



**UNIVERSITY OF DAR ES SALAAM**

**GUIDELINES FOR THE IDENTIFICATION, ASSESSMENT AND  
PROVISION OF SUPPORT SERVICES TO STAFF AND STUDENTS  
WITH DISABILITIES**

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## **Foreword**

The University of Dar es Salaam is committed to provide and protect the rights of its staff and students with disabilities. To that end the University has developed the Disability and Special Educational Needs Policy (2022), and subsequently upgraded its Special Education Needs Unit (SENU) to the Center for Disability Services (CDS). To further concretise and systematise its efforts, the University has undertaken the initiative to develop these 'Guidelines for the Identification, Assessment, and Provision of Support Services to Staff and Students With Disabilities.' This effort is yet another milestone as the University pioneer the institutionalisation of inclusive education and persons with disabilities rights in Tanzania's higher education institutions.

Staff and students with disabilities have certain important rights to individualised support designed to help improve their job/education performance, as the case may be, and expand opportunities. These rights are established through particularly the Persons with Disabilities Act, No. 9 of 2010. Towards the attainment of those rights, these Guidelines will enable the University, through its various actors, conduct disability assessments, identify job accommodation/special education needs, and recommend relevant support services. In that regard these Guidelines constitute a blueprint for the evaluation of staff and students with disabilities to determine whether they are eligible for reasonable job accommodation and related essential services or special education services. If eligible, these Guidelines also indicate what relevant and reasonable support/services should be provided.

These Guidelines are another key testament of the University's commitment to actualise rights of its key stakeholders with disabilities. It is informed by broad consensus and understanding regarding the theory and practice of disabilities issues in the work place and in higher educational settings. I encourage all relevant actors to adequately familiarise themselves with these Guidelines. It is, further, my directive that all relevant University actors embrace and effectively utilise these Guidelines to make our University more inclusive. I believe a committed implementation will take us much further towards the actualisation of a workplace and educational settings without discrimination, and will contribute significant strides in our endeavour to build a fair, just, equitable and inclusive environment for all.

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Prof. William A. L. Anangisye  
Vice Chancellor  
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## **Abbreviations and Acronyms**

AD	-	Alzheimer 's Disease
CDS	-	Centre for Disability Services
CDs	-	Communication Disorders
CSW	-	Commissioner of Social Welfare
DARUSO	-	Dar es Salaam University Students Organisation
DES	-	Directorate of Estate Services
DHRA	-	Directorate of Human Resources and Administration
DPDI	-	Directorate of Planning, Development and Investment
DSD	-	Disorders of Sex Development
DSS	-	Director of Social Services
DSTS	-	Director of Students Services
DVC- PFA-		Deputy Vice Chancellor - Planning, Finance, and Administration
HI	-	Hearing Impairment
IEP	-	Individualised Educational Plan
Las	-	Learning Disabilities
NDs	-	Neuromuscular Diseases
NHIF	-	National Health Insurance Fund
PD	-	Parkinson's Disease
PDSN-		Policy on Disability and Special Education Needs
PESS	-	Physical Education and Sport Science
PI	-	Physical Impairment
RAAWU	-	Researchers, Academician and Allied Workers Union
SCD	-	Sickle Cell Disease
SENU	-	Special Education Needs Unit
SWDs	-	Students with Disabilities
THTU	-	Tanzania Higher Learning Institutions Trade Union
TO	-	Transport Officer
UCL	-	University College of London
UDASA	-	University of Dar es Salaam Staff Assembly

UDSM - University of Dar es Salaam  
UH - University Hospital  
UL - University of London  
VI - Visual Impairment

## **PART ONE**

### **Background**

#### **1. Introduction**

The University of Dar es Salaam (UDSM) was founded in 1961, as College of the then University of London, University College (UL) and now University College London (UCL), offering UL's degree awards. In 1963 it became a Constituent College of the University of East Africa, subsequent to entering a federal arrangement with Makerere University College and Royal College of Nairobi. In 1970 it was formerly established as a National University, through the University of Dar es Salaam Act number 12 of 1970, herein the University.

In slightly over six decades of its existence, the University has significantly grown expanded, and diversified, particularly in terms of its presence, staff and students. The University recognises the value of every individual and is therefore committed to ensuring full participation of all its stakeholders in their work and/or educational endeavours. Some of the University staff and students with disabilities will inevitably require specific support to be able to optimally participate and realise their full potential. This makes their identification and identification of their needs crucial for planning of social protection measures, including the social/support services.

The primary purpose of identifying staff and students with disabilities is to flag individuals who may be at heightened protection risk and/or who may need specific support in order to have equal access to protection, assistance and solutions. It is therefore important to have a systemised process for identification and provision of support services for eligible staff and students with disabilities. These Guidelines are therefore developed and adopted to ensure that all eligible staff and students with disabilities fairly, and consistently receive essential support services.

