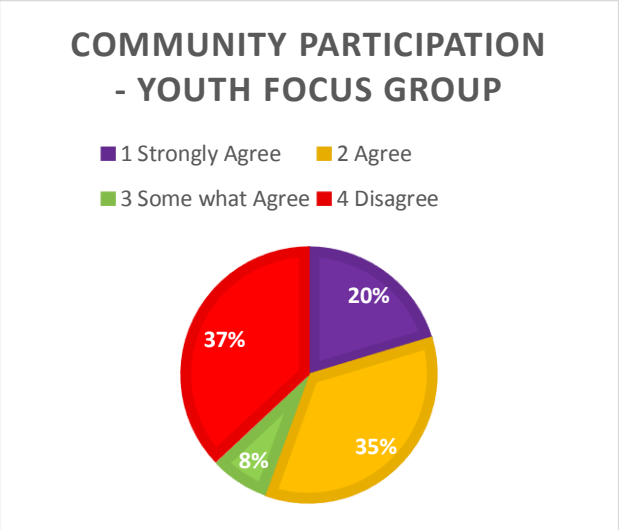
A few points of discussion were:

1) Their reasons for working.
2) Their work aspirations and choice of a career.
3) Their earning aspirations.
4) Their dreams, goals and worries.
5) Their inclination to engage with society.

The participants responded with an emphatic ‘yes’ for jobs. The two prime reasons for holding a job was to earn (20%) and the desire to be a part of the community (20%).

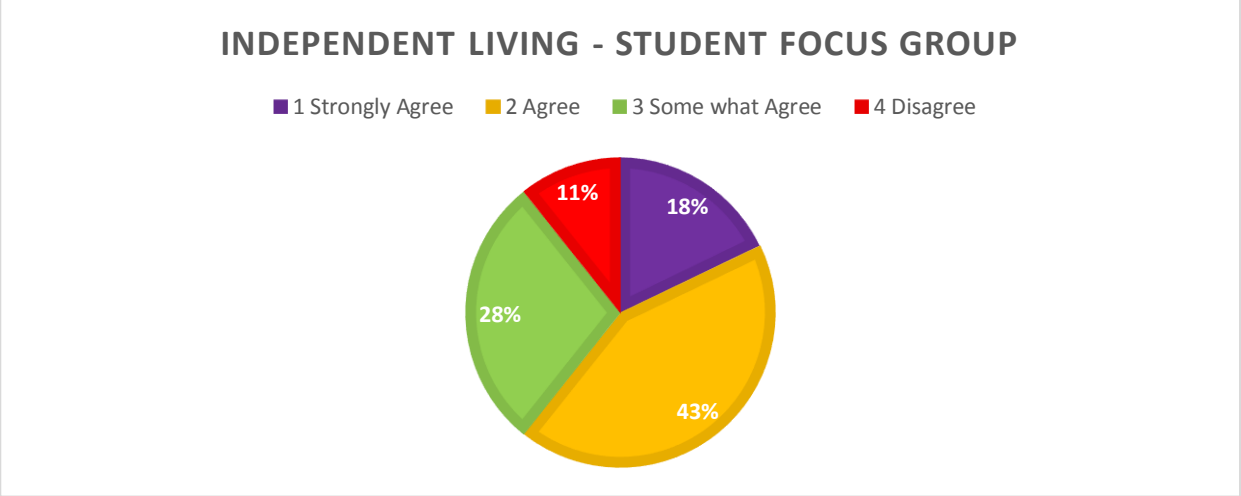


Graph 1



Graph 2

The other reason was the desire to be independent (18%). It was apparent that youth with Special Needs were not inclined towards dependency and could contribute to society with appropriate vocational training.

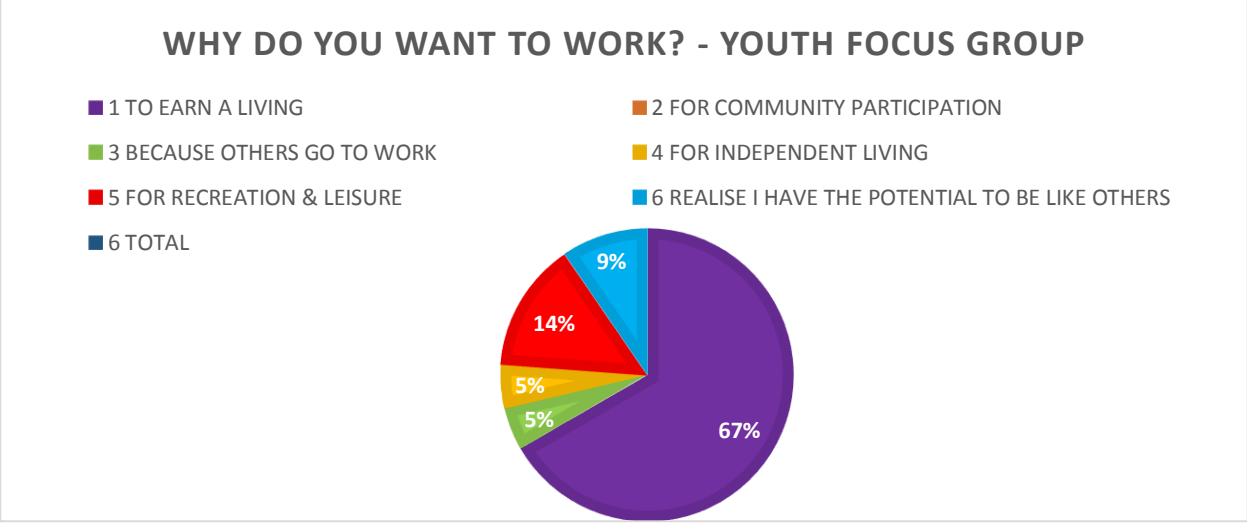


Graph 3

In the survey, it was clear that the participants nurtured aspirations and goals for the future. The dreams involved being a painter, an actor, a model, fashion designer, chef and a teacher. Some wanted to explore options as a 3D designer, musician, sales manager and as an independent businessman.

The younger aspirants, it was observed, due to less or no work exposure, assumed switching over from one job to another comes as a norm.

A majority of participants were confident of taking care of their families as any regular candidate. Most of them were excited about the future goals and strongly believed that they could be rich and famous as reflected in statements like “I want to be a famous Bollywood actor”, “I want to work in a five star hotel and win cooking competitions” or “I want to be a businessman to volunteer at Special Needs Centres”. A 16-year old female participant said, “I want to be a fashion designer so that I am able to design clothes for students with Special Needs”. These statements mirrored their sensitive nature.



Graph 4

4.3 Findings and Analysis from Teachers

Effective teaching to youth with Special Needs involves assessing the disability, providing extensive step by step guidance, intervening wherever necessary. It does not only deal with elucidating content (Hall & Dixon 1995 in Alghazo 2005). Research states that some teachers in the UAE did not have positive attitudes towards inclusion of students with Special Needs in mainstream schools (Gaad 2004). Those with Learning Disabilities (LD) were more readily

accepted as compared to those with Intellectual Disabilities (ID). The general consensus among experts is that a learner's interests must be taken into account to hone their strengths and skill sets.

For the study, a total of 13 teachers were interviewed. The prime questions were based on students' social, emotional and behavioural skills. Information was also sought on independent, community and specific job skills as well as on their ease with Information Technology.

In the interview with teachers, it was observed that only a small percentage of teachers were devoted to honing the interest of the youth. The teachers, however, were keen on their students becoming independent and getting more integrated with society.

It was observed that teachers were concerned with their low salaries. A teacher from the mainstream school commented that 'the salaries are not in tandem with the efforts that we put in'. At another center, that was reasonably well-off, the researcher observed that the teachers were willing to put in more hard work with the students.

4.3.1. Social Skills

Social, emotional skills develop as children grow naturally. However, YSN do not have strong social perceptions to develop meaningful relationships. As they reach adolescence and adulthood a range of negative consequences develop (Mitchell 2014). Hence they need to be overtly taught the same through educational experiences that result in "equal opportunities, full participation, independent living and economic self-sufficiency (Hager 2002).

In order to prepare oneself for the working environment, the importance of social graces in the form of greeting people, maintaining eye contact, conversation skills, being honest, respecting people and their space are just some of the many criteria involved.

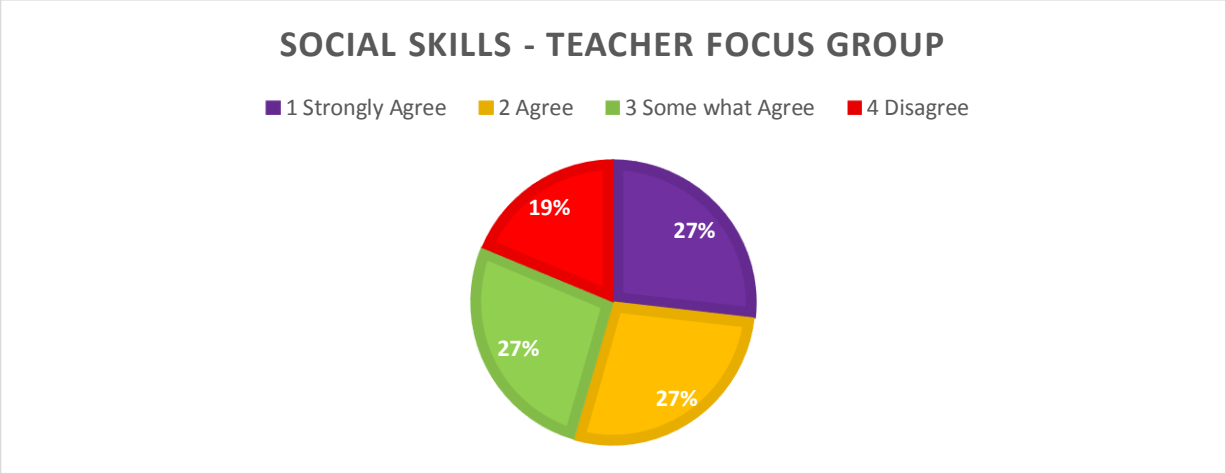
When analyzing the development of social skills during vocational training, it was observed that 27% of teachers 'strongly agreed' that YSN achieved extensive social skills during vocational

training. Consistent meetings with fellow students with common interests resulted in healthy interactions. The work placement manager at one centre mentioned that interaction at school was

extended to interaction with unknown people during formal work placements resulting in a high percentage of students developing effective social skills. 19% of teachers 'disagreed' on the same. When analyzing the teachers' response to social skills and my subsequent observations in class, it was evident that most youth were very helpful to each other, no one would interfere in the other individual's space of work, many listened attentively when instructed and some were prompted to maintain eye contact when interacting. 'Resistance to intervention' by a chosen few with ADHD, autism and Down syndrome, was also observed. PSED is acknowledged to be one of the integral "building blocks of success in life" (Early Years Matters 2016).

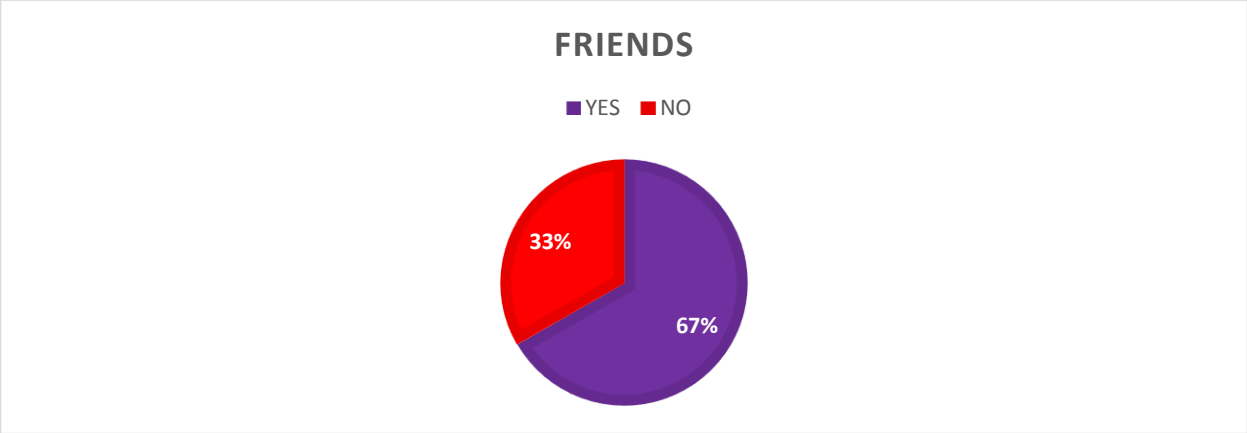
Some observed teaching-learning skills involved teachers acting as 'live models' and rehearsing steps to ensure continued learning. The rapport between the hearing impaired youth was impressive. It was observed that social skills between youth with Special Needs was conducive.

In the mainstream school it was encouraging to watch the rich social integration at lunch and break time between mainstream students and the YSN.



Graph 5

67% of teachers believed that the YSN had friends and this was apparent through interviews with parents and teachers alike.



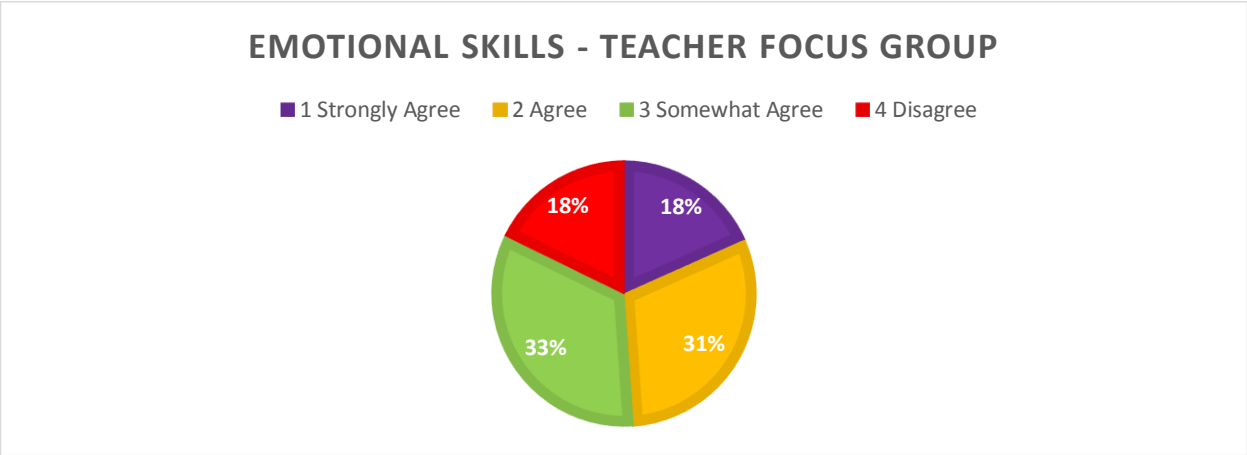
Graph 6

4.3.2 Emotional Skills

31% of teachers 'agreed' that vocational training was of some help in the building of strong emotional skills. Some teachers mentioned that youth with behavior problems were unable to manage their anger outbursts. This generally arose when rebuked by the teacher for inconsistent work. 18% of teachers 'strongly agreed' while 33% 'somewhat agreed' that emotional skills were being strengthened during the tenure of training. Some teachers were astute towards the social, emotional and behavioral conduct of YSN and ensured that clear and precise instructions and information were provided by teacher and youth alike. 18% 'disagreed' mentioning that emotional outbursts were due to lack of sleep, mood swings, misunderstandings and the inability to cope with correction. The work placement manager commented that youth with Special Needs did not always respond to teasing and/or mockery appropriately resulting in low levels of self-confidence. Even though training is provided there have been instances of teasing that have led to withdrawal of youth with Special Needs from the work environment.

Unlike their counterparts at Special Needs centres, youth with Special Needs from mainstream schools appeared to be better equipped with managing their emotions/ behavior at the work place

probably due to the consistent interaction with youth at mainstream school. Opinions of teachers showed the importance of building PSED in order to ensure permanency of work.



