

**Administrative Resolution No. (48) of 2025  
Concerning the  
Teaching of Arabic in Early Childhood<sup>1</sup>**

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**The Director General of the Knowledge and Human Development Authority in Dubai,**

After perusal of:

Federal Law by Decree No. (51) of 2022 Regulating Nursery Schools;

Law No. (2) of 2021 Concerning the Knowledge and Human Development Authority in Dubai;

Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai;

Executive Council Resolution No. (35) of 2020 Regulating Early Childhood Centres in the Emirate of Dubai and its amendments;

Executive Council Resolution No. (17) of 2025 Approving the Organisational Structure of the Knowledge and Human Development Authority in Dubai; and

The Policy on Arabic Language Provision in Early Childhood Education, approved by the Executive Council of the Emirate of Dubai,

**Does hereby issue this Resolution.**

**Definitions**

**Article (1)**

The following words and expressions, wherever mentioned in this Resolution, will have the meaning indicated opposite each of them unless the context implies otherwise:

UAE:	The United Arab Emirates.
Emirate:	The Emirate of Dubai.
KHDA:	The Knowledge and Human Development Authority in Dubai.
EQACA:	The Education Quality Assurance and Compliance Agency of the KHDA.

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<sup>1</sup>*Every effort has been made to produce an accurate and complete English version of this legislation. However, for the purpose of its interpretation and application, reference must be made to the original Arabic text. In case of conflict, the Arabic text will prevail.*

Early Childhood:	A key stage of Child development and growth, which covers the period from birth to the age of six (6) years.
ECC:	An Early Childhood Centre regulated under the above-mentioned Executive Council Resolution No. (35) of 2020.
Private School:	A non-governmental school authorised by the KHDA to provide Early Childhood Care and Education.
Educational Institution:	This includes a Private School and an ECC.
Curriculum:	The programme of study implemented by an Educational Institution and approved by the KHDA, which satisfies the conditions and requirements prescribed by the above-mentioned Executive Council Resolution No. (2) of 2017 or Executive Council Resolution No. (35) of 2020, and the resolutions issued in pursuance thereof, as the case may be.
Child:	A student enrolled in an Educational Institution.
Guide:	The Policy Guide on Arabic Language Provision in Early Childhood Education, approved by the KHDA.

### **Scope of Application Article (2)**

The provisions of this Resolution apply to all Educational Institutions authorised by the KHDA to provide Early Childhood Care and Education.

### **Teaching of Arabic Article (3)**

Educational Institutions must teach Arabic and incorporate it into their Curricula for both Arabic-speaking and non-Arabic-speaking Children. This subject must be introduced according to the stages and technical standards set out in Articles (4) and (5) of this Resolution.

### **Stages for Providing Arabic Language Instruction Article (4)**

- a. Arabic language instruction will be provided in an Educational Institution in the following stages:
  1. First Stage: Children from the age of four (4) to six (6);

2. Second Stage: Children from the age of three (3) to four (4); and
  3. Third Stage: Children under the age of three (3).
- b. The KHDA must notify Educational Institutions of the commencement date of each of the stages referred to in paragraph (a) of this Article.

### **Standards for Arabic Teaching Article (5)**

In providing Arabic instruction, an Educational Institution must observe the following technical standards:

#### **1. Curriculum:**

- a. The Arabic Curriculum and assessment methods adopted by the Educational Institution must be aligned with the Guide and educational policies issued by the competent entities in the UAE.
- b. The Educational Institution must design its Arabic Curriculum based on the demographic composition of its enrolled Children, taking into account the views of Parents or guardians, as well as the individual differences and special educational needs of the Children.
- c. Arabic must be taught at the Educational Institution through play-based, inquiry-led, and integrative activities, while promoting Emirati values, identity, and culture.
- d. Children's attainment and progress in learning Arabic must be assessed by the Educational Institution in accordance with the periodic assessment model approved by the KHDA.

#### **2. Ratio of Arabic Teachers to Children and General Qualifications:**

- a. A sufficient number of Arabic teachers with appropriate professional qualifications and experience must be appointed by the Educational Institution, in line with the numbers and technical requirements specified in the Guide.
- b. An Arabic-speaking teacher must be assigned to deliver at least one third of the total weekly instructional hours in the Educational Institution and must, on a daily basis, participate in Child-led activities, large group sessions, or small group activities under his supervision.
- c. The maximum number of Children permitted per Arabic class in each age group must align with the relevant instructions issued by the KHDA.
- d. The timetable of Arabic teachers must be planned to ensure their presence with various year groups at different times of the day, enabling the integration of Arabic instruction

into daily routines, such as mealtimes, playtime, and structured learning activities; and ensuring coordination with other teachers to support instructional coherence.

- e. Arabic teachers must demonstrate the ability to interact effectively with Children, possess strong communication skills, and have sound knowledge and understanding of Modern Standard Arabic, including grammar and linguistic rules.
- f. Arabic teachers must participate in training and professional development programmes for not less than twenty (20) hours annually, focusing on methods of teaching Arabic to Children through play-based and inquiry-led activities.
- g. Arabic teachers must meet all recruitment requirements and conditions applicable to teaching staff in Educational Institutions, as prescribed by the relevant legislation applicable to the KHDA.

### **3. Transparency in Arabic Instruction:**

- a. Parents or guardians must be informed of the Educational Institution's Arabic instruction plan and of their Child's progress reports, either through contractual documents or through the Educational Institution's approved communication channels.
- b. Tools and resources must be proposed to assist Parents or guardians in supporting and monitoring their Children's language development at home, as well as activities to enhance their Arabic skills.
- c. Parents or guardians must be informed of the services and activities related to Arabic instruction that are provided by the Educational Institution.

### **Monitoring and Evaluation Article (6)**

- a. The EQACA will monitor and evaluate the impact of the implementation of this Resolution on Educational Institutions. It will prepare performance reports on the teaching of Arabic in these institutions. Such reports must include the following:
  - 1. the ratio of Arabic teachers to the Children enrolled in the Educational Institution;
  - 2. the distribution of Arabic teachers across year groups;
  - 3. the quality and outcomes of Arabic instruction within the Educational Institution, and the effectiveness of the teaching methodologies employed in providing Arabic instruction;
  - 4. the level of compliance by the Educational Institution with the regulations and policies adopted by the KHDA and other concerned entities in the UAE, as well as with the technical standards stipulated in Article (5) of this Resolution; and

5. the challenges and obstacles encountered by the Educational Institution in delivering Arabic instruction.
- b. At the end of each School Year, the Chief Executive Officer of the EQACA will submit to the Director General of the KHDA the performance reports referred to in paragraph (a) of this Article, along with any recommendations or proposals for the development of the provision of Arabic instruction in Educational Institutions.

### **Compliance Article (7)**

An Educational Institution operating by the effective date of this Resolution must, within a period not exceeding three (3) years from the following dates, ensure that its School Staff comply with the Guide, and hold the qualifications required to teach Arabic as stipulated therein:

1. 1 September 2025, in respect of Educational Institutions whose School Year commences in September; and
2. 1 April 2026, in respect of Educational Institutions whose School Year commences in April.

### **Issuing Implementing Instructions Article (8)**

The Chief Executive Officer of the EQACA will issue the instructions required for the implementation of the provisions of this Resolution.

### **Publication and Commencement Article (9)**

This Resolution will be published in the Official Gazette and will come into force on the day on which it is published.

**Aisha Abdulla Miran**  
**Director General**  
**Knowledge and Human Development Authority**

Issued in Dubai on 23 July 2025  
Corresponding to 28 Muharram 1447 A.H.