#### **1.1. The Guidelines' Context Purpose, Scope and Source of Mandate**

##### **1.1.1. Context**

Over the years UDSM has grown, diversified and become more complex. In the Academic Year 2021/22 for instance the number of first year registered students



to bachelor's degree programmes was 14,775, diploma programmes 447, and certificate programmes 459. Similarly, in the same Academic Year the number of first year registered students to master programmes was 1,446, and Ph.D programs was 200. Overall in all University programs, (i.e., Certificate, Diploma, Bachelors, Postgraduate Diplomas (PGD), Masters and PhD), the University registered a total of 17,327 students in the AY2021/2022 alone.

Furthermore, currently, the University has two constituent colleges, 7 College Campuses, 7 Schools, 7 Institutes, 6 Centers, and 2 companies, It also has 3 research stations (Tukuyu, Pangani and Ngurdoto), 19 research centres, and 5 Professorial Research Chairs. The University also has 3 Open Distance e-Learning Centres (Mbeya, Mwanza and Arusha) and 6 Bureaux. It is clear that the University is still growing, expanding and becoming more complex. For examples as recent as 2020 University of Dar es Salaam School of Economics (UDSE), School of Mines and Geosciences (SoMG), School of Aquatic Sciences and Fisheries Technology (SoAF) and UDSM-MRI-Dodoma were established.

The growth and expansion of the University has meant the continual increase, complexity and diversification of its members, in particular students and staff. Inevitably some of the University's staff and students have disabilities. Available statistics indicate that from the academic year 1978/79 to 2022/23, the University has enrolled 621 students with disabilities, amongst them 423 male and 198 female. Furthermore, in the Financial Year 2022/23, the University had 21 employees with disabilities, amongst them 15 male and 6 female. As global and national efforts to ensure persons with disabilities attain their basic rights, including the rights to education and to employment, bear fruits, more individuals with disabilities will get educational and employment opportunities. Therefore the number of individuals with disabilities who are enrolled for studies or who are employed at the University is likely to continue to increase.

### **1.1.2. Purpose**

The University of Dar es Salaam is committed to attain an inclusive university status and achieve inclusion of its staff and students with disabilities. Based on inclusivity ethos, the University is committed to improve the employment situation of its staff with disabilities through reasonable accommodation. Furthermore, the University is committed to the inclusion of students with disabilities into general academic courses on campus, across disciplines and

departments. On top of welcoming learners with disabilities, the University is also committed to make their experience rewarding through a quality inclusive educational environment. Timely and appropriate identification, assessment and intervention for staff and students with special educational needs is crucial for pertinent adjustment and performance. Assessment helps to determine their individual needs and specify required intervention. In that respect the main intentions of these Guidelines are:

- i. To provide a standardised approach for an ethical identification and assessment of staff and students with disabilities;
- ii. To help relevant University actors conceptualise, design, and implement effective, fair, and ethical reasonable interventions to staff and students with disabilities.

#### **1.1.3. Scope**

These Guidelines applies to all staff and students of the University of Dar es Salaam, with and beyond the main campus. They apply to the University of Dar es Salaam as a whole, i.e., the physical and non-physical environment of living, learning and teaching, and the academic, co-curricular and community spaces. Each member of the University of Dar es Salaam community has a responsibility of familiarising herself/himself with these Guidelines to ensure that her/his conduct does not violate its principles and ethos. Service providers with contractual relationship with the University are obliged to appraise themselves and ensure they adhere to all national laws relevant to persons with disabilities. They are also obligated to provide reasonable accommodation to members of their workforce with disabilities.

#### **1.1.4. Mandate**

These Guidelines are developed to implement the UDSM Policy on Disability and Special Educational Needs (PDSEN), 2022. They should therefore be read together with the respective Policy.

## PART TWO

### Procedures for the Identification, Assessment, and Provision of Disability Support Services

#### 2. Description of the Procedures

##### 2.1. Informed Consent

Staff and students with disabilities should provide informed consent before their data is collected and shared with other relevant University actors. This informed consent means that the staff or students in question has been provided with all relevant information and able to understand the circumstances, purpose, risks and benefits of sharing personal information. Some of the basic elements of the informed consent is that:

- i) **Transparent:** Staff and students with disabilities should be provided with all relevant information in an honest and transparent manner. Information should cover all of the stages from registration, assessment, and provision of support services, and all parties with whom their information may be shared;
- ii) **Voluntary given:** This means that the staff or student with disability has a genuine choice and is able to refuse to give informed consent or withdraw from the identification and registration process without adverse consequences. However, individual refusing to give informed consent should be made aware that the choice not to give informed consent may limit their access to certain essential support services;
- iii) **Given at the point of registration:** The informed consent should be asked for and provided at the point of identification and registration described hereunder. It should be signed and stored in manual or digital formats or both;
- iv) **Confidentiality:** Personal information of staff and students with disabilities should be treated with utmost confidentiality. It should only be shared with relevant University actors, who have specific responsibility in the chain of providing support services on a case to case basis, i.e., a need to know basis;
- v) **Non-Registration:** In case a staff or student with disabilities refuses to provide informed consent they should not be registered as individuals with disabilities, and will therefore be ineligible for purposes of official University support services.