Graph 7

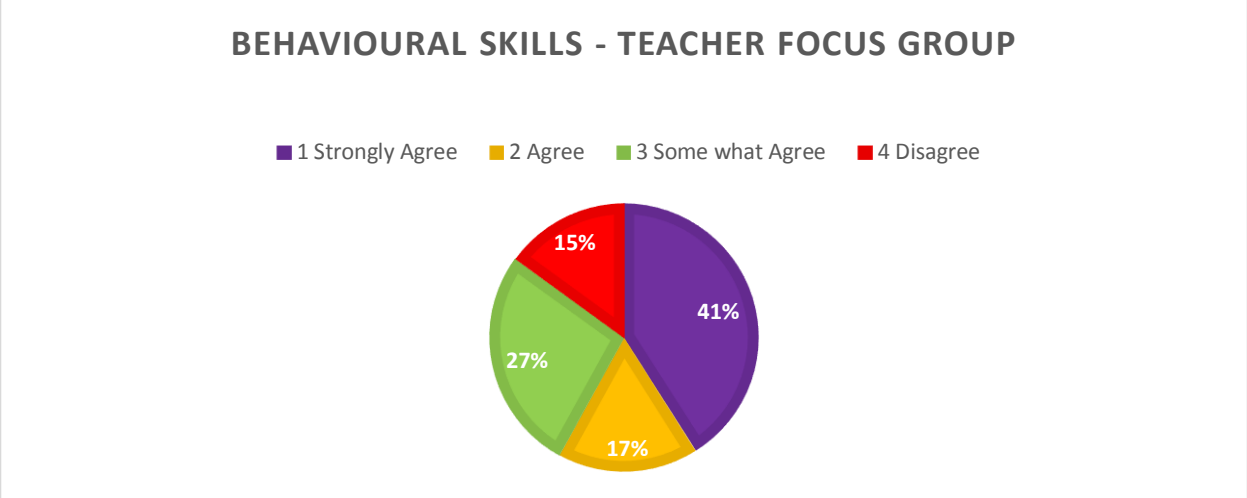
4.3.3. Behaviour Skills

Research states that a student's learning and achievement is augmented when the behaviors of students was methodically controlled.

It was noteworthy that as compared to 15% of teachers who 'disagreed' that YSN were benefitting from being taught to manage their emotions, 41% 'strongly agreed' and 17% 'agreed' that behaviour modification programmes helped to modify behavior. Most youth appeared to look happy and comfortable at the centres and at the school. They spoke politely, honestly and amicably with one another in a tone of voice that was best altered to suit the environment. Respect towards individuals, their space and property was copious. Behaviour skills are closely interlinked with emotional skills, however, 41% of teachers who 'strongly agreed' that behavior amongst youth with Special Needs was under control enough to allow for job placements, only 18% of teachers 'strongly agreed' that the emotions of YSN were under control. If behavior is under control then emotions too should be under control and this is not evident.

PSED in youth with Special Needs can be developed through positive interactions, independent choices, self-confidence and self-worth. Appropriate behaviours need to be modelled by caregivers in social settings through varied strategies – repetition, constructive ongoing feedback,

rewards that build self-development, awareness, confidence, management of feelings and behavior resulting in sound relationships (Early Years Matter 2016).



Graph 8

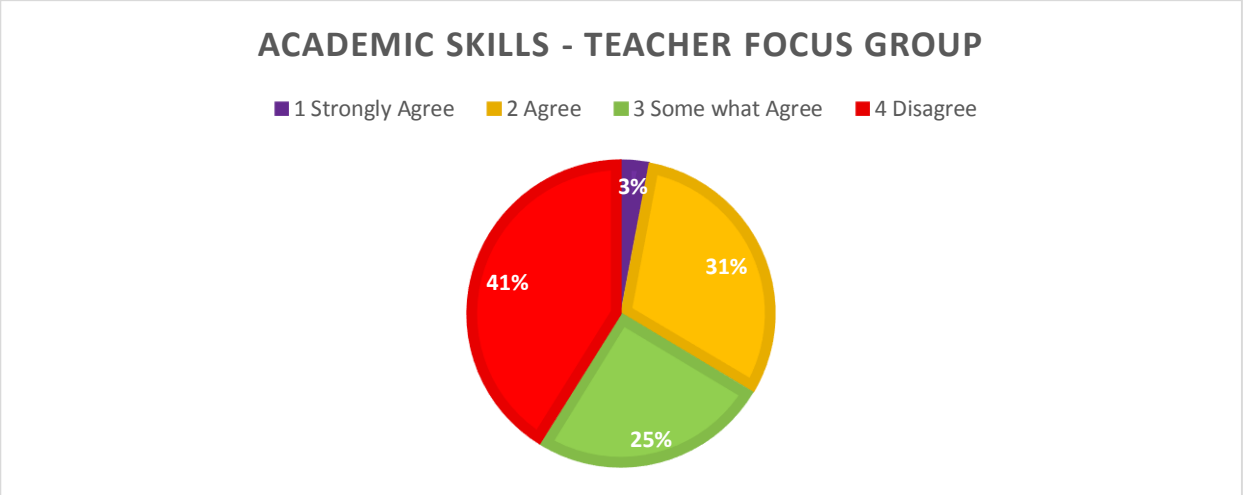
4.3.4 Academic Skills

A study conducted by Siti (1999), mentioned that a special vocational curriculum should not lay undue emphasis on academics. Academic skills must match the vocational training being provided and should be attuned to the intellectual capacity of the learner. In the area of academics, an alarming number of 41% 'strongly disagreed' that academic levels were strong in youth with Special Needs as against 3% who 'strongly agreed' and 31% who 'agreed' that academic levels were strong. When observed, majority of the students took considerable time to read and write and for most youth with Special Needs reading and writing age-appropriate material was not apparent. However, observations at mainstream school showed that YSN appeared to have a stronger grasp of literacy and numeracy. This could be due to the varied learning aids as well as the constant exposure mainly towards academics. It was heartening to note that youth involved in practical training- carpentry, baking, jewellery making had a better understanding and concept towards numbers, weights and measures than those in the mainstream school. Most youth were able to provide short grocery lists and a few could develop small budgets.

During observations and interviews at the centres some vocations were provided with a host of strategies and teaching learning aids. However, there was a dearth in aids in the form of interactive

boards and individual learning aids. In some cases the learning aids did not enhance nor support the learning. This was evident in the academic classes as compared to the vocational classes.

Academic goal setting were not based on the current level of the youth and this was evident through observations and interviews especially in the mainstream schools.



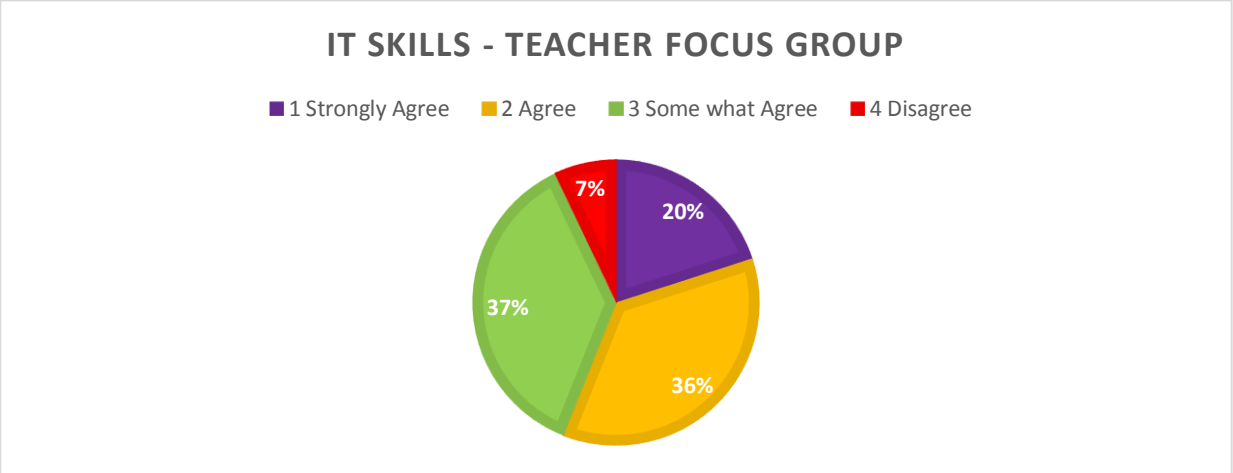
Graph 9

4.3.5 Information Technology

Special Needs centres and mainstream school ensured basic training in IT related skills depending on the individual strengths and challenges. Tablets, laptops and desk tops were used at the centres. However, the mainstream school had organized desk tops wherein 2 youth worked on one computer and students were encouraged to carry their tablet. 36% of teachers 'agreed' that IT aided learning. Youth with Special Needs at the centres were provided with assistive technology in the form of pointers, readers, track ball mouse, adaptive keyboards, single key/double key mouse, and 'intelli' keys were provided (Visuals) to trounce their disability. A student learnt better to cook when observing recipes on 'you-tube'. A youth with autism used a computer to work on sketches for interior designing.

Most youth with Special Needs were provided with mobile phones and could dial and receive calls, add and delete contacts and 'whatsapp' friends and relatives. At interviews, youth mentioned that

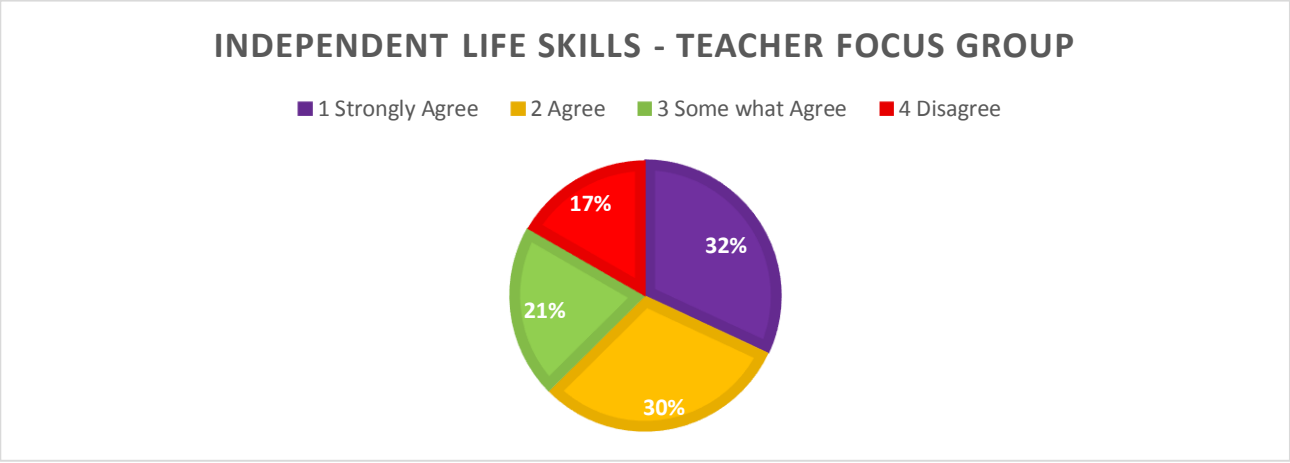
in case of emergencies they learnt to call either parent or a sibling, two of the youth were unaware whom to call.



Graph 10

4.3.6 Independent Skills

The Special Needs centres are designed with a 'daily living unit' that allow youth to build on skills such as self-care, food preparation, looking after self and clothing, household chores using small appliances. 32% of teachers 'strongly agree' and 30% 'agreed' that independent life skills showed improvement and enhancement through vocational training, as opposed to 27% who 'somewhat agreed' and 17% who totally 'disagreed' stating that rigorous training must be provided at school and supported at home in order for youth to be self-sufficient. Mainstream schools would provide training in life skills through verbal instructions that did not appear to register with youth or their parents.

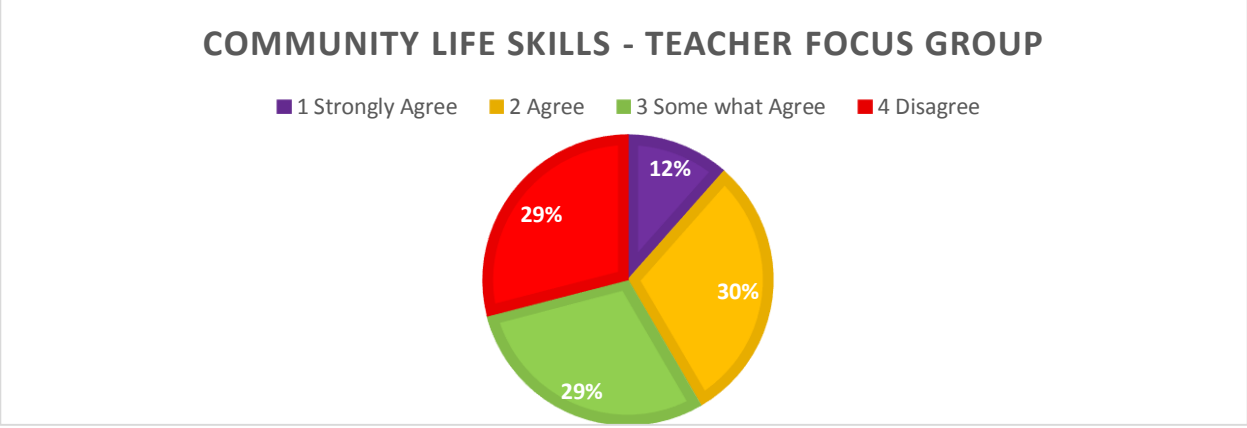


Graph 11

4.3.7 Community Life Skills

30% of teachers 'agree' that it was only through vocational training that community life skills developed. However 29% 'somewhat agreed and 29% 'disagreed' mentioning that apart from socializing with their parents in tow, youth would rarely socialize. Through observations, interviews it was apparent that YSN at mainstream schools socialized and participated in community activities actively unlike the youth at the centres. Most youth travelled to and fro by school transport under the scrutiny of nannies. The young boys were encouraged to travel independently by public transport. However, Indian culture did not allow girls to travel independently.

Teachers were aware of the negative attitude of society towards youth with Special Needs (Alghazo 2003). Their foremost aim was to guarantee that students are safe, well trained and skilled in a vocation and thereafter guide them to procure and sustain jobs and manage their salaries.

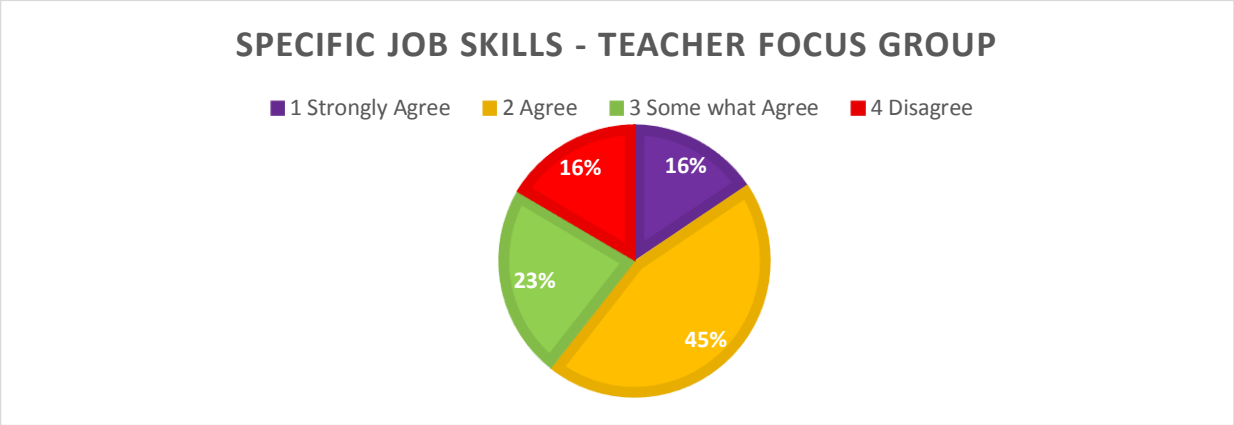


Graph 12

4.3.8 Specific Job Skills

Vocational training is successful only when the individual's strengths and interests are combined when choosing a vocation. 16% 'strongly agreed' and 45% of teachers 'agreed' that YSN displayed efficient and skillful work based on the training provided in the selected vocation as the vocation was judiciously chosen and was the major focus in the IEP. 23% 'somewhat agreed' and

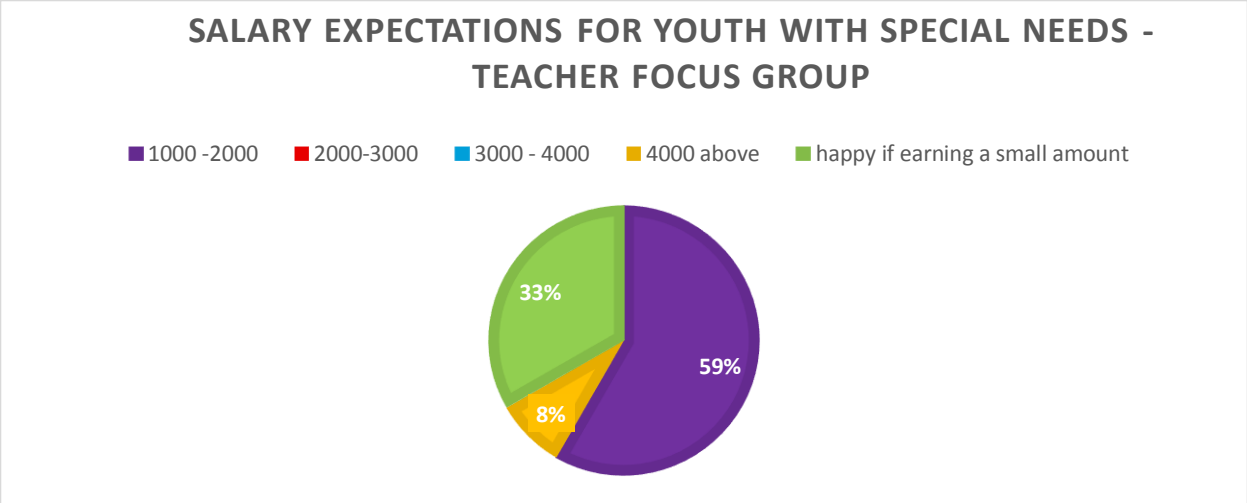
16% 'disagreed' that training for specific job skills was effective. Analysis of the questionnaires depicted that the 16% who disagreed were from mainstream schools. This is because youth at centres were more aligned to their vocation as compared to YSN in mainstream schools who were less exposed to vocational training as more emphasis was placed on academics.



Graph 13

4.3.9 Salary Structure

59% of teachers were of the opinion that their students should begin with a stipend of one to two thousand dirhams. This would result in a sense of self-worth. 8% of teachers from mainstream schools believed that their students could earn a minimum of four thousand dirhams and above. However, 33% of teachers appeared to be happy if their students would be in a position to attend work and earn a minimum wage and this statement was based on the degree of disability in respective students.



Graph 14

4.4 Findings and Analysis of Parents

Families with members with Special Needs are at risk of having greater stress levels as compared to other families (Singer 2006 & Weiss 2002 in Dukmak 2009). The parent focus group consisted of 13 parents, who were very accommodating and extremely keen to speak with people regarding vocational education and the consequent employment opportunities for youth with Special Needs. Interviews and questionnaires from parents helped the Researcher gauge the story of vocational education for Indian youth with Special Needs in Dubai.

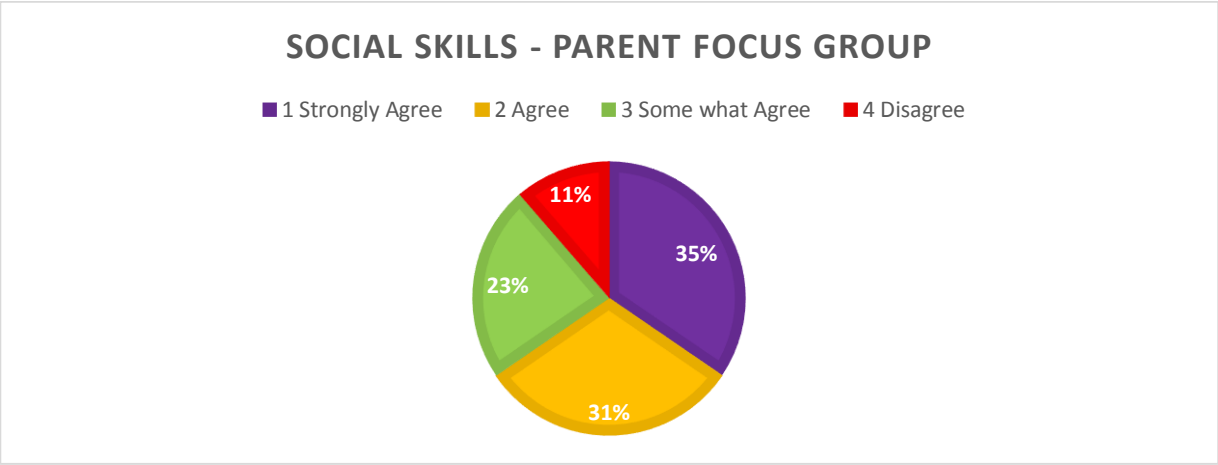
Children with Special Needs realize the importance of their system of education if they see their parents and teachers working in close collaboration (Mitchell 2014).

Parents mentioned that their child's interest laid in being businessmen, artist, chef, teacher, policeman, doctor, fashion designer and last but not the least, a gospel worker. At the outset what was commendable were the high expectations that the Indian youth with Special Needs had for themselves.

4.4.1 Social Skills

Indian parents of youth with Special Needs were of a similar opinion as teachers. 35% of parents 'strongly agreed' that their children's social skills were certainly developing. Mention was made by a parent of her child's recent interest in playing badminton with the youth of the same complex.

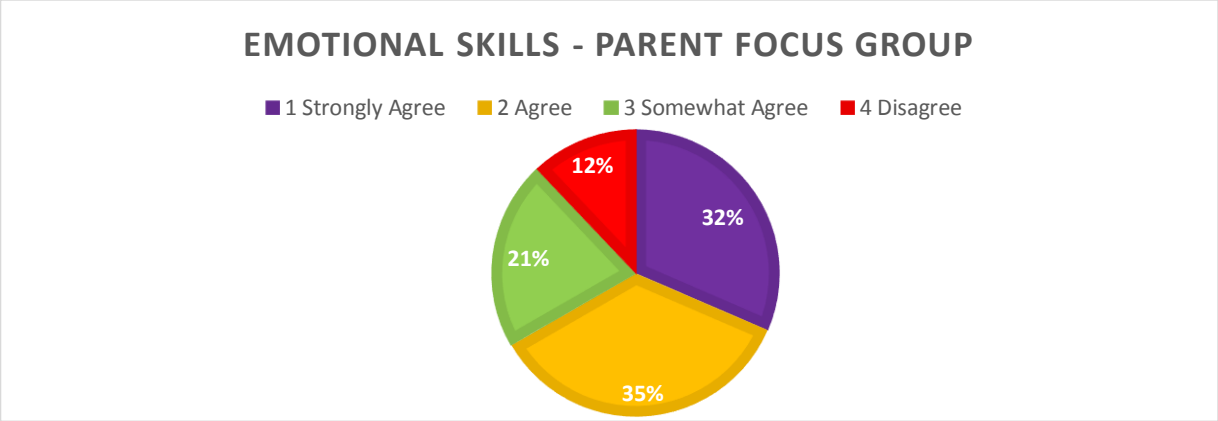
Another youth required no coercing to attend prayer services with fellow youth of her age. Her parents had taken initiative to explain her disability to the church group resulting in their child's rich interactions with all. A parent of an autistic child was amongst the 11% who 'disagreed' and felt that the only social interaction her child had was at music class when he was encouraged to participate in duets and concerts. Due to his dependence on her, she was compelled to accompany him to class three times a week via public transport. 67% of youth with Special Needs had friends who would visit each other often at home or visit the sports clubs together. Some parents mentioned that sending their young boys to clubs for sports was an effective way to develop social skills and independence when travelling. However 23% of Indian parents 'somewhat agreed' that vocational training received encouraged social interaction. However, they as parents were protective of their daughters and refrained from sending them anywhere as this was not socially acceptable in the Indian culture. The only social life they were exposed to was at school. Some Indian parents of children with mild autism and Down syndrome mentioned the urgent need for behavior modification programmes that would allow for social integration ultimately. These children when observed showed signs of being introverted and to send them to work would be inappropriate unless trained.



Graph 15

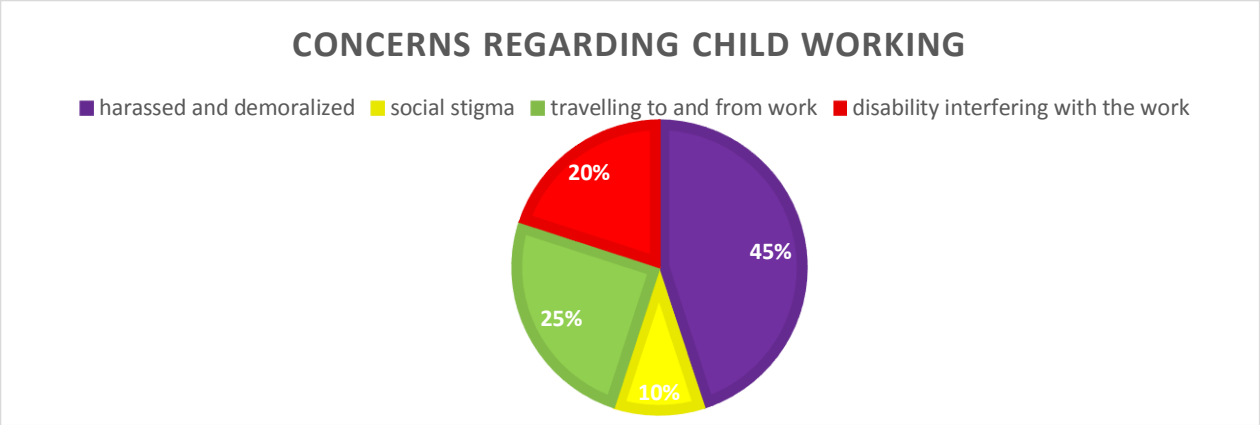
4.4.2 Emotional Skills

Learning has an emotional component to it as well as a cognizant one. Students who struggle with learning often become anxious when presented with a task. Emotional problems arise when one is under pressure to learn a task that in incomprehensible, difficult or not of interest to the individual concerned. With reference to vocational education, 35% of parents 'agreed' that their children had gained self-confidence and motivation through vocational training and 32% 'strongly agreed' that they were emotionally strong enough to work. 21% of parents 'somewhat agreed' and were unsure if emotional development was arising from the training provided or due to the age factor. 12% of parents 'disagreed', mentioned that there was no substantial change in PSED.



Graph 16

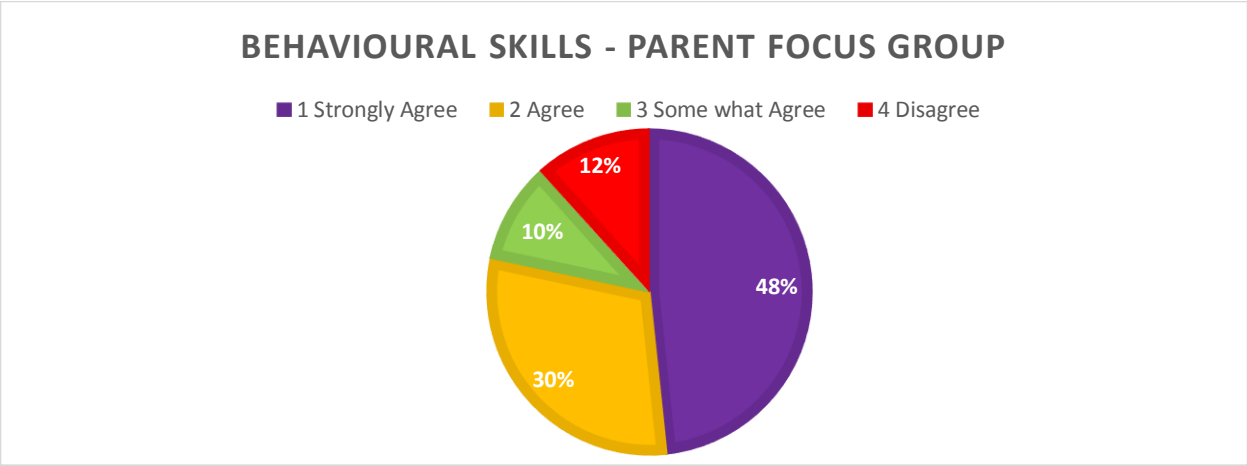
In fact 45% of parents were extremely concerned about 'harassment and demoralization' at the work place that could further impede their child's emotional growth further. 10% of parents mentioned that sometimes the Indian beliefs led to the attachment of 'social stigma' that did not allow for Indian ladies nor youth with Special Needs to work. 25% of parents did not believe that their child could travel by public transport independently, resulting in either parent accompanying the child to and from work. Last but not the least were the 20% of parents who believed that their child's disability may interfere with the work provided resulting in failure and a low PSED. These were the parents who appeared to want to be realistic but were also overly concerned and protective towards their children. As a as a Special Needs teacher and a researcher, I could understand their predicament.



Graph 16.1

4.4.3 Behaviour Skills

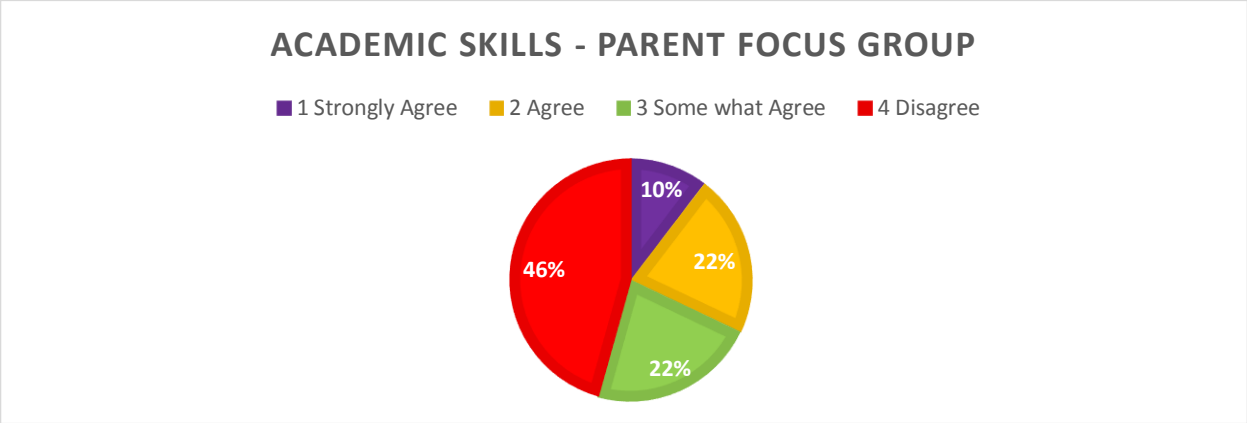
48% of parents 'strongly agreed' that appropriate behavior in the form of appropriate tone of voice and respect to all had developed through training provided at school and home. 30% 'agreed' that behavior changes were apparent but it was a slow upward trend. Parents however did realize that this could be due a number of factors such as their child's disability, boredom or repetitive nature of the task. 12% of Indian parents felt that there were no positive behavioural changes and 'disagreed' stating that behavior issues were due to inability to cope with literacy/numeracy skills, as was reported by the SENCO in the mainstream school.