## 2.2. Identification and Registration

The UDSM Disability and Special Educational Needs Policy (2022), consider staff or students with disabilities to be those who have long-term physical, sensory, mental or intellectual impairments, which in themselves or in interaction with other barriers, may hinder their full and effective, participation in society on an equal basis with others.

Identification and registration is an important entry point towards supporting eligible students and staff with disabilities. It is the first step preceding assessment of their particular needs and strengthened access to protection, assistance and solutions. The following are the key elements related to identification and registration of staff and students with disabilities:

- i) **Awareness and Sensitisation:** The University through its Center for Disabilities Services (CDS) will develop and implement an action plan to inform and sensitise its staff and students regarding the availability and access to support services for those with disabilities.
- ii) **Self-Identification:** Staff or students with disabilities will need to visit UDSM-CDS for self-introduction, identification and registration. This is important because:
  - a) Without being registered in the University Staff/Students with Disabilities Register, an individual is not eligible for support services. Regardless of any other registration one may have done previous to their engagement with the University, once an individual with disabilities officially become a staff or student of the University they will need to be officially registered at CDS. (For purposes of clarity, it is recognised that the Commissioner of Social Welfare (CSW) maintain a Disabled Persons Register; that, individuals may have been registered in their previous employment/educational enrolment; and that, individuals may have indicated that they have a disability during the application process to become University students/staff);
  - b) CDS has the responsibility to keep the register of all staff and students with disabilities;
  - c) The register will also be used to comply with legal requirements as indicated in the Disabled Persons (Employment) Regulations G.N. No. 464 of 1985, Sections (9) and 11(1)(a), requiring every employer registered

with CSW's Employer's Register, to maintain a register showing the particulars of disabled persons employed.

- iii) CDS will refer the staff or student with disability to the University Hospital for disability confirmation, disability eligibility assessment and essential support services recommendation;
- iv) The University Hospital is responsible for disability confirmation, disability eligibility assessment and essential support services recommendation. This will entail the following key elements:
  - a) The University Hospital Medical Officer In-charge will designate a special team of experts for disability confirmation, disability eligibility assessment and essential support services recommendation;
  - b) In the assessment team of experts so constituted, there should be permanent members, including the DHRA or his/her representative; an appointee of the DVC-Academic; CDS Manager or his/her representative;
  - c) Towards ensuring conduct of appropriate and competent disability confirmation, disability eligibility assessment, and essential support services recommendation, University Hospital may enter into agreements with specialized institutions and expert individuals, where a particular expertise or capability is not available or sufficiently available at the University, for referral cases or for invitation as external experts;
  - d) University Hospital will be responsible to submit to CDS the disability confirmation report and disability eligibility recommendation of all cases referred to it for further action.

### **2.3. Disability Confirmation and Disability Eligibility Recommendations**

The University primary interest in disability confirmation and needs assessment is NOT to make a medical diagnosis or to classify individuals by impairment type. The primary intention of the University is:

- i) To make determination of an individual's eligibility for specific assistance or support services;
- ii) To inform appropriate protection, assistance and solutions interventions;
- iii) To enable the collection of data to be used for planning, monitoring and reporting.

The detailed procedures for disability confirmation and disability eligibility recommendation are provided in Part Three and Part Four of these Guidelines.

### **2.3.1. Disability Confirmation**

Disability confirmation will entail disability assessment, i.e., a process that will determine if there is a disability and the extent of disability. Since an individual has self-identified as having a disability, the University role is to undertake an expert-led process to confirm or disconfirm that status. This is important because:

- i) Dishonest individuals have previously made false claims of disability to access services they are otherwise not entitled to. This has abused University's scarce resources and limited access to those who actually deserve;
- ii) There is evidence of past erroneous or misdiagnosis which has resulted in designing improper interventions or provision of unsuitable support services;
- iii) Previous diagnosis or assessments usually do not take into account an individual's current role, responsibilities and circumstances at the University;
- iv) The state of disability may change overtime i.e., it can worsen or improve. Periodic assessment is essential to ensure that every intervention or support service provided is fit for purpose, adequate and effective.

### **2.3.2. Disability Eligibility Recommendations**

University disability support services are interventions to minimise the constraints of a disability on job participation and performance or academic achievement. In that respect, inevitably, not all individuals with disability will qualify for disability support services. Disability eligibility recommendation therefore entail:

- i) The process to determine how specifically a particular disability impede on the individual's ability to adequately participate and perform on their jobs (for staff) and job related issues or adequately participate, study and achieve (for students);
- ii) Subsequent to the above determination, recommend the specific essential reasonable accommodation/intervention to minimise the constraints of a disability on job participation and performance or academic achievement.

The eligibility criteria for disability support services is therefore based on the following criteria:

- i) The staff or student must be officially identified, certified and registered as having a particular disability;
- ii) For staff, certain specific job accommodation and/or related essential support services must be essential to enable them optimally function and deliver on their responsibilities;

- iii) For students, special education and/or related certain specific essential support services must be essential to enable the student to receive an appropriate education.

With respect to the recommendation to be made, the University Hospital is hereby guided that:

- i) For staff, reasonable accommodation constitute any support services, including change to the application or hiring process, to the job, to the way the job is done, or the work environment, provision of assistive devices; or other crucial support services that allows a staff with a disability who is qualified for the job to perform the essential functions of that job and enjoy equal employment opportunities;
- ii) For students, reasonable accommodation constitute provision of assistive devices, and support services and interventions, including policies, practices, procedures, and regulations, designed to overcome disability barriers and intended to improve access to participation, learning and assessments for students with disabilities;
- iii) Accommodations are considered “reasonable” if they do not create an undue hardship to the University or a direct threat to their being fulfilled. There are three interrelated main requirements for reasonable accommodation:
  - a) that necessary and appropriate interventions and/or adaptations should be made to the working/learning environment or support services provided to attain equity for individuals with disabilities;
  - b) these adaptations/services should be particular to the disabled individual;
  - c) these adaptations/services should be, at the material time, within the capacity and/or means of the University to provide.

#### **2.4.Provision of Support Services**

Part Three and Part Four of these Guidelines indicate on a case by case basis the types of disability support services that may be provided by the University for eligible students/staff. It is important to consider however that:

- i) Disability confirmation report duly signed by the University Hospital Medical Officer in-Charge will be the basis for registration of an individual in the disability persons register;
- ii) Disability eligibility recommendation duly signed by the University Hospital Medical Officer in-Charge will be the basis of support services to be provided by the University.



## **PART THREE**

### **Visible Disabilities**

#### **3. Visible Disabilities**

Visible also known as apparent disabilities involve all categories of impairment which can be observable by another person without using specialised equipment. This include either by looking behaviour of the person or the appearance of the body organ. Section 1.1.2 of the UDSM Policy on Disability and Special Educational Needs (2022) highlights major categories of disabilities which can be found in most higher learning institutions, among those categories, the following are the visible disabilities:

##### **3.1. Visual Impairment (VI)**

This is a loss of vision, whether it's someone who cannot see at all or someone who has partial vision. It involves those who are total blind and those with low vision. One of the barrier to learning/work is that a blind person receives no useful information through the sense of vision and thus requires tactile (Braille print) and auditory senses for all learning, on the contrary, individuals with low vision use vision as a primary means of learning to read printed material using large print books and/or magnifying devices which may be supplemented by tactile and auditory input. Another barrier to learning is accessibility to the environment which may raise issues on students 'safety and security due to architectural and structural hurdles affecting access to university facilities, as elaborated in Section 3.2 of the UDSM Policy on Disability and Special Educational Needs.

##### **a) Assessment**

Involves assessment of visual acuity using Snellen chart, field of vision and other diagnosis by a recognised ophthalmologist from a recognised hospital to measure the extent of the problem and suggest support needed. However, in some cases when a person complains of difficulties in learning while visual acuity indicates a normal vision, a functional vision assessment is used especially for elementary school age children. This involves assessment of how well a person uses his vision in natural settings, under different lighting conditions. The assessment involves observing the student when performing different activities and interacting in different environments.

**b) Probable Intervention and/or Support Services**

- i. Provision of accommodation within the campus for safety and security purposes;
- ii. Provision of academic and other support services such as preparation of teaching and learning materials, as well as examinations in accessible format (Braille, Large Font);
- iii. Provision of additional time during tests and examinations (30 minutes in each hour of the examination for those who use computers, typewriters and large font examination and 45 minutes in each hour of the examination for those who conduct open and semi-open book);
- iv. Provision of training on the use of assistive technology/devices for staff and students with visual impairment;
- v. Provision of assistive devices (Computer with screen readers, Perkins Braille, Low Vision Aids, Braille note takers);
- vi. Provision of mobility devices (Long white canes);
- vii. Provision of personal assistants (readers/human guides) to those who deserve as per the disability eligibility recommendations;
- viii. Provision of counselling and psychosocial support;
- ix. Any other essential support services as they may be recommended by the assessment team.

**3.2. Physical Impairment (PI)**

Involves those individuals whose physical limitations interfere with school/work attendance or learning to such an extent that they require special services, training, equipment, materials or facilities to realise their potentials and become productive (Hallahan, Kauffman and Pullen 2014). Physical impairment may involve all the four limbs (quadriplegia) or the legs (paraplegia). The implication of physical impairment to education/work is on mobility challenges especially on inaccessible environment and infrastructure. This is well stated in Section 4.2.1 (i and ii) of the UDSM policy on Disability and Special Educational Needs that most of University infrastructure, facilities public spaces, roads and pathways are not accessible to people with physical impairment. Consequently, the University has put forward several strategies to address the situation in section 4.2.3 of the aforementioned policy.