Graph 17

4.4.4 Academic Skills

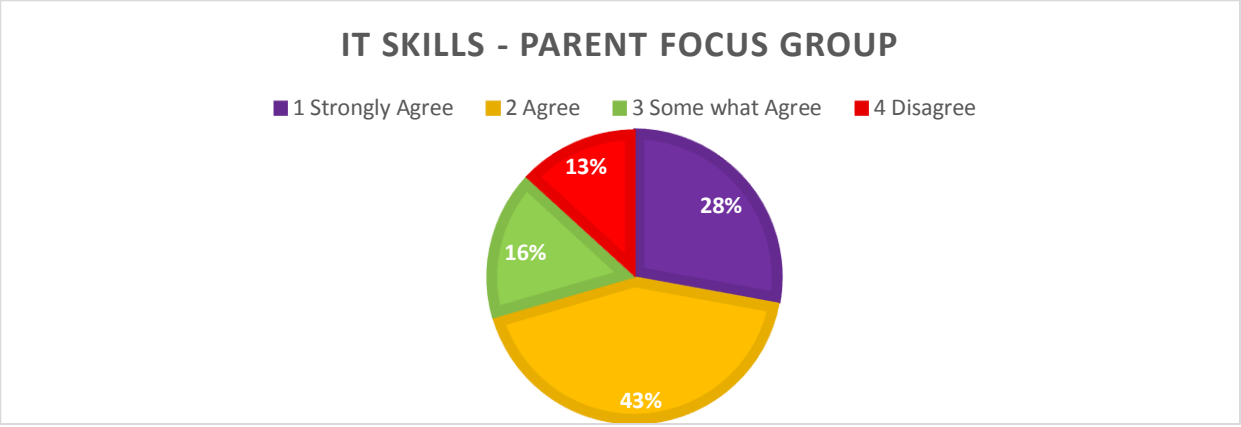
10% of Indian parents 'strongly agreed' that academics were well supported and their children benefitted, against 46% who totally 'disagreed' and believed that academics were not the forte of youth with Special Needs. Parents mentioned that teachers would either reiterate what is being taught continuously for months or topics for learning were continuously evolving without keeping in mind if the Indian youth has mastered let alone grasped the topic. Due to intellectual disabilities many children were unable to remember and recall what was taught. Some could read short paragraphs but were unable to read age appropriate material. Some Indian parents proudly mentioned that their children could write out short grocery lists and some would do the marketing ensuring that budgets were kept in mind. Most Indian parents considered 'functional academics' as a priority followed by literacy/numeracy skills. The general consensus was that academic skills did not appear to be age nor stage appropriate.



Graph 18

4.4.5 Information Technology

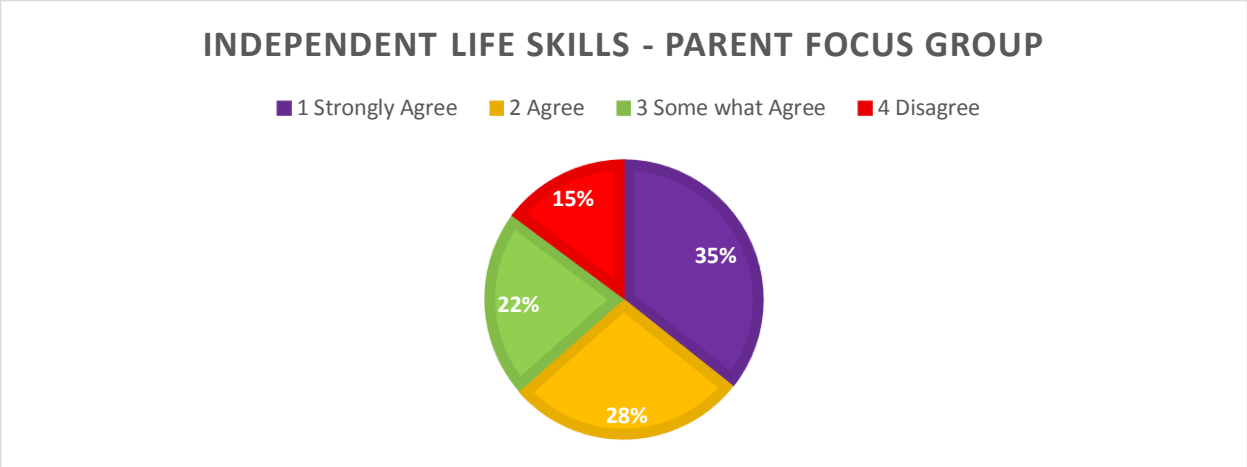
43% of parents 'agreed' that their children were very technical savvy. They were pleased that their children could type, surf the net, and gather information from a computer. They were also very pleased that their children could use the phone. Some parents were well aware of the learning aids provided for the development of IT skills. However, 13% of parents who 'disagreed' were not regularly exposed to computers themselves and had no awareness of the degree of assistance it could provide their child with. In fact, some Indian parents who faced financial constraints could offer limited support to their ward in this area.



Graph 19

4.4.6 Independent Life Skills

15% of parents 'disagreed' that their children could lead independent lives. They mentioned that their children were able to bathe themselves but were unable to wash their hair or cut nails. 35% 'strongly agreed' that their children were totally independent carrying out household chores and using home appliances independently. There were contradictions in the opinions voiced by Indian parents related to independent life skills. 22% of parents 'somewhat agreed' that life skills were being developed but this was also due to the skill being promoted at school and home. Some Indian parents believed that schools are meant to teach academics while independent life skills should be taught at home, with household chores being taught to girls only to prepare them for married life. On the other hand, some of these parents believed that literacy and numeracy were of prime importance in today's competitive world and independent life skills were of not much relevance. Only a few parents believed in striking a balance between academics and life skill learning at home and at school.

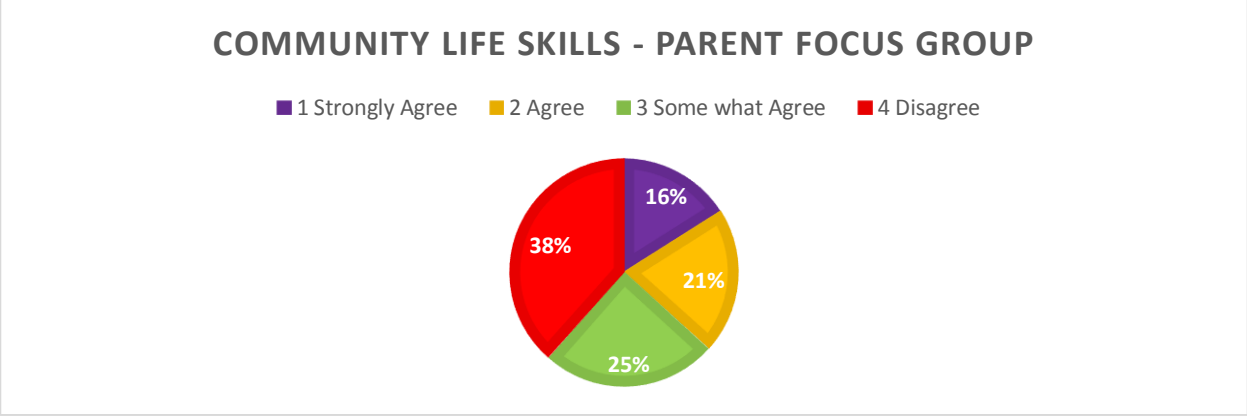


Graph 20

4.4.7 Community Skills

38% of the parents 'disagreed' that training for community life skills were effective. Some youth would travel independently and most could travel accompanied by an adult. The Indian youth did pursue their varied hobbies and some even participated in games and music classes with others.

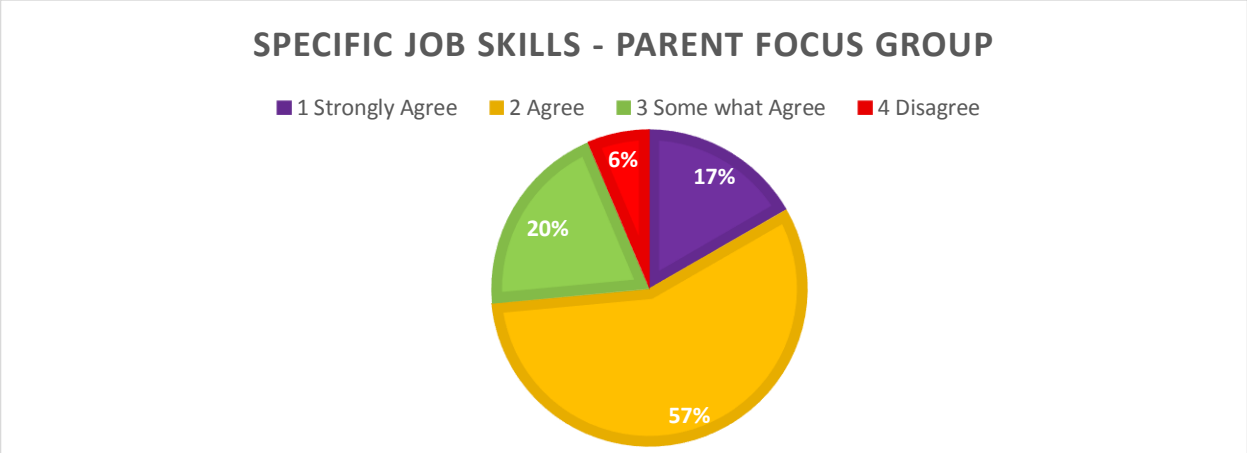
Interaction at prayer services led to a learner with Special Needs entertaining her new found friends at home and enjoying the same. During interviews, 45% of Indian parents were concerned regarding harassment and demoralization at work, 20% of parents felt that their child's disability might even interfere with the work. Some parents were appreciative of the training being provided, while others confidence levels in the training programme was questionable and they did feel that their concerns were required to be addressed.



Graph 21

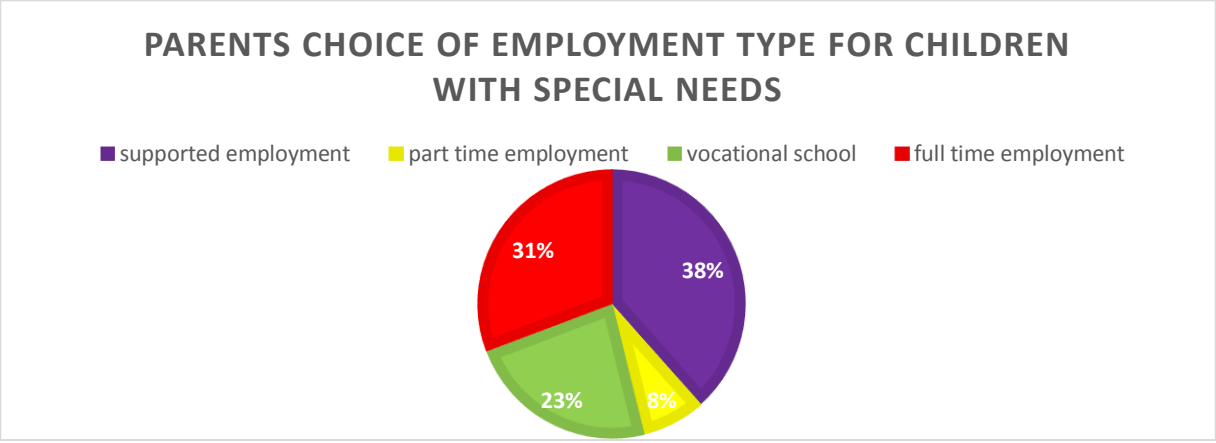
4.4.8 Specific Job Skills

Learning a skill that coincides with a combination of youth's strengths and interests is what helps to learn, retain and deliver. 57% of Indian parents 'agreed' that specific job skills taught at the centres were relevant and interesting to youth with Special Needs. From years of experience, it is believed that some parents do tend to leave the ownership of educating their children on the teachers, being passive onlookers outside of the classroom resulting in ineffectiveness of the training provided at school. This was supported by (Sanbagavali 2001 in Abdullah 2015). This could be the result why 20% parents only 'somewhat agreed' that specific job skills were being imparted successfully. Yet again considering that youth with Special Needs were not a part of the IEP goal planning, it was ambiguous if the training provided matched their interests.



Graph 22

38% of Indian parents with YSN – autistic, cerebral palsy and down syndrome, made mention of 'supported employment' for their child. 31% of parents believed their children must be full time employees. Mention was made by one parent of her support towards her son's interest in modelling full time. However, inadequate training in delivering 'one line' during the session, prevented him from retaining the offer. 23% of parents believed that their children required further vocational training in order to pursue full time employment.

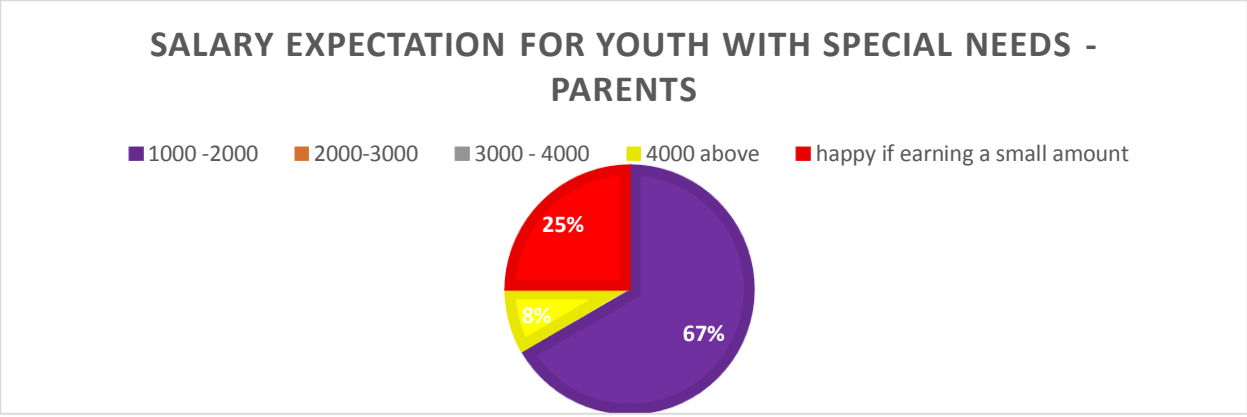


Graph 23

When interviewing and analyzing the questionnaires it was fairly evident that parents only wanted for their child to be independent, self-sufficient with good manners and appropriate behavior. Most wanted that their children to be gainfully employed.

4.4.8 Salary Structure

Indian parents of youth with Special Needs were hopeful that their children with Special Needs would be self-sufficient. 25% of parents were contented if their children were provided work placement with the necessary training and social interaction even if there was no salary involved. 67% of parents wanted that their children earn a minimum of one to two thousand dirhams. This would help instill a sense of confidence and responsibility. Even though parents had their reservations regarding vocational training, 8% of Indian parents believed that the training and education currently being offered would support their children to earn approximately four thousand Dirhams and above and that their disability would not be a barrier.



Graph 24

Indian parents outlook towards youth with Special Needs appeared to be either under or over-confident.

The above information helps in understanding that even though there is a system in place, vocational facilities and training do require revamping and enhancement.

4.5 Findings and Analysis of Administrative Staff

4.5.1. Ethical Framework

71% of administrative staff comprising of counsellors, SENCOs, heads of work placement units, co-curricular services coordinators 'strongly agreed' that the ethical framework of the institute comprising of values such as objectivity integrity, trust, service and accountability were being strictly adhered to as compared to 29% who felt that the trust factor between teacher and student still required developing. They believed that further partnership with parents was integral as well.