**a) Assessment**

Assessment of physical impairment involves measuring physical functional abilities relevant to work requirements or participation and achieving in education. This can include Functional Capacity Evaluations/Assessment; Musculoskeletal assessments; Work Disability Functional Assessment Battery (WD-FAB), and others as the assessment team will deem appropriate. The aim is to determine the extent of the problem and support needed.

**b) Probable Intervention and/or Support Services**

- i. Provision of accommodation to both staff and students within the campus for safety and security issues;
- ii. Provision of assistive devices such as crutches and in severe cases wheel chairs; Wherever possible there will be consideration to provide special chairs in bathrooms;
- iii. Provision of mobility services such as tricycle or where possible special car which is wheel chair accessible for work or academic activities around the University;
- iv. Provision of personal assistant for mobility to those who deserve for safety and security purposes;
- v. Provision of oral examinations for those whose disability affect their ability to write. For example, paraplegia;
- vi. Additional time during tests and examinations to those whose physical disability affect their writing speed;
- vii. Rearrangement of physical space in the lecture hall, seminar room and examination room to allow smooth movement/sitting for those who use wheel chairs;
- viii. Provision of counselling and psychosocial support;
- ix. Any other essential support services as they may be recommended by the assessment team.

**3.3. Deaf-Blindness**

These are individuals with dual impairments who have either total deafness and low vision or total blindness and hard of hearing. In most cases at UDSM moderate deaf-blindness individuals involves those with low vision and hard of hearing. Due to multiple impairments they have, they experience challenges

similar to those experienced by individuals with visual and those with hearing impairment. Deaf-blindness has implication in accessing information, communication and in the ability to function independently.

**a) Assessment**

Assessment involves procedures and experts used in the assessment of hearing impairment depending on the onset of disability itself because deaf-blindness does not necessary occur simultaneously. Assessment procedures indicated in 3.1(b) and 3.2(b) will apply as appropriate.

**b) Probable Intervention and/or Support Services**

- i) This normally depends on the severity of condition, whether or not the person has remained sight and/or hearing ability.
- ii) Individuals benefit from support provided to those with visual impairment and or hearing impairment as explained in 3.1 (b) and 3.2 (b) above.

**3.4. Communication Disorders (CDs)**

This involves impairment in the ability to receive, send, process and comprehend concept or verbal, nonverbal, and graphic symbol system. In the context of the University of Dar es Salaam, it involves those with stuttering and cluttering. Cluttering is a condition in which speech is very rapid, with extra sounds or mispronounced sound whereas stuttering is a condition marked by rapid free repetitions of consonant or vowel sound, especially at the beginning of words and complete verbal blocks. Both cluttering and stuttering has implication on the fluency on speech, thus, it affects comprehension of speech.

**a) Assessment**

Identification of persons with cluttering and stuttering does not involve specialised procedures or equipment. Individuals can be identified through their actual behaviour during production of speech.

**b) Probable Intervention and/or Support Services**

- i) Allowing those with severe cluttering to write their tests/examinations using computers rather than hand written;
- ii) Provision of alternative task to oral presentation to staff and students with serious cluttering/stuttering;
- iii) Provision of counselling and psychosocial support;

- iv) Any other essential support services as they may be recommended by the assessment team.

### **3.5. Albinism**

This is a hereditary condition which involves lack of pigment in the eyes, skin, and hair. It results in moderate to severe visual impairment by reducing visual acuity and causing nystagmus (rapid involuntary movements of the eyes). Individual with albinism always have photophobia.

#### **a) Assessment**

Identification of persons with albinism involves procedures used to persons with VI (see UDSM Policy on Disability and Special Educational Needs, Section 1.2) since albinism results to visual impairment. Assessment also involves dermatologist for skin condition.

#### **b) Probable Intervention and/or Support Services**

- i. Provide permission to staff and student with albinism to consult dermatologist on regular basis for the assessment and treatment of their skin condition (this is according to UDSM Policy on Disability and Special Educational Needs section 4.8.1(i))
- ii. Provision of sunscreen lotion and caps to protect their skin from direct sunlight
- iii. Provision of tinted glasses to avoid photophobia
- iv. Provision support services provided to persons with low vision as explained in section 3.1. (c) above.
- v. Provision of counselling and psychosocial support.
- vi. Any other essential support services as they may be recommended by the assessment team.

### **3.6. Multiple Disabilities**

Multiple disabilities refers to simultaneous impairments that result in severe work or educational needs (e.g., mental retardation and blindness, mental retardation and physical impairment, etc). Individuals with multiple disabilities have significant weaknesses in general learning ability, personal and social skills, and sensory and physical development. Some may exhibit uncommon characteristics (self-stimulatory or self-injurious behavior) and most have serious medical conditions.