4.5.2 Miscellaneous Findings and Analysis

When carrying out semi-structured interviews, discussions pertaining to the types of Special Needs and the relevant vocational training required were prominently mentioned.

Table 2: Types of Special Needs observed at the Centre:

S.NO	Mainstream School with a Special Needs department	Private special needs Centre	Non-Profit Special Needs Centre
1	• High functioning Autistm • Slow leaners • Down syndrome • Learning disability • Speech impediments • Developmentally delayed	Down syndrome Learning disabilities Down syndrome Intellectually delayed Celebral palsy	• Down syndrome • Cerebral palsy • Autistic spectrum disorders

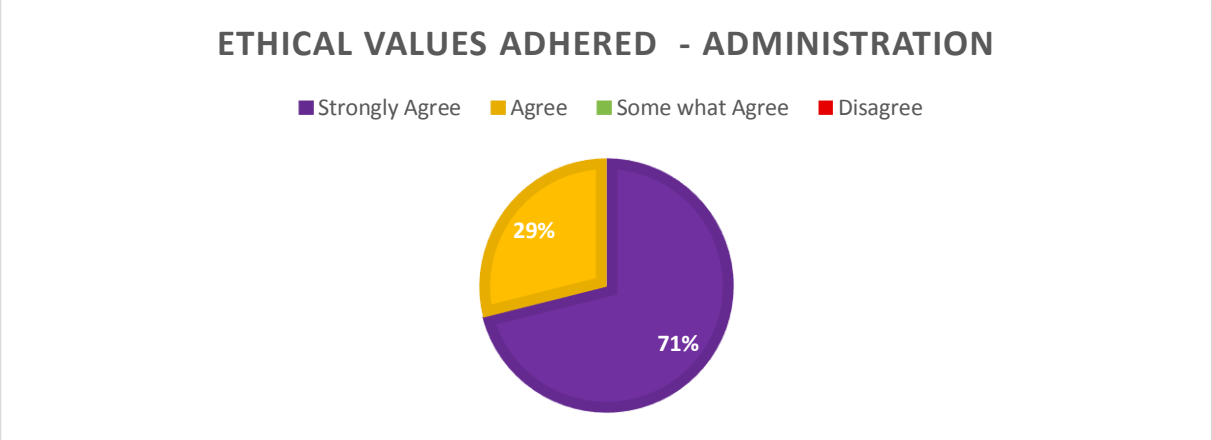
Table 3: Vocations on offer at each centre

S.NO	Mainstream School with a Special Needs department	Private special needs Centre	Non-Profit Special Needs Centre
	Card making	Life skills	Fashion technology
	Clay modelling	Household skills	Bakery
	Origami	IT	Wood technology
	Stitching	Office skills	Printing technology
	Quilling	Jewellery making	ICT
	Painting	-	Office skills
	IT	-	
	Academics	academics	Academics

Keeping in mind the extensive ‘waiting list’ of students mentioned by the director of one institute, a question on future expansion drew a very emphatic ‘yes’ from the institutes provided, resources were available, aid could be provided from private/public sectors and permission readily granted by the concerned Ministries.

The administrative staff had diverse views and responses regarding the feasibility of job placements. While some staff believed that without personal contacts, job placements for Indian youth with Special Needs was sparse, others believed that their institutes training programmes assisted in building awareness in the community resulting in work placements.

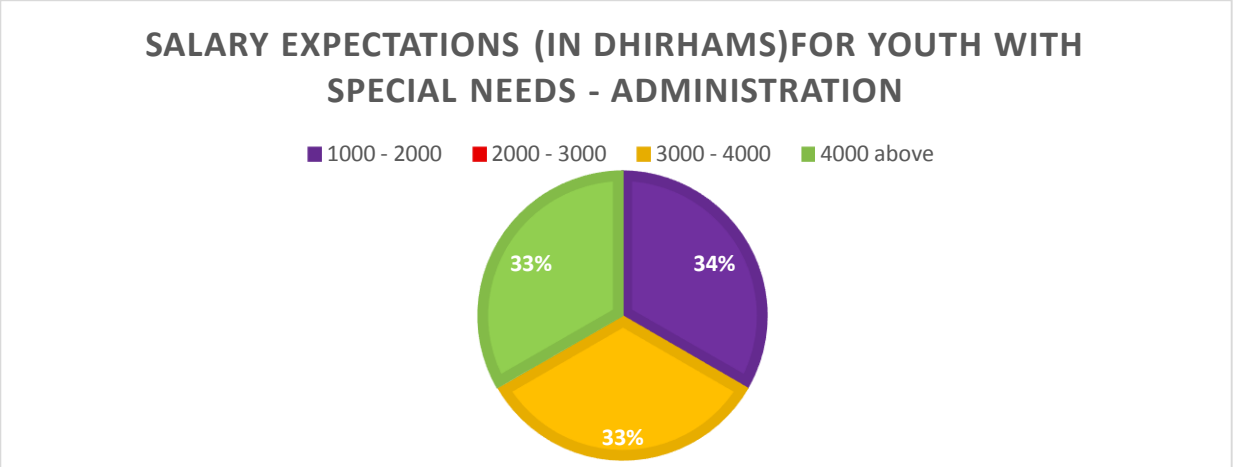
A 'selection entry criteria' was carried out at the centres for placement of YSN that enabled the centre to match the student's strengths and interests to the job vacancy. Relevant training for all and recorded follow ups were maintained. Work placement for mainstream school youth was based on contacts with authorities in various business houses and this did help in successfully placement of youth with Special Needs at hotels and garages but the vocational training provided in mainstream schools did not match the job specifications.



Graph 25

34% of administrative staff considered a salary between one and two thousand substantial as a starting salary for youth with Special Needs. Some were of the opinion that youth could earn between three to five thousand dirhams based on their personal and professional skills. A counsellor at one institute strongly believed that the salary earned by YSN should commensurate with the salary earned by another person in the same job. One coordinator mentioned that the salary should allow the youth to 'lead a decent life'. Yet again mention was made by a coordinator that the salary should 'depend on hours of work and types of work'. It was interesting to note that administrators did not wholly take into account the disability factor.

The success rate for permanent placements for Indian youth with Special Needs in diverse vocations and locations depended on behaviour, interest and relevance of the training provided. It was evident through records that a chosen few Indian youth were successfully employed. Some were gainfully employed for a specific time period and permanency in the jobs were not always guaranteed.



Graph 26

4.6 Other Areas of Observations

4.6.1 Infra-Structure and Environment

All environments were welcoming, clean, neat and tidy.

The non-profit Special Needs centre was located in a well-planned building that contained a mix of vocational centres – bakery, sewing and jewellery making, life skills, IT units, academic classes, speech and language department, physiotherapy, counselling centre, and a work placement unit to name a few.

The private Special Needs centre was established in a flat located in the heart of Dubai. It housed a pre-vocational department, a vocational department for the making of paper bags, envelopes, training in office skills, art and craft department, a daily living skills department, physiotherapy,

IT and a speech therapy department. The mainstream school was from grades one to twelve. The school contained four Special Needs units, two pre-vocational, a vocational and an academic unit. Unfortunately due to lack of space, these units could not be housed in the same building and, resulted in unnecessary, arduous movement for teachers, students and the SENCO.

4.6.2 Classroom Environment

Physical Space

All the classrooms were well arranged with furniture that was strategically placed to avoid any disturbances in movement. The tools and instruments used were easily accessible. Hygiene played an important part with disposable plastic caps, gloves and cloaks packed in open boxes for continuous use. 'First Aid' box was available in all classes. Temperature, ventilation, lighting – natural and artificial, were well controlled.

Lesson Observation

Even though the mainstream Indian school was one of the first schools to encourage vocational training, lack of purposeful training in the relevant vocations for the Indian youth with Special Needs was observed. The academics did not appear to be in sync with the vocational training provided. Academics were taught with no individual differences being catered to except in the form of worksheets. As observed, academics were amiss in some IEPs. Modifications and accommodations were in the form of a para-curriculum. Most teachers were very forthcoming with regular praise and prompts clubbed with scaffolding. The vocational training imparted was of interest to the students. However, its practicality and usefulness was debatable.

Youth at the centres were provided with vocational training that was practical, useful and could lead to beneficial employment. Academics related to vocational training required aligning. Identification and assessment should be fourfold: focus on the child's learning characteristics, the learning environment that the institute provides, the task, the teaching style (DfES 2001a:para.5.6 in Cline & Frederickson 2009). Assessments in vocational training were based on the learning of skills in the class, the confidence and the independence with which the skill was executed. Academics were usually assessed by the class teacher concerned.

Teaching and learning resources were readily available in all three visited institutes. Assistive technology in the form of computers, lap tops, I pads, pointers, readers, joystick , track ball mouse and single/double key mouse, a touch screen with adaptive keyboards, 'sticky keys', key guards, 'intelli' keys audio books and screen readers were used. Due to financial constraints the learning aids were limited at the mainstream school. A computer and standard keyboard was used at the centre. Calculators were used for numeracy skills. Observation showed an autistic boy at the mainstream school using the computer for his projects on designing. Wheel chairs were used at the centre for those with physical disabilities.

Individual Education Plan (IEP)

The IEP included information on short and long term goals set for youth with Special Needs, teaching strategies, reviewing and success criteria. An important provision of the IEP was to support students during the transition period from school to vocational training (Cline & Frederickson 2009). However, this was not apparent.

During interviews both teachers and parents mentioned that the IEP was discussed extensively between all concerned personnel except the learner with Special Needs. The IEP did not always commensurate with the ongoing teaching.

Feedback from teachers, parents, administrative staff and even peer was ongoing, repetitive, timely and based on attitudes, behavior and skills displayed by students during a task. It appeared that teachers at the mainstream school were tactful during feedback sessions.

Formative assessment is known to help in diagnosing reasons behind success /failure in some areas resulting in redesigning and adapting the curriculum (Mitchell 2012). Formative assessments were based on daily work as well as results achieved.

Accommodations / Modifications

Modification of syllabus to meet the needs of the student's based on their disabilities was identified at the centres. However a para curriculum appeared to be prominent in the mainstream school.

"Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results."

– John Dewey

Rather than simply laying emphasis on access to education, an "outcome-oriented approach" (Hager 2002) that pertains to meeting the unique needs of every individual and prepares them for employment and an independent lifestyle needs to be catered to (Hager 2002).
[2]

4.7 Strengths and Challenges

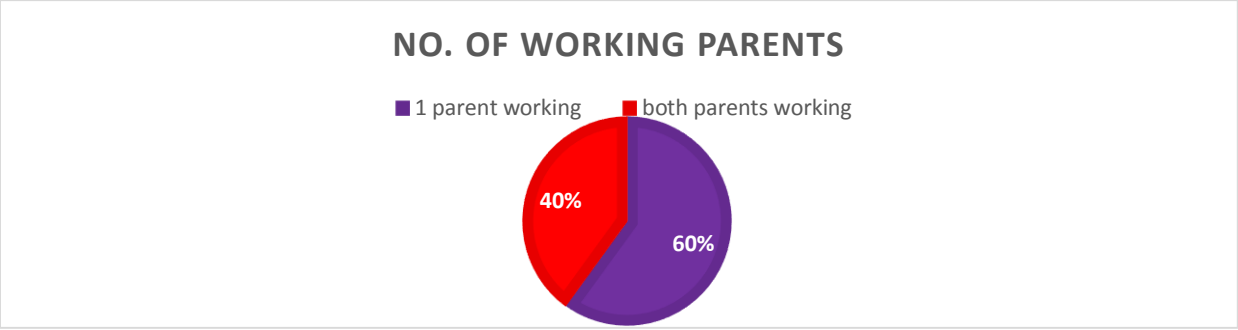
Statistics help us understand the nature and gravity of Special Needs disabilities. It helps policy makers to guide and frame appropriate strategies to deal with the issue. However, during this research it was found that their existed significant lack of policies. For instance, this researcher struggled to find a list of vocational training institutes that existed in Dubai. The lists that were available were ambiguous in categorization of whether the vocational training was available for normal or Special Needs children or for both. Due to lack of accurate statistics, the researcher felt that the Special Needs beneficiaries were bereft of institutions and relevant training programmes.

As regards **training centers**, the researcher found it was difficult to gauge which institute/s catered to youth with Special Needs. It was evident that very few centres actually concentrated on solely training expat youth with Special Needs and even fewer centres focusing on Indian youth with Special Needs.

The researcher observed that high **fee structure** was a reason for absence of Indian youth from the centers; the fee ranging from an exorbitant AED 18000 to 110,000. If a child had to repeat a class, the parents ended up paying for that year too. Apart from the fees, the support services, disabilities' aid and varied formal assessments added to the expenses. 90% of the parents had more than one

[2] Copies of the IEP were not provided by any institute.

child which added to their school budget. Economic status of families could not be gauged though it was assumed that most families were middle-income families. 60% of the families had both parents working while 40% had single parents working.



Graph 27

In these three institutes, fee structure was varied; one institute with quality teaching standards had very a high fee structure unaffordable to middle-income parents, whereas the another that had pegged its fee at a far lower rate did so at the cost of quality of training.

The administrators at the institute which had high fee, however, groused that they still ran into deficit year after year. Despite that, they still attempted to either waive off some portion of the fees or requested companies/individuals to sponsor Indian youth with Special Needs. Another institute had retained their low fee structure since several years and the administrators too lamented the deficit at the end of every fiscal year. But the school refused to raise fees (that included transportation costs) on ethical grounds mentioning that parents were already burdened with expenses other than the fees.

The Head of the Department at a Special Needs centre mentioned that youth who received vocational education were those who had been a part of the centre since a young age. While that worked as an advantage with the students in terms of their core strength, however, it prevented students from interacting with society at large. A private Special Needs centre admitted youth who were unable to continue in mainstream schools. This confirms that the eligibility criterion for vocational education was different at all institutes and there appeared to be a lack of uniformity in

the system at different levels. Indian mainstream school based its eligibility criteria on references provided and psychological reports. An **eligibility criteria** and related guidelines are awaited by these centers so that an integrated and inclusive education can be imparted at all levels. It was observed that the Indian youth with Special Needs spent most of their day at the Special Needs unit instead of being in the mainstream class. The only classes they attended with the mainstream children were the literacy, numeracy and Physical Education (PE) classes.

"**Teachers** are the corner stone of the teaching environment (Gaad 2005/2006) and "**teacher education programmes**" are prerequisites to teaching (Alghazo 2005). The MOE and the KHDA have made it obligatory that all teachers/SPEDS must have teaching degrees. At the Indian mainstream school, some mainstream teachers were unaware on how to proceed with the appropriate methodologies. This lack of awareness resulted in regression of learning and hence uprooting of child from one school to different schools (Alborno & Gaad 2012).

This researcher's survey results revealed that that the **qualifications** of some of the teachers were not par with the recommended governmental guidelines of Order No. (1) of 2007 Concerning the Special Conditions for licensing Schools in Article 2, No 12 (KHDA 2007) some parents wanted their child to be taught by Indian teachers as they felt that the linguistic difference made it difficult for the child to understand the lessons. After all a teachers language and accent play a vital role in teaching-learning (Gaad 2005/2006).

Due to cultural differences, children were not able to relate to teachers from different nationalities. This holds true and has been mirrored by some parents and students who were unable to accept culturally different teachers and yet claimed they were "culturally sensitive" (Gaad 2005/2006)
There is a **culture-related** problem in UAE schools (Gaad 2005/2006). Research suggests "the attitude of a given community towards people with disabilities will affect the kind of provision made for such individuals" (Gaad 2005/2006). During interview sessions some Indian parents mentioned that life skills were of fundamental importance as compared to academics, especially for Indian female youth as this was important for their marriage in future. Encouragement towards academics was placed for the male youth stating the necessity of a university education in order to be gainfully employed. Some teachers were unaware of this sentiment. Most parents had accepted

vocational education as a necessity for their children who were unable to progress in a mainstream set up.

It was noted by the researcher that in the mainstream school the vocational needs teachers had minimal **training** in Special Needs and held no **prominent teaching degree or qualification** in a vocation as held by some SENCO and SPEDs. Teaching the vocation was based on experience and not on qualifications. At the Special Needs centres, some teachers and assistant teachers were degree/diploma holders. Experts hold that in order to favour inclusion the **assistant teachers** in mainstream schools must have a minimum qualification of a B ED degree (Gaad 2010 in Gaad 2015), From the three institutes visited, only one of the three had trained assistant teachers to assist the class teacher.

The **salaries** of Indian teachers did not always commensurate with the work load resulting in non-availability and retention of qualified teachers. Many teachers lamented on the poor salary structure and experienced qualified Indian SPEDs and teachers moved to teaching at international schools. It was observed that some the vocational institutes per force had to hire staff with a poor qualification. This resulted in gap of teaching-learning process.

This researcher also noted that **teamwork** between teachers was missing. In the questionnaire, when asked about a student's language competency from the math teacher, disconnect between the teachers was evident. It was a matter of concern to this researcher considering the fallout on learning the student could suffer due to this disconnect. Research states that effectual teachers work at building a cooperative and concerted environment with their contemporary colleagues (Morrison et al. 1994 in Alghazo 2005).

Research shows that teachers in the Special Needs schools and centres were inclined to **respond** more frequently to their youth needs than the teachers in mainstream school (Dukmak, 2009). This was positively evident to the researcher in her field visit. However, in the mainstream school, the researcher observed that some teachers were paying too much attention on the Special Needs children compared to other teachers, who were close to neglecting their needs. This stark disparity

came as a disillusion to children with Special Needs; the children when neglected, lost complete interest in the classroom engagement.

Individual Education Plans (IEP) assist in the gradual yet integral transition from school to adult hood. IEPs are written documents that are discussed, decided upon by all personnel related to the learner with Special Needs including the student[3] himself. As was observed by this researcher, the academic section of the IEP in the mainstream school did not clearly match the objectives of the vocational training. It was found that the student was excluded from the IEP meetings. It was matter of concern for the researcher that the teachers and the parents, alike, overlooked the importance of students' involvement. As per this researcher, depending on the severity of the disability, the student and his/her opinion holds immense significance. Transitional services[4] were not brought to light at the visited institutes and there appeared to be no specific law stating the same. Lack of provision of transitional services results in impaired decision by an individual with regard to his/her choice of postsecondary education or vocational training, employment and community engagement.

In mainstream schools there appeared to be a **dearth of information** and recognition of aspects related to career development for students with Special Needs. This is supported by Hanafi 2009 who mentioned that mainstream school teachers do appear to lack the skills required to channel these students towards their career pathway (Hanafi 2009 in Abdullah, 2015). From a verbal consensus there appeared to be diminutive efforts to integrate pre-vocational through transitional services to vocational education activities in the mainstream schools and there appeared to be a total lack of vocational development programmes in place for teachers, counsellors and administrative staff (Agran et al. 2002 in Abdullah, 2015).

[3] . 'Transitional Services' must be included in the IEP from fourteen years and should include "advanced-placement courses" or a "vocational education programme" (Hagar, 2002).
Most IEP formats were well structured and were uniform in each institute. However data entered was not always tangible, measurable and attainable. In some areas, data was amiss.

Teacher modelling and feedback are the most powerful teacher instructional practices and yet difficult to use effectively and consistently. Even though independent learning experiences were observed, in some classes freedom to make choices was amiss and guided practice was apparent. For instance, at one occasion the author observed that in designing, the student was not allowed enough creative freedom. Even though feedback in the form of 'a pat on the back' or a 'well done' was observed, constructive criticism was rare.

Every education institute requires a competent **counsellor** to counsel youth, teachers and parents to guide them vocation based on learner's interests and strengths. While it was noticed that counseling was by and large satisfactory in case of counselor-student, however, the need for tri-partite counseling (counselor-parent-teacher) was felt heavily. As the researcher discerns, if tri-partite counseling is imparted well to parents and teachers, it will enhance the emotional well-being of all parties. One centre was yet to appoint a counselor. It was noted that the mainstream school had engaged therapeutic external services to support the youth with Special Needs, a commendable step taken by the school.

Certification adds value to the knowledge gained. The Indian mainstream school offered certification after grade 9 as instructed by the CBSE board. (India) This researcher felt that on completion of training at any stage of education, the Indian youth must be provided a certificate from a **recognized board** by other institutes also, so that the learner can seek further education or training.

In an overall analysis, the researcher's investigation demonstrated that the centers imparting education and training to Indian youth with Special Needs are inclined to devote their services to children with Special Needs and they are expecting **government guidelines** to streamline their process and enhance their functioning.

Chapter 5: Conclusion

5.1 Recommendations Based on Findings

Being profitably employed and functionally independent are the most important factors towards the outcomes of vocational education for Indian youth with Special Needs. In order to accomplish this, an efficacious plan from the pre-vocational transitional stage to the vocational stage and thereafter is required. Based on the research, this author offers certain suggestions for consideration of the involved actors.

Curriculum Designing

A sound, flexible curriculum should be developed to enhance the skills keeping in mind the potential and individual differences of youth with Special Needs (Gaad & Thabet, 2009).

Curriculum designing[5] must ensure outcomes that are assessed using evaluation that is attached to the chosen vocation keeping in mind the skills required for that particular vocation and which further informs the trainer how to cater to the needs of the youth. The curriculum should be reviewed regularly through Specific, Measurable, Achievable, Realistic, and Time-bound (SMART) goals taking into account the needs of the students, parents and the community at large. Equally importantly, the vocational education should be a transitional system into the adult world ensuring that curricular options are provided at school and the same is provided as a full blown plan when reaching the vocational stage.

Teaching / Learning

Wiggins and Mc Tighe's 'Understanding by Design' model (2005), reiterates the fact that we begin with the end in mind, thinking of the big picture. Development of long term goals and the process of backward training hold special significance in teaching and learning. It is important that all the

[4] 'Designing the curriculum', is a process whereby the teacher community comes together to analyze, synthesize and prioritize the expected key learning outcomes in order to assess prior knowledge through diagnostic tests, identify goals, followed by an understanding of needs and interests.

Stake holders are apprised of the IEP. The importance of formative assessments can't be emphasized enough so that students are assured of comprehending and developing new functional skills. An outcome-oriented approach is the need of the hour.

Teacher modelling and feedback across all grades are the most powerful instructional practices. Explicitly using strategies across the entire educational process would also help in the behavior of students (Gaad 2005/2006).

Vocational education choices should be provided and built on both the strengths and interests of Indian youth' Special Needs. Literacy and numeracy skills should not be taught in isolation but must match vocational requirements. For instance, weight measurement skills must be taught to students interested in cooking and baking. Necessary skills relevant to day to day life must be taught for independent living with the involvement of parents, for instance, making one's own bed, fixing one's own meal, sewing, dusting etc.

Physical exercises must be made regular for good health, longevity and dexterity. While therapies such as physiotherapy and occupational therapy are taught, the role of physical exercises must not be overlooked for the youth with Special Needs.

PSED

Teachers and parents as stakeholders must constantly encourage the youth. The society in Dubai is compassionate towards people with Special Needs. The Indian parents must not give in to the negative comments of the Indian society and must believe in their children. A notification to this effect must get highlighted in the suggested guidelines.

It is imperative that all schools (regular and others) must be sensitized with the requirements of the Special Needs children. It is equally important that all schools must be equipped with academic, therapeutic and physical infrastructure at all times so that as and when a need is felt by any school, the resources can be readily shared.

Adaptations and Accommodations

Teachers must adjust and adapt strategies in order to methodically address the instructional needs of students with Special Needs (Alghazo 2005). Depending on the disability, adjustments in the form of infra-structure, teaching–learning aids, human relations, moral values should be introduced to the Indian youth with Special Needs. Youth with Special Needs are encouraged to talk about what they are doing, why and how they are going about the task at hand. What is required, however, is to adapt and modify various strategies and tools to enhance teaching for effective learning so that they develop appropriate skill sets within a comfort zone such as the use of pertinent learning resources that can be used during work placement as well.

Certification

It is highly recommended that youth with Special Needs are provided globally accepted certified programmes so that seeking employment is easy. Certificates must be provided at appropriate stages and these stages should be decided upon by the governing body in order to bring about uniformity.

Training

Training for Teachers

It is imperative that regular teacher training programme should be conducted by experts, 'simulate real life experiences' (Arif & Gaad 2008). Exchange of ideas and beliefs must be shared at weekly stay backs wherein focus could be on skills rather than content. Dufour, Dufour, Eaker and Many, 2010 emphasise the importance of a shared ownership in entire learning process. It should be made mandatory for the institutes to have a sharing and collaborative system in place. The best institute/s should be publicly recognized and rewarded by appropriate bodies. The outstanding teachers must get rewarded for their efforts. Institutes following best practices must receive highest level of recognition to serve as model institute for others. Constant improvisation of systems and practices that involve feedback should be implemented through wide-ranging training programmes.

Training for Youth with Special Needs

As mentioned by Qaryaouti, Abu-Hilal, and Sartawi (2002) an unhealthy environment is due to precursors such as a lack of self-confidence and respect due to dearth of appropriate job training and safety measures (Alborno & Gaad 2012).

Envisaging students' needs will present rich and varied opportunities that will help Indian youth with Special Needs to access and present information through multiple modalities to design their vocational journey. Training at the vocational centres/school should involve a minimum of two vocations. After carful observations and evaluations, a vocation that best suits the youth's strengths and interests must be selected and catered for. Training and reinforcement should be on going.

A probation period with on-the-job training should be provided. An employee from the company must be assigned to accompany the youth with Special Needs to ensure a comfortable learning environment with a conducive social setting.

Training for Parents

Term wise training programmes based on the different forms of Special Needs and how they can be managed must be provided on a term wise basis. Individual counselling and training should be provided to parents.

Training for Public and Private Sector Companies:

IDEA '97 has ensured that public and private sectors are responsible for providing employment. In Dubai the system of CSR further developed in October 2014 when an MOU was singed stating the importance between CSR initiatives and future influences (Hagger 2002).

Research states that the attitude of employers is more inclined towards looking at one's disability rather than their ability (Gaad 2013). Depending on the disability, training should be provided to employees by the work placement force at the Special Needs Institutes.

Culture / Diversity

The UAE comprises of a culturally diverse population. "Diversity in schools includes aspects of ethnicity, language, socioeconomic class, learning styles, disabilities, sexual orientation, race and gender while issues include the differentials access to power, privilege, and inequalities in interactions with school culture and structure"(Price 2002 in Gaad 2005/2006). Therefore the likelihood of finding culturally diverse teachers in every school is imminent. Dubai is a city that has over two hundred cross-cultural nationalities. The Indians are a nationality that have been looked after by the rulers of Dubai with love, respect and admiration and they have reciprocated the same though through varied initiatives. Due to the culturally diverse population, some communities are known to set up schools with their respective national curriculums. The Indian community is no exception to the rule, however significant emphasis must be laid on vocational institutes for Indian youth with Special Needs.

The need to develop the educational system further for the Indian youth with Special Needs is a necessity. Evidence shows that some parents do not believe that it makes any difference where the teacher came from as long as they learn (Gaad 2005/2006). This helps to understand that teaching academically and culturally diverse classes by culturally diverse teachers could work effectively provided staff receive appropriate training and development as part of their induction programmes. This training as mentioned by Dr. Gaad is not a luxury but a necessity.

There is a preponderance of schools in the UAE that use the English language as the language of instruction (Gaad 2005/2006). It is a known fact that youth with Special Needs should be allowed to learn in the language that they are comfortable with. This could be the English language or the mother tongue. Learning through the English language is compulsory during school years.

However training in vocational education could be initiated in the language that is comfortable to youth with Special Needs. After all what is required is the ability for the Indian youth with Special Needs to communicate effectively and in a language that he/she is conversant in.

Parents

Parents should be provided with training at regular intervals of time that allow them to effectively manage all aspects of their learning. There should be group as well as individual training programmes and meetings.

Parents of youth with Special Needs are under duress resulting in bouts of irritation and anger that is vetted out on their families. During interviews, mention was made stress and a lack of understanding. In order to diffuse this stress, regular counselling sessions should be held by the counsellor at the school or from an external agency. This could lead to diffusing the tension.

Administration

Finances

Due to financial constraints faced by institutes as well as parents, the academic and financial models should be redefined allowing for all parents of all youth with Special Needs to avail vocational training that best suits their needs and interests. Through CSR initiatives, companies should be in a position to either fund the institute or provide scholarships or yet again sponsor the Indian youth with Special Needs. These redefined models should receive approval from the government prior to their being implemented. Uniformity of the entire system is a prerequisite.

Government

To create a unified system, a decision making body should be introduced wherein all matters pertaining to vocational education must be catered for by a governing body. Data bases, statistics pertaining to Special Needs, lists of institute names, reports, initiation of centres for vocational training, should all be generated by them.

It is important that a high profile team for vocational education be formed in order to ensure the systematic transition from school to adult life.

The MOE and other government bodies should encourage both private and public sectors to support the vocational training programmes.

A close knit partnership and collaboration between service providers, parents, corporations, community, teachers, and staff in schools is what will ensure a successful vocational training, career development transition and subsequent vocational employment for youth with Special Needs (Kohler & Field 2003 & Landmark et al. 2010 in Abdullah 2015).

In order to enhance social integration of youth with Special Needs and improve upon their independence and confidence levels, the government must focus and treat vocational education as an important and inclusive aspect of their educational agenda. All youth with Special Needs should receive education needed to succeed in "community life, employment and social experience" (Morningstar et al. 2010 in Abdullah 2015).

Specialised centres are already up and running. However many of them are too expensive for the Indian families to afford. It would be advisable if specialized centres can be established to help cater to all expatriates with an affordable fee structure.

Recruitment Levels

Only certified SENCOs, SPEDs, teachers and assistant teachers must be appointed. It would be beneficial if vocational training is provided by skilled experts in the respective vocations offered.

Monitoring

Monitoring should also be ongoing both at the work place as well as at the training centres. Appraisals should be held after the probationary period. Incentives should be in the form of praise, increase in responsibility, monetary reinforcement and professional progress.

Recommendations for Future Research

Dufour, Dufour, Eaker and Many (2010) suggest that the very essence of a learning community is a focus on and a commitment to the learning of all youth, continuous improvement through continuous learning. Future research could be concentrated on ensuring that schools incorporate and implement vocational education regardless of location, size, organization, or student population. The progression and development of vocational education for youth with Special

Needs should begin at the transition stage in mainstream set up. Research can also be based on developing relevant curriculums and strategies for the varied vocations keeping in mind the diverse cultures

5.2 Conclusion

The Dubai government is taking positive steps to improve the overall structure and syllabus of vocational education. However, the research findings of this paper highlights that more government intervention is required to frame appropriate guidelines for smooth functioning of the system. It was also discovered during the research that the Indian learner's with Special Needs require adequate support from their Indian families. This would stand in compliment with larger reform measures to be undertaken by the institutes in areas of infrastructure, teacher training and offering of globally recognized certificates. These reform measures are required for Indian leaners of Special Needs to be financially and emotionally independent. The much-needed governing guidelines would go a great length in making them socially inclusive members of the society.

"Inclusion is a journey; it is not a destiny" (Mittler 2000 in Gaad 2013).