#### **a) Assessment**

For employees this involves pre-work assessment for predicting work-task preferences among workers with severe multiple disabilities prior to beginning supported work. At the very basic the assessment should involve comparing worker selections from pairs of work tasks drawn from their future job duties.

For students assessment involves educational evaluation similar to that of a student with a traumatic brain injury. The following questions will be addressed:

- What is the student's current ability in key areas including academics, social development, and physical and health needs?;
- What general curriculum goals are appropriate for the student, and to what extent and in what ways can the student participate in the general curriculum?;
- What additional areas of instruction must be addressed?;
- What related services and supports will be required to provide the student with an appropriate education?

#### **b) Probable Intervention and/or Support Services**

- i. Provision of a personal assistant to help an individual with multiple disabilities participate in work/education activities in various environments.
- ii. Job accommodation or Individualised Educational Plan (IEP)
- iii. Provision of assistive devices
- iv. Provision of counselling and psychosocial support.
- v. Any other essential support services as they may be recommended by the assessment team.

## **PART FOUR**

### **Silent Disabilities**

This part identifies types of hidden disabilities, and in each type indicate its identifiable features, how it will be assessed and likely support services to be provided to beneficiaries.

#### **4. Silent Disabilities**

Silent disabilities are also known as 'hidden, invisible or non-apparent disabilities.' They refer to a type of disability that is not readily apparent upon casual interaction with a person. Such disabilities are not always obvious to the onlooker, but can sometimes or always limit daily activities, and range from mild challenges to severe limitations, and vary from person to person. In the UDSM context hidden disabilities include hearing impairment (HI), learning disabilities (LD) and Disorders of Sex Development (DSD).

##### **4.1. Hearing Impairment (HI)**

Involves two major categories: deaf and hard of hearing. A deaf person is an individual with hearing loss which is so severe that it impedes successful processing of linguistic information through hearing with or without hearing aid. In contrast, a person who is hard of hearing can use his or her hearing to understand speech with the help of a hearing aid. The implication of hearing impairment is on communication barrier because individuals with hearing impairment communicate mainly using sign language and speech reading while the society is unskilled on the two mode of communication and most education institutions have inadequate sign language interpreters. Consequently, they are excluded un internally during public communication including lectures when their presence is not recognised. To ensure accessibility to oral communication, Section 4.6.3 (iv) of the UDSM Policy on Disability and Special Educational Needs emphasises at providing professional sign language interpreters. However, this will be effective with the identification of staff and students with hearing impairment.

##### **a) Assessment**

Involves evaluating hearing loss and determining the extent to which that loss constitutes an impairment and disability. Assessment is conducted by an audiologist using several types of test for adults. For example Pure tones audiometry and Speech audiometry using audiogram in a sound proof room.

Pure tones audiometry determines the individuals' threshold for hearing or hearing loss whereas Speech audiometry measures ability of a person to detect and understand speech. There are also other tests such as Tympanometry, Otoscopy, Turning folk, and Otoacoustics emissions.

#### **b) Probable Intervention and/or Support Services**

- i. Provision of accommodation to both staff and students with HI within the campus for safety and security issues;
- ii. Provision of professional sign language interpreters to staff and students with deafness for accessibility of oral information;
- iii. Provision of note- takers to students with HI who deserve to have a note taker;
- iv. Provision of assistive devices such as hearing aids to students who are hard of hearing;
- v. Provision of training on sign language to staff and students with deafness who are unskilled in sign language;
- vi. Provision of counselling and psychosocial support;
- vii. Any other essential support services as they may be recommended by the assessment team.

#### **4.2.Learning Disabilities**

In education context the learning disabilities (LD) is an umbrella terms for a wide variety of learning problems. They are related to disorder in one or more of the basic psychological processes involved in perceiving or in using language, spoken or written, which may reveal itself in deficient ability to listen, think, speak, read, write, spell, or do mathematical calculations. The LD does not include a learning problem that is primarily the result of other impairment. Common types of learning disability include dyslexia, dysgraphia and dyscalculia. People with learning disabilities face problems in intellectual, language, motor and perceptual and social in learning processes which may affect their academic achievement. Adults are advised to seek and undergo an LD assessment for a number of reasons, including:

- Significant problems at work or studies that prevent them from reaching their career and/or educational goals;
- Significant problems in daily life ( e.g., relationships, managing finances, decision-making);
- A desire to know why they have always struggled to learn and remember information.