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APPENDICIES

Appendix 1: Federal Law 29 of 2006

ARTICLE	SUPPORTS
9	Ministry will train and qualify people with special needs through centres, establishments, institutions set up in collaboration with competent authorities
12	The State guarantees for equal opportunity for vocational qualifications
16	The right to work / right to occupy public positions
17	Implementation of rehabilitation of people with special needs
18	Ensuring rules and regulations pertaining to stipulated working hours, vacations, termination of services, end of service benefits/retirement pension
19	A "specialized committee for the employment of the person with special needs"

Federal Law 29 of 2006

Appendix 2: KHDA

ARTICLE	SUPPORTS
1.2	Progress of students, including those with Special Educational Needs, against their starting point and over time.
2.1.2	Behaviour (amongst others) - bullying, disrespecting property and others, self-discipline
2.1.3	Relationships – sensitive, helping one another, respectful, considerate, understand the needs and differences of others,
3.1.2	Lesson planning allowing for all individuals with special needs and groups of students to learn, using time and resources skilfully, drawing up relevant lesson plans and Individual Education Plans
3.1.4	Teaching strategies that meet the needs of individuals and groups of students
3.2.5	Teachers insight into the strengths and weaknesses of all children and consequent support and feedback to them
4.2.1	Modification of the curriculum to meet the needs of all groups of students
5.2.3	Identification of learners with special needs and the gifted and talented
5.2.4	Support for learners with special needs and the gifted and talented
5.2.5	Guidance and support including career guidance for all students with special needs
6.3.1	Parents involvement in all respects
6.5.3	Appropriateness and safety of the school infra-structure
6.5.4	Availability of resources

The UAE School Inspection framework, 2015-2016

Appendix 3A: School consent Forms

SCHOOL CONSENT FORM

Dear Ma'am,

My name is Gulnar Bamji and I am currently registered for a Master's degree in Education with the British University in Dubai (BUID). My research interest is in 'Vocational Education for Indian Students with Special Needs in Dubai'. I would be evaluating the current system of vocational education in Dubai and thereafter examining the current system in depth by visiting three major education sectors – A Mainstream Indian School, a private Centre offering vocational training to Indian students with special needs and a nonprofit organization offering vocational training to Indian students with special needs.

The purpose of visiting the above institutes is to gauge the extent of inclusion of special needs youth and adults into society, their ability to be independent in all respects, the extent to which skill-based training is provided based on the individual's strengths and interest, evaluating the availability of vocational education for Indian students with special needs in Dubai and consequently devise recommendations that would inform further practice and recommendations to help people with special needs in society.

I do hope I may visit your school to conduct my research. I assure you of complete confidentiality of any information received and conveyed ensuring anonymity of school and participants' names which is in line with the ethical code of conduct adhered to by the British University in Dubai. Please find attached a letter from BUID requesting your school for permission for the research. I do look forward to hearing from you.

Thanking you,
Warm Regards,

(Miss) Gulnar Bamji
Student (British University of Dubai)
Mobile No:
Email:

Appendix 3A: School consent Forms

Requirements for the study

- Observation of pre-vocational classes wherever required.
- A minimum of three observations of Academic and skill-based learning provided to learners with special needs.
- Observations of selected students during individual support.
- Interviews with the Head of the Institution and / or Head of Department
- Interviews with respective teachers
- Interviews with parents of selected students
- Interviews with selected students
- Interviews with varied personnel associated with the selected students (if required)

Interview Protocol:

- Appointments will be requested for prior to the interview date.
- Appointments will be made by the interviewer or b the school (as deemed fit by the school)
- Interviews will be held at a venue that is requested for by the interviewee.
- All data will be kept confidential and safe with the interviewer. Once the thesis is ready and handed over to the University, all hard copies will be disposed using a shredder/torn and all emails and recording will be deleted.
- Participants will be briefed prior to the interview:
    - Anonymity will be maintained.
    - Privacy of answers (off the record statements or negative statements)
    - Right to refrain or withdraw without any negative consequences.
    - Permission for recording the interview will be taken prior to the outset.
    - Notes will be taken wherever required.
    - Interviewees will be given the chance to check the data if required.

Observation Protocol:

- All observations will be planned with the respective personnel a day prior.
- At all observations, the observer will be seated at a distance that will not hamper the learner's study/work.
- Unnecessary conversation will not be entertained.
- Observations will not distract any learner or the teacher concerned.
- Observations will be held during regular time-tabled periods of the school.

_____ _____

Name Designation

_____

Date

Appendix 3B: Introduction Letter from the University

الجامعة البريطانية في دبي
The British University in Dubai
www.buid.ac.ae

03 May 2016

To whom it may concern

This is to certify that Mrs Gulnar Bamji (student ID 2015101002) is a registered student in the **Master of Education programme** in the stream of **Special and Inclusive Education** offered by The British University in Dubai since September 2015.

Mrs Bamji is currently working on her dissertation based on vocational education. She needs to conduct an observational visit, interview, provide questionnaires to concerned personnel parents, teachers, management, and students as part of her dissertation.

The British University in Dubai would like to request your support and cooperation in completing her dissertation.

This letter is issued on Mrs Bamji's request.

Yours sincerely,

PO Box 345015 Dubai, UAE

Amer Alaya
Head of Student Administration

PO Box 345015 • Block 11 Dubai International Academic City Dubai U A E • T +971 4 279 1400 • F +971 4 279 1490
FB.com/BUiD.Team BUiD_Team youtube.com/BUiDadmin @BUiD_Team BUiD

Appendix 4: Interview Questions – Youth/Teachers/Parents/Administration Staff

Interview questions were open-ended with place to discuss as mucha s was possible.

Interview questions pertaining to Youth is part of the survey questionnaire

Interview questions for Teachers
1. What made you choose this profesion and why?
2. Do you think that Youth with Special Nneed can be included into Society and how?
3. Do you think youth with Special Needs can look after themselves in the work place keeping in mind their PSED?
4. Do you think that youth with Special Needs can work and earn a living
5. What do you want your students to achieve in the future?

Interview questions for Parents
How did you realise that your child had Special Needs?
What are the challenges you faced as a parent to a child with Special Needs?
What are your child's strengths and what does he enjoy doing?
What are the struggles faced by your child because of the disability? Does he receive therapies?
What are your concerns and desires of your child's future? How do you feel about him working?

Interview questions for Administrative staff
What is the Institute currently doing to integrate Youth with Specila Needs into society?
Today as things are rather expensive, how do you balance the students' interests as against the Institute's interests?
How easy is it to find work placements for them?
What are some of the challenges faced by you when interacting with parents and companies?
If you could provide vocations other than the ones already existing, what would these be?
What are your future plans for youth with Special Needs and for your Institution, if any?

Appendix 5A: Student Questionnaire

STUDENT QUESTIONNAIRE COVERING SHEET

SECTION A: STUDENT PARTICULARS

NAME OF STUDENT: _____

SEX: FEMALE5☐ MALE ☐ AGE: _____ DATE OF BIRTH: _____

FORM OF DISABILITY: _____

LANGUAGE FLUENCY: _____ MOTHER TONGUE: _____

ANY SPECIAL COMMUNICATION NEEDS: _____

PHYSICAL NEEDS: _____

SOCIAL NEEDS: _____

EMOTIONAL NEEDS: _____

BEHAVIOURAL NEEDS: _____

ACADEMIC NEEDS: _____

NAME OF SCHOOL/INSTITUTE (Optional): _____

DATE OF JOINING INSTITUTE: _____

CURRENT VOCATIONAL TRAINING IN: _____

PERTINENT LIKES PERTINENT DISLIKES

_____ _____

HOBBIES: _____ LEARNING STYLE: _____

_____

SIGNATURE OF STUDENT

_____

DATE

CAREER AWARENESS

1. Would you want to work?

   ☐ Yes ☐ No

2. What are your dreams and goals for the future?

   _____

   _____

3. What is exciting you about the future?

   _____

   _____

4. What worries you about the future?

   _____

   _____

5. Why do you want to work?(Please tick any **TWO** only)

   ☐ To earn a living
   ☐ For Independent living
   ☐ For Community participation
   ☐ For Recreation and Leisure
   ☐ Because others go to work
   ☐ To realize that I have the potential to be like all others

6. Where do your parents currently work?

   _____

Sourced from: http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

1.1 TO EARN A LIVING

Based on the four point scale, kindly evaluate the following criteria with a numerical value that is equivalent to the following:

Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4

CRITERIA	Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4
Participate in work responsibilities at home				
Develop inter-personal skills necessary to obtain employment				
Participate in summer employment				
Identify people and agencies who can assist in the job search				
Identify and check eligibility requirements for other job supports				
Encourage self to go for one day on-the-job training programmes				
Arrange transportation for self				
Travels independently				
Interacts well with all				
Controls and exhibits appropriate emotional and social behavior				
Listens carefully to details of what is spoken				
Responds appropriately in social settings				
Protect self from any teasing/bullying				
Prepared to learn				
Concentrates to meet the learning outcome				
Reads age appropriate material				
Writes legibly				
Carries out numeric skills using a calculator				
Adequate knowledge on the use of computer				
Adequate knowledge of the use of phone				
Looks after self's hygiene independently				
Punctual and regular				
Listens to and follows instructions				
Takes responsibility seriously				
Decides salary expectations independently				
Total				

Sourced from: http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

1.2 INDEPENDENT LIVING

Based on the four point scale, kindly evaluate the following criteria with a numerical value that is equivalent to the following:

Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4

CRITERIA	Strongly Agree 1	Agree 2	Somewhat Disagree 3	Disagree 4
Develop personal care skills – hygiene, health, private and public behavior				
Develop housekeeping and cooking skills				
Develop budgeting skills				
Identifies person or service to call when an emergency arises				
Identifies neighbourhood services and support				
Identifies transportation services available near residence				
Can call upon personal				
Total				

Sourced from: http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

1.3 FOR COMMUNITY PARTICIPATION

Based on the four point scale, kindly evaluate the following criteria with a numerical value that is equivalent to the following:

Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4

CRITERIA	Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4
Aware of all interests and options around you				
Develop shopping skills				
Order and dine at restaurants				
Skills to ensure personal safety				
Use of public transport				
Obtain driving license				
Start up and use a bank account, a credit card and a debit card				
Travels independently				
Interacts age appropriately with all				
Scheduling appointments				
Responds appropriately in social settings				
Protect self from any teasing/bullying				
Total				

Sourced from: http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

1.4 FOR RECREATION & LEISURE

Based on the four point scale, kindly evaluate the following criteria with a numerical value that is equivalent to the following:

Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4

CRITERIA	Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4
Has an array of specific recreation / leisure skills				
Acceptable dress behavior for a variety of situations				
Identify transportation options				
Arrange social activities				
Establish exercise routines				
Identify local health clubs for membership				
Obtain social support through community and society				
Spend worthwhile time with friends				
Eager to learn a specific recreational skill				
Total				

Sourced from: http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

Appendix 5B: Survey Questionnaire for Teachers

TEACHER QUESTIONNAIRE

May I request you to kindly fill in the below mentioned questionnaire in order for me as a university student to be able to evaluate and gauge the system of vocational education for Indian students in the UAE. Thank you in advance for your valuable feedback.

NAME OF TEACHER / CONTACT NO.:

_____

NAME OF STUDENT:
_____

SEX: FEMALE ☐ MALE ☐ AGE: _____ DATE OF BIRTH: _____

NAME OF SCHOOL/INSTITUTE (Optional): _____ DATE OF JOINING INSTITUTE: _____

VOCATIONAL TRAINING IN:
_____

_____ _____
SIGNATURE OF TEACHER DATE

Student's likes: _____ Dislikes: _____

Hobbies: _____ Learning style: _____

1. What type of job has the student talked about doing when they grow up?
   _____
2. What kind of things does the student like to do in class?
   _____
3. Does the student have friends that he/she is close friends with?

Yes	No

4. What kind of tasks does the student do in and around the vocational centre?
   _____
5. What kind of community activities do you assume your student would to participate in?
   _____
6. What do you hope the student will learn?
   _____
7. Upon completion of training, what would you suggest that the student should participate in

Supported employment	Vocational school
Part time employment	Full time employment

8. What skills do you think require to be developed to help the student reach his/her goals?
   _____
9. Do you believe that the vocational class the student is enrolled in is the correct one?
   _____
10. What academic classes would you suggest for the student to be enrolled in?
    _____
11. What are your concerns regarding the student working?

Harressed & demoralized	Travelling to and from work
Social stigma	Disability interfering with the work

12. How much do you believe your student should earn as a full time employee? AED _____

Please evaluate your student based on the four point scale.

Strongly Agree 1	Agree 2	Somewhat agree 3	Disagree 4

CATEGORY	CRITERIA	1	2	3	4
Social skills	Greets appropriately				
	Introduces self to others				
	Initiates conversation				
	Speaks in an appropriate tone of voice				
	Maintains eye contact when speaking or spoken to				
	Dresses appropriately in social situations				
	Has friends of the same age group				
	Expresses affection appropriately				
	Disagrees appropriately				
	Is honest				
	Respects others space				
	Respects the property of others				
	Seeks attention appropriately				
	Avoids inappropriate gestures				
	Listens carefully and comprehends when others are speaking				
	Takes turns in conversation				
	Is aware of informal social rules				
	Accepts ‘no’ as an answer				
	Can handle conflicts and solve problems				
	Knows who to go to if a problem arises				
	Can communicate extensively with a close friend				
	Can protect oneself from teasing / bullying in a socially acceptable way.				
	Can explain disability				
Emotional skills	Deals with anger appropriately				
	Accepts responsibility for incorrect actions				
	Expresses affection appropriately				
	States one’s needs, wants and feelings appropriately				
	Responds appropriately to teasing				
	Manages frustration appropriately				
	Shows self-confidence and self determination				
	Is happy				
	Accepts disability				

Behaviour skills	Speaks in an appropriate tone of voice				
	Is able to delay gratification				
	Is honest				
	Respects the property of others				
	Respects others				
ACADEMICS					
Concentration	Concentration level meets the expected learning outcome				
IEP	Participates in IEP planning				
	Aware of self's strengths and weaknesses				
Literacy skills	Reads short phrases and sentences accurately				
	Reads short questions on a test				
	Reads newspaper headlines				
	Reads newspapers				
	Reads short paragraphs				
	Reads directions for cooking				
	Reads instructions for doing home work				
	Reads magazines				
	Reads text				
	Reads manuals				
	Reads at a level that permits for adult living				
Written skills	Writes short sentences				
	Write short paragraphs				
	Writes grocery lists				
	Writes short letters to a friend				
	Can fill in a job application				
	Can write a CV				
	Writes at a level needed for projected adult living and work environments				
Numeracy skills	Can add, subtract, multiply and divide with a calculator				
	Can use a calculator to compute any math transactions				
	Can use basic units of measure - weight and length				
	Can read time				
	Can transact money operations accurately				
	Can shop independently				
	Can interpret if self's weight is high, low or correct for self's height				
	Can develop small budgets				
IT SKILLS					
Computers/ phones	Demonstrates adequate key boarding skills				
	Knows how to use the computer				

	Knows how to use the mobile phone – Make and receive calls, enter and delete information and use 'whatsapp'				
	Responds appropriately to calls both internal and external				
LIFE SKILLS					
	INDEPENDENT LIFE SKILLS				
Health and Self care	Is aware of whom to go to when having personal problems				
	Is aware whom to contact in case of emergency				
	Remembers to take medication as advised				
	Can mention what self is feeling when unwell				
	Exercises regularly				
	Good sleeping habits				
	Bathes self independently				
	Washes hair independently				
	Has own grooming supplies				
	Practices good oral hygiene				
Daily living	Wakes up self in the morning				
	Ensures toilet is clean after use				
	Is capable of doing housekeeping chores				
Food preparation	Prepares small meals				
	Prepares tiffin for self				
	Can follow recipes when provided practical training				
	Operates small appliances at home				
Clothing	Folds laundry				
	Loads the washing machine				
	Does simple mending and darning				
	Adjusts own clothing				
	Identifies own clothes				
	Chooses own clothes to wear on a daily basis				
	Chooses own clothes when shopping				
	Can participate and comprehend one's own IEP				
	Attends class regularly				
	Mentions when something is not well comprehended				
Household chores	Makes their own bed				
	Does dusting in the house				
	Cleans the floors using the vacuum cleaner				
	Cleans refrigerator				
	COMMUNITY LIFE SKILLS				
Important documentation	Can fill up forms with relevant personal information				
	Can file own records				

	Can use disability card appropriately				
	Is aware of how and where to use disability card				
	Can travel by public transport independently				
	Can travel by public transport with another adult				
	Has friends of own age group				
	Relates well with friends				
	Has a hobby				
	Participates in community activities				
	Is not scared of authority				
	Participates in age appropriate games				
	Demonstrates responsibility and cooperation				
	Entertains friends at home				
SPECIFIC JOB SKILLS					
	Displays acceptable attendance				
	Displays acceptable punctuality				
	Willing learner				
	Accepts criticism well				
	Enjoys the training				
	Asks questions				
	Works without complaining				
	Listens to and follows instructions				
	Remembers instructions				
	Attentive				
	Concentrates till the task is completed				
	Seeks help when required				
	Demonstrates manual dexterity for fine motor skills				
	Demonstrates physical dexterity for gross motor skills				
	Interested in vocational training				
	Interested in employment				
	Takes responsibility seriously				
	Total				

Sourced from: http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

Appendix 5C: Survey Questionnaire for Parents

PARENT QUESTIONNAIRE

May I request you to kindly fill in the below mentioned questionnaire in order for me as a university student to be able to evaluate and gauge the system of Vocational Education for Indian students in the UAE. Thank you in advance for your valuable feedback.