### **a) Assessment**

An LD assessment is a gathering of relevant information about an individual's areas of strengths and challenges to determine whether or not he or she may have a learning disability and if that happens to be the case its severity. The assessment will constitute the following:

- i) Screening (informal interview, brief test, career interest inventories, and/or review of medical, school, or work histories)
- ii) Evaluation (formal testing for achievement, intelligence, and processing)
- iii) Diagnosis (a statement specifying the results of the assessment, including the type of LD identified)
- iv) Recommendations (for work, studies, and/or daily living)

### **b) Probable Intervention and/or Support Services**

People with LD have learning problems that coexist along with a variety of learning strength. Individual student with LD has unique characteristics and will need education environment that address these differences. Therefore, they need educational support to attain their academic achievement including varieties of accommodation provision in instructions and learning assessment such as:

- i. Students with identified significant reading difficulties should be exempted from reading activities, provide electronic devices like audiobooks and text to speech devices.
- ii. Students with significant writing problems should be exempted from handwriting activities, they can use electronic devices like computer and computer software to type their activities /work and, smart pen, tape recorder or providing them with note taker.
- iii. Students identified as facing significant difficult in spoken language have to be exempted in oral examination including seminar presentation. Instead, alternative mode of assessment should be appropriate for example through writing and practical work.
- iv. Examination accommodation including extended time during examination
- v. Provision of counselling and psychosocial support
- vi. Any other essential support services as they may be recommended by the assessment team.

## 4.2. Intersex

The term Intersex or Disorder of Sex Development (DSD) is a general term used for a variety of congenital conditions where sex chromosomes, gonads, or internal or external sexual anatomy do not fit clearly into the binary male/female norm. Some of the most common conditions include inconsistency between a person's internal and external sexual features, also a condition in which a person at birth presents with genitalia that do not appear to be clearly male or female. There is also condition in which a person is born with a chromosomal pattern that does not fall into the binary XX/XY norm such as 45, X (Turner syndrome) and XXY (Klinefelter syndrome), and many others.

### Implications on studies/work

Indirect effects on their studies and work due to:

- i. Psychological implications because of:
  - episodes of depression and confusion
  - effect of facing sexual ambiguity
  - reproductive problems and self-placement in the society
- ii. Social implications because of:
  - loss of identity leads to shame and social isolation
  - self-stigmatisation and
  - Anxiety
- iii. Educational implication, he/she becomes affected on psychological wellbeing - leads to poor concentration, misplaced, hence may affect academic performance
- iv. Accommodation challenges in schools and universities.

### a) Assessment

Based on **self-disclosure**, confirmation should be done by the University Hospital Medical Officer In-Charge, or the expert to whom she/he has delegated the responsibility. The report of the Medical Officer In-Charge regarding the case will be discussed by the assessment team.

### b) Possible Intervention and/or Support Services:

- i. Guidance on appropriate living arrangement;
- ii. Provision of counselling and psychosocial support;
- iii. Any other essential support services as they may be recommended by the assessment team.

#### **4.3. Chronic Health and Neurological Conditions**

These Guidelines recognise that there are chronic health conditions such as Diabetes Mellitus and Sickle Cell Disease (SCD), and neurological conditions such as Alzheimer's disease (AD), Parkinson's disease (PD), Neuromuscular Diseases (NDs) and Epilepsy, which depending on their severity, may limit normal functioning of a suffering individual.

UDSM staff and students with such conditions are hereby guided to adhere to the respective disease treatment and/or management protocols issued or certified by the UDSM Health Center.

Should a UDSM staff and students with such conditions need reasonable accommodation or support, the UDSM Health Center should make specific recommendations to CDS or the relevant University actor.

Such recommendation/adaptations should be directly related to the specified conditions and should be made only to the effect that it helps the staff to perform the essential functions of their job and enjoy equal employment opportunities, or help the student with pursuit of studies.

Such recommendations and/or adaptations should not impose a disproportionate burden on the University

## **PART FIVE**

This part identifies key University actors and their basic roles in the implementation of these Guidelines.

### **5. Stakeholders Roles in the implementation of the Guidelines**

#### **5.1 Office of the Deputy Vice Chancellor- PFA**

- i. Oversee and monitor the implementation of the Guidelines activities/services
- ii. Oversee UDSM staff recruitment and staff/students welfare policies/guidelines
- iii. Allocate special budget to address unique needs of UDSM staff and students with disabilities
- iv. Ensure College /Schools /Institutes /Directorates/ and Staff deliver services that respond to the needs of students and staff with disabilities

#### **5.2 Office of the Deputy Vice Chancellor - Academic**

- i. Through the Directorates of Undergraduate and Postgraduate Studies responsible for early identification of students with disabilities (SWDs) during application and registration process
- ii. Refer to CDS students identified or self-identified as having a disability
- iii. Assessing and advising students with disabilities regarding the possibilities and/or limitations/potential barriers of undertaking their preferred programme or the programme they have been selected to join
- iv. Advising and supporting students with disabilities to change and shift to academic programs that are most appropriate for their particular conditions and strengths

#### **5.3 UDSM Center for Disability Services (CDS)**

- i. Identify and keep a register of students and staff with disabilities and their unique work/learning needs
- ii. Coordinate and provide services to students and staff with disabilities according to the stipulated strategies.
- iii. Communicate with DVC - PFA, academic and research) on the available number and the needs of students and staff with disabilities.
- iv. Prepare and facilitate training on the use of assistive technology devices to students and staff with disabilities

- v. Advise DVC- PFA on appropriate resources and facilities required by students and staff with disabilities
- vi. Provide extra time during University examinations according to the severity of disability and the requirement of examination as follows: 15 minutes in each hour of the examination for those who use computers, typewriters and large font examination, 20 minutes in each hour of the examination for those who conduct open and semi-open book and 40 minutes in each hour of the examination for those with neurological conditions, health issues and physical impairments which hamper their writing speed
- vii. Place suggestions box/es/on line views for collecting anonymous views about the services provided

#### **5.4 Colleges /Schools/Institutes and the CDS Focal persons**

- i. Implement directives concerning students and staff with disabilities from the University top management.
- ii. Provide appropriate services to students and staff with disabilities according to the guideline and their specified needs
- iii. Provide appropriate support services for students and staff with disability in their respective centres.

#### **5.5 UDSM Directorate of Students Services (DSTS)**

- i. Provide appropriate accommodation for students with disabilities according to their needs
- ii. Enhance inclusivity in student government organisation and associations.

#### **5.6 UDSM Directorate of Planning, Development & Investment (DPDI)**

- i. Direct the service providers to provide appropriate services to students and staff with disability according to the prescribed requirements.

#### **5.7 UDSM Directorate of Human Resources and Administration (DHRA)**

- i. Enhance inclusivity in the recruitment process
- ii. Facilitate staff with disabilities with reasonable adjustment necessary for working environment (accommodation, office appliances and transport to and from work)

## **5.8 UDSM Directorate of Social Services (DSS)**

### **a) The Sports and Games Unit:**

- ii. Prepare and facilitate adapted sports and games for students and staff with disability in collaboration with Physical Education and Sports Science -PESS unit.

### **b) Counselling Unit**

- i. Provide counselling and psycho-social services to staff and students with disabilities

### **c) Auxiliary Police**

- i. Assess security risks for staff and student with disabilities
- ii. Design and implement measures to prevent staff and students with disabilities victimisation from security vulnerabilities
- iii. Design and implement measures to allow quick response in case of security breaches and related alarms especially from staff and students with disabilities

### **d) University Hospital (UH)**

- i) Coordinate and take a leading role in the official 'disability confirmation'
- ii) Provide recommendations regarding appropriate reasonable accommodation for staff with disabilities as well as reasonable support services for staff and students with disabilities.
- iii) Liaise with other health facilities and relevant parties in relation to issues of staff and students with disabilities and provide referral services whenever there is a justifiable reason.

### **e) Health Insurance**

- i) Liaise with NHIF on behalf of staff and students with disabilities to optimise as much as possible the insurance coverage of medical needs related to their specific disabilities

### **5.9 UDSM Institute of Gender Studies and Gender Desk**

- i) Responsible to conduct studies on the relationship between gender, disabilities and work/studies
- ii) Responsible to develop appropriate preventive and responsive strategies and interventions relating to issues of gender and disabilities at the University

### **5.10 UDSM Directorate of Estate Services (DES)**

- i) Responsible for University infrastructure and environment to comply with universal design requirements and standards.
- ii) Responsible for continuous assessment and prioritisation of structures, areas, pathways, and spaces to be constructed/improved to meet universal design requirement and standards

### **5.11 UDSM Transport Office**

- i) Advise the University on issues related to appropriate staff/students with disabilities mobility technology and requirements.

### **5.12 Staff and Students Associations**

This include registered students' associations, particularly Dar es Salaam University Students Organisation (DARUSO), and staff associations (University of Dar es Salaam Staff Assembly [UDASA], Researchers Academician and Allied Workers Union [RAAWU] and Tanzania Higher Learning Institutions Trade Union [THTU]). These are responsible:

- i) to sensitise their members with disabilities regarding their respective rights and responsibilities at the University.
- ii) to advocate for the actualisation of the rights of their respective members with disabilities.
- iii) to receive any issues from their respective members with disabilities and provide requisite support

### **5.13 Staff and Students with Disabilities**

University students and staff with disabilities have the following responsibilities:

- i) To thoroughly familiarise themselves with the UDSM Policy on Disability and Special Educational Needs (2022); and with these Guidelines;
- ii) To thoroughly familiarise themselves with all other requisite University policies, guidelines and regulations;

- iii) To introduce themselves to CDS and adhere to guidance provided;
- iv) To cooperate in good faith with all relevant University actors and adhere to laid down procedures and the chain of command;
- v) To be proactive in identifying and systematically communicating issues related to their wellbeing, and their work/education environment;
- vi) To affiliate with and actively participate in relevant students/staff associations;
- vii) To responsibly utilise all University items and properties entrusted in their care, and faithful return them as obligated;
- viii) To be agents of change towards making the University inclusive, a safe and rewarding place for all.

## **6. Review of the Guidelines**

The guidelines shall be reviewed after every three years to evaluate its effectiveness and incorporate emerging issues.