NAME OF PARENT / GUARDIAN / CONTACT NO.:

_____

MOTHER ☐ FATHER ☐ GUARDIAN ☐

NAME OF CHILD: _____

SEX: FEMALE ☐ MALE ☐ AGE: _____ DATE OF BIRTH: _____

NAME OF SCHOOL/INSTITUTE: _____

DATE OF JOINING INSTITUTE: _____

VOCATIONAL TRAINING IN: _____

_____ _____

SIGNATURE OF PARENT DATE

Child's likes: _____ Dislikes: _____

Hobbies: _____ Learning style: _____

1. What type of job has your child talked about doing when they grow up?
   _____
2. What kind of things does your child like to do at their free time?
   _____
3. Does your child have friends that he/she is close with?

Yes	No

4. What kind of tasks does your child do around the house and neighbourhood?
   _____
5. What kind of community activities does your child participate in?
   _____
6. What do you hope your child will learn?
   _____
7. Upon completion of training, would you like your child to participate in

Supported employment	Vocational school
Part time employment	Full time employment

8. What skills do you think require to be developed to help your child reach his/her goals?
   _____
9. What vocational classes would you like your child to be enrolled in?
   _____
10. What academic classes would you like your child to be enrolled in?
    _____
11. What are your concerns regarding your child working?

Harassed & demoralized	Travelling to and from work
Social stigma	Disability interfering with the work

12. How much do you believe your child should earn as a full time employee? AED _____

Please evaluate your child based on the four point scale.

Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4

CATEGORY	CRITERIA	1	2	3	4
Social skills	Greets appropriately				
	Introduces self to others				
	Initiates conversation				
	Speaks in an appropriate tone of voice				
	Maintains eye contact when speaking or spoken to				
	Dresses appropriately in social situations				
	Has friends of the same age group				
	Expresses affection appropriately				
	Disagrees appropriately				
	Is honest				
	Respects others space				
	Respects the property of others				
	Seeks attention appropriately				
	Avoids inappropriate gestures				
	Listens carefully and comprehends when others are speaking				
	Takes turns in conversation				
	Is aware of informal social rules				
	Accepts ‘no’ as an answer				
	Can handle conflicts and solve problems				
	Knows who to go to if a problem arises				
	Can communicate extensively with a close friend				
	Can protect oneself from teasing / bullying in a socially acceptable way.				
	Can explain disability				
Emotional skills	Deals with anger appropriately				
	Accepts responsibility for incorrect actions				
	Expresses affection appropriately				
	States one’s needs, wants and feelings appropriately				
	Responds appropriately to teasing				
	Manages frustration appropriately				
	Shows self-confidence and self determination				
	Is happy				
	Accepts disability				
Behaviour skills	Speaks in an appropriate tone of voice				
	Is able to delay gratification				
	Is honest				
	Respects the property of others				

	Respects others				
Concentration	Concentration level meets the expected learning outcome				
IEP	Participates in IEP planning				
	Aware of self's strengths and weaknesses				
Literacy skills	Reads short phrases and sentences accurately				
	Reads short questions on a test				
	Reads newspaper headlines				
	Reads newspapers				
	Reads short paragraphs				
	Reads directions for cooking				
	Reads instructions for doing home work				
	Reads magazines				
	Reads text				
	Reads manuals				
	Reads at a level that permits for adult living				
Written skills	Writes short sentences				
	Write short paragraphs				
	Writes grocery lists				
	Writes short letters to a friend				
	Can fill in a job application				
	Can write a CV				
	Writes at a level needed for projected adult living and work environments				
Numeracy skills	Can add, subtract, multiply and divide with a calculator				
	Can use a calculator to compute any math transactions				
	Can use basic units of measure - weight and length				
	Can read time				
	Can transact money operations accurately				
	Can shop independently				
	Can interpret if self's weight is high, low or correct for self's height				
	Can develop small budgets				
IT SKILLS					
Computers/ phones	Demonstrates adequate key boarding skills				
	Knows how to use the computer				
	Knows how to use the mobile phone – Make and receive calls, enter and delete information and use 'whatsapp'				
	Responds appropriately to calls both internal and external				
LIFE SKILLS					
	INDEPENDENT LIFE SKILLS				
Health and Self care	Is aware of whom to go to when having personal problems				
	Is aware whom to contact in case of emergency				
	Remembers to take medication as advised				

	Can mention what self is feeling when unwell				
	Exercises regularly				
	Good sleeping habits				
	Bathes self independently				
	Washes hair independently				
	Has own grooming supplies				
	Practices good oral hygiene				
Daily living	Wakes up self in the morning				
	Ensures toilet is clean after use				
	Is capable of doing housekeeping chores				
Food preparation	Prepares small meals				
	Prepares tiffin for self				
	Can follow recipes when provided practical training				
	Operates small appliances at home				
Clothing	Folds laundry				
	Loads the washing machine				
	Does simple mending and darning				
	Manages money effectively				
	Manages time effectively				
	Adjusts own clothing				
	Identifies own clothes				
	Chooses own clothes to wear on a daily basis				
	Chooses own clothes when shopping				
	Can participate and comprehend one's own IEP				
	Attends class regularly				
	Mentions when something is not well comprehended				
Household chores	Makes their own bed				
	Does dusting in the house				
	Cleans the floors using the vacuum cleaner				
	Cleans refrigerator				
	COMMUNITY LIFE SKILLS				
Important documentation	Can fill up forms with relevant personal information				
	Can file own records				
	Can use disability card appropriately				
	Is aware of how and where to use disability card				
	Can travel by public transport independently				
	Can travel by public transport with another adult				
	Has friends of own age group				
	Relates well with friends				
	Has a hobby				
	Participates in community activities				
	Is not scared of authority				

	Participates in age appropriate games				
	Demonstrates responsibility and cooperation				
	Entertains friends at home				
SPECIFIC JOB SKILLS					
	Displays acceptable attendance				
	Displays acceptable punctuality				
	Willing learner				
	Accepts criticism well				
	Enjoys the training				
	Asks questions				
	Works without complaining				
	Listens to and follows instructions				
	Remembers instructions				
	Attentive				
	Concentrates till the task is completed				
	Seeks help when required				
	Demonstrates manual dexterity for fine motor skills				
	Demonstrates physical dexterity for gross motor skills				
	Interested in vocational training				
	Interested in employment				
	Takes responsibility seriously				

Sourced from: http://www.ocali.org/up_doc/Quickbook_of_Transition_Assessment.pdf

Appendix 5D: Survey Questionnaire for Administrative staff

QUESTIONNAIRE - ADMINISTRATION

NAME: _____ DESIGNATION: _____

NAME OF SCHOOL / INSTITUTE (Optional): _____

CONTACT NO. : _____

ETHICAL FRAMEWORK CRITERIA:

Based on the five point scale, kindly evaluate the following criteria with a numerical value that is equivalent to the following:

Strongly Agree 1	Agree 2	Somewhat agree 3	Disagree 4

CATEGORY	CRITERIA	Strongly Agree 1	Agree 2	Somewhat Agree 3	Disagree 4
OBJECTIVE	Is it in the student's interest				
INTEGRITY	Consider student's interests equally to the Institute's				
	Place student's interest over personal interest				
TRUST	Build relationships with students based on mutual respect				
	Build strong relationships with parents keeping in mind their needs and wants				
	Uphold the laws, institutions of government and democratic principles				
SERVICE	Provide services fairly with a focus on parent /student needs				
	Focus on quality while maximizing service delivery				
ACCOUNTA - BILITY	Be fiscally responsible and focus on efficient, effective and prudent use of resources				
	TOTAL				

1. What are the types of Special Needs catered for at the Vocational Centre?

   _____

   _____

2. What is on offer for vocational education for Learners with Special Needs?

   _____

   _____

3. Is it enough or are there any plans to expand the different vocational areas?

   _____

   _____

4. How easy is it to find placement in society for Indian students with Special Needs?

   _____

   _____

5. What should be the expected salary that learners with Special Needs could and should earn?

   _____

   _____

6. How many of the learners from your institute fit well into the work placements provided and why?

   _____

   _____

7. How many students have not fit well into work placements provided and why?

   _____

   _____

8. How many students have been / not been successful in getting placements?
   _____ Have been successful _____ Have not been successful

Appendix 6: Classroom Arrangement Checklists

Classroom Arrangement Checklist

Door

Clearly marked with your name and room number
Message board is posted and writing instrument is available
There is space inside for lining up

Walls

Displays are at students' eye level
Displays feature classroom information, instruction, and entertainment
Displays students' work and art
Daily schedule (with pictures or icons for younger students) is posted and kept current in a place where students can read it easily
Broken or malfunctioning outlets have been reported
Some open space is available

Floor Plan

Fits the grade I am teaching
Fits my teaching style
Enables me to make eye contact with each student
There is a quiet or "time out" area
Art or other messy areas are located near a sink
There is adequate open space for a reading circle
There is adequate space for group work
There are adequate quiet areas where students can read or study independently
Areas that invite group work are not next to quiet areas

Furniture

Each child's desk or table is of appropriate size and provides adequate space
There are enough work areas for each child (and assigned seats, if appropriate)
Each desk or table is organized for easy access to materials
Desks or tables are arranged so that each child can see and participate in seatwork
Desks or tables are arranged so that each student can observe the teacher, presentations, and the whiteboard
Room dividers are low so that all areas of the classroom are visible to me
Each child has a personal space (e.g., a desk, cubby, or coat hook)

Equipment, Materials, and Storage

Materials and equipment are stored in a logical order and place
Materials and equipment are readily available

Materials and supplies can be stored behind closed doors
Locked storage is available
Materials and supplies are stored close to area of use
General classroom storage is easily available to older students
Storage areas for younger students' shared materials (e.g., crayons or books) are clearly labeled with words and pictures

Student/Group Records

Student and group records are kept in a convenient place
Student and group records are orderly

Comfort

Temperature control is adequate
Lighting is adequate
Floors and work areas are sufficiently clean
Pillows, bean bags, or soft rugs are available for use during independent study

Source: Modified version of checklist from *Back Off, Cool Down, Try Again*, Sylvia Rockwell, 1995. Reston, VA: The Council for Exceptional Children

Appendix 7: Lesson Observation Checklist

LESSON OBSERVATION CHECKLIST

The content of this checklist is taken from Ofsted guidance to inspectors (January 2012) on judging the quality of teaching and the use of assessment to support learning. Observations and judgements should be recorded separately, using examples wherever possible.

Mark boxes with ✓ or leave blank if no evidence

Quality of learning		
Can pupils describe what they are ***LEARNING*** as opposed to what they are *doing*?	a few	most
Are there any significant differences in the learning of different groups of pupils, or of any individuals?	yes	no
Are pupils learning something new?	a few	most
Do pupils know what they are learning and why?	a few	most
Can pupils make the links between previous/new learning?	a few	most
Do books show that pupils consistently produce work of a good standard?	a few	most
Are pupils working independently?	a few	most
Do pupils make the most of the choices they are given or do they find it difficult to make choices?	a few	most
Do pupils take responsibility for their own learning?	a few	most
How well do pupils collaborate with others? Do they ask questions, of each other, of the teacher or other adults, about what they are learning?	a few	most
Are pupils creative, do they show initiative?	a few	most
Do pupils follow routines/expectations?	a few	most

Enjoyment of learning and attitudes		
Are pupils engaged, working hard, making a good effort, applying themselves, concentrating and productive?	a few	most
Are pupils developing habits of good learning?	a few	most
Are pupils happy with their work? Are they proud of it?	a few	most
Are pupils interested in their work and in what they are learning?	a few	most
Are pupils easily distracted?	yes	no
How smooth is the transition from teacher input to group work? **Do pupils settle to work easily and quickly?**	yes	no

Assessment to support learning		
Are staff using assessment for learning strategies to enable them to differentiate work effectively?	yes	no
Do staff use questioning effectively to gauge pupils' understanding?	yes	no
How good is the dialogue and oral feedback? Are teachers alert to pupils' lack of understanding during lessons?	yes	no
Key questions displayed & used in lesson starts and plenary: What? Why? How? When?	yes	no
Do pupils have targets and do they understand what they mean/what to do to achieve them?	a few	most
Are pupils involved in assessing their own learning and progress?	a few	most
Does marking/feedback identify strengths and diagnose next steps to improvement?	yes	no

Pupils' progress		
Are different groups making the same/different progress?	yes	no
Are pupils gaining new skills and knowledge?	yes	no
Are pupils developing ideas and increasing their understanding?	a few	most
Are pupils making gains at a good rate in lessons and over time as shown in their work and the school's records?	a few	most
Are weak/good literacy, numeracy and ICT skills affecting pupils' progress?	yes	no

The quality of provision		
Are activities pitched at the right level to challenge pupils of different abilities?	yes	no
Are expectations of behaviour sufficiently high?	yes	no
Are teachers alert to the social, emotional, and learning, needs of individuals?	yes	no
Are any support staff having an impact on pupils' learning?	yes	no
Are resources sufficient? Are they well matched to needs to support learning?	yes	no
Are the resources, displays and prompts used as a teaching tool?	yes	no
Classroom displays, visual prompts and resources support key curricular targets.	yes	no

Sourced from: Ofsted guidance to inspectors (January 2012)

VISUALS

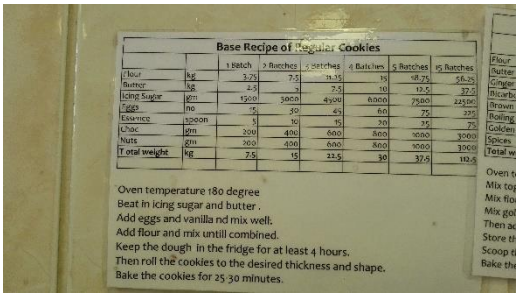
Photos of varied vocations, the assistive technology used and the required accommodations and modifications made to the technology.

Assistive Technology

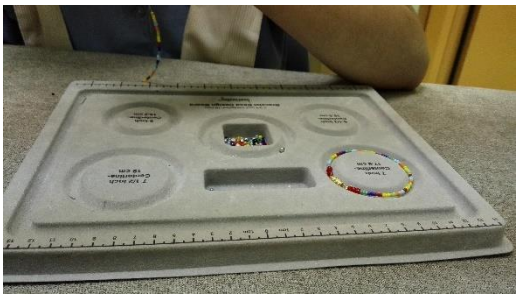
Printing

Wood Designing

Cooking / Baking



Jewellery Making / Stitching / Sewing



Art/Craft