UNIVERSITY OF DAR ES SALAAM

POLICY ON DISABILITY AND SPECIAL EDUCATIONAL NEEDS

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ABBREVIATIONS AND ACRONYMS

CBOs   -   Community Based Organisations

CCBRT   -   Comprehensive Community Based Rehabilitation in Tanzania

CCTV   -   Closed Circuit Television

CRPD   -   Convention on the Rights for Persons with Disabilities

DHD   -   Disability Help Desk

DVC   -   Deputy Vice Chancellor

FBOs   -   Faith-Based Organisations

GCLCs   -   Guidance and Counselling Liaison Committees

GCP   -   Guidance and Counselling Policy

HESLB   -   Higher Education Students Loan Board

ICT   -   Information and Communication Technology

JAWS   -   Job Access With Speech

KCMC   -   Kilimanjaro Christian Medical Centre

LDSC   -   Library Disability Service Coordinator

LDSU   -   Library Disability Services Unit

MNH   -   Muhimbili National Hospital

MoEST   -   Ministry of Education, Science and Technology

MOI   -   Muhimbili Orthopaedic Institute

NBS   -   National Bureau of Statistics

NGO   -   Non-Governmental Organisation

NSIE   -   National Strategy on Inclusive Education

NVDA   -   Non Visual Desktop Access

ORCI	-	Ocean Road Cancer Institute
PESS	-	Physical Education and Sport Sciences
PLWDs	-	People Living with Disabilities
PWDs	-	Persons with Disabilities
SENU	-	Special Education Needs Unit
SWDs	-	Students with Disabilities
SWOT	-	Strength, Weaknesses, Opportunities and Threats
TCU	-	Tanzania Commission for Universities
ToRs	-	Terms of References
UA	-	Universal Access
UD	-	Universal Design
UDHR	-	Universal Declaration of Human Rights
UDL	-	Universal Design for Learning
UDSM	-	University of Dar es Salaam
UDSM CDS	-	University of Dar es Salaam Centre for Disability Services
UDSM DHD	-	University of Dar es Salaam Disability Help Desk
UNCRPD	-	United Nations Convention on the Rights for Persons with Disabilities
UNDRDP	-	United Nations Declaration on the Rights of Disabled Persons
USAB	-	University of Dar es Salaam Students Accommodation Bureau

FOREWORD

In 1994, the Government of the United Republic of Tanzania ratified The Salamanca Statement and Framework for Action on Special Needs Education and in 2009 ratified the Convention on the Rights of persons with Disability and its Optional Protocol, thereby committing to adopt the inclusive education approach at all levels. These international instruments have been variously localised in the country particularly the Persons with Disabilities Act No. 9 of 2010, Section 27(1).

Towards achieving the inclusive education approach, the government, through the then former Ministry of Education and Vocational Training (MoEVT), and currently Ministry of Education, Science and Technology (MoEST) formulated the first National Strategy on Inclusive Education (NSIE,2009-17), its successor National Strategy for Inclusive Education 2018-2021, and the current National Strategy for Inclusive Education: 2021/22-2025/26. These are cumulative efforts, building on previous achievements and consistently moving forward to embrace and realise national inclusive education priorities. While the Government is conscious of the fact that there may be some learners for whom 'inclusive' settings are inappropriate, or at least at some stage in their educational career, the gist of the current and forthcoming NSIE is that, all learners, at all levels of education do learn together wherever possible, regardless of any difficulties or differences they may have.

The University of Dar es Salaam, as a public institution, implements the Education and Training Policy (2014) which embraces the entire hierarchy of the Tanzania education structure from pre-school to higher learning levels, and its related strategies including the NSIE. Respectively, this policy is a statement of intent and espouses a bold commitment to make inclusive education the norm at the University of Dar es Salaam. Significantly, the University of Dar es Salaam Policy on Disability and Special Educational Needs pioneers the inclusive education agenda for higher learning institutions in Tanzania.

This policy constitutes actionable strategies towards making UDSM an inclusive university. Specifically, this policy has identified core strategic intervention areas which are stable overtime and can help to steer the University towards an inclusive education approach vision for several years ahead. The intervention areas were formulated through a consultative process involving relevant key stakeholders, and are informed by the principles, theoretical and practical priorities in developing the potential of the targeted beneficiaries, and the University community at large. Based on the foregoing, the key strategic intervention areas and strategies are herein explicated.

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CHAPTER ONE

OVERVIEW, POLICY ENVIRONMENT AND RATIONALE

1.1 Disability: An Overview

Convention on the Rights of Persons with Disabilities (2006) defines disability as a long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder [a person's] full and effective participation in society on an equal basis with others. This is in line with Persons with Disabilities Act No. 9 of 2010 and National Policy on Disability 2004 that conceptualises disability as a loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical, mental or social factors. Such a loss or limitation could be aggravated by community's perception of persons with disability.

Over the years, two models have been used to conceptualise the term disability: medical and social model of disability. The medical model perceive disability as originating within the person with impairment. Consequently, persons with disability are viewed as objects to be treated, changed or improved and made more normal to fit into the society/education system. This is contrary to basic human rights as all human beings are equal and are entitled to equal rights irrespective of their differences in colour, tribe, gender and religion. The social model attributes disability to environmental factors, which may act as a barrier to education access, participation and productivity to persons with disabilities due to societal limitations in response to their needs.

Regarding the causes of disability in Tanzania, there is no comprehensive and reliable data and statistics. However, the following factors are associated with the rising numbers of people with disabilities:

  i. Limited access to health care
  ii. Poor health conditions
  iii. Poverty and malnutrition among people with disability
  iv. Inadequate care of expectant mothers and birth complications
  v. Misinformation on possible sources of disabilities.
  vi. Illness
  vii. Medicines and injections

viii. Dangerous working conditions

ix. Accidents

x. Lack of immunization against disabling diseases

xi. Violence against women and children

1.1.1 Disability Prevalence

According to the National Bureau of Statistics (2018), the total population of Tanzania by 2012 National census was 45,293,817. Out of which there were 4,094,662 persons with disabilities by 2014 which is (9.04%) of the total population. Regarding sex, there are more females with disability as compared to males with disability. Prevalence in terms of categories, indicates that there are more persons with visual impairment (2.48%), followed by physical impairment (2.15%) and intellectual disability (1.55%). Disability seems to be more prevalent in the Mainland than in Zanzibar and this can be associated with large population size in the mainland compared to Zanzibar. At the UDSM to date, there are 151 students with different disabilities receiving academic support at Special Education Needs Unit (SENU). The statistics in terms of categories of disability reflect that of NBS (2018) there are more students with visual impairment (65) compared to other categories of disabilities. Regarding sex, there are relatively more male students (80) compared to female students (71) with disabilities from undergraduate to postgraduate levels.

1.1.2 Categories of disability

Literature worldwide, categorises disability into six major groups: sensory impairment (visual, hearing and deaf-blind), Physical impairment, intellectual disability, emotional and behavioural disorders, communication disorders, autism spectrum disorders (Hallahan, Kauffman and Pullen 2012; Heward, 2013). In Tanzania, disability is categorised into six groups: physical, visual, hearing, intellectual, multiple impairment and others (National disability policy, 2004). However, categories of disabilities which can be found in most higher learning Institutions in Tanzania include:

i. Sensory impairment (Visual, Hearing and Deaf-blind especially moderate cases)

ii. Physical impairment

iii. Health challenges

iv. Communication disorders

1.2 Policy Environment

1.2.1   Staff with Disabilities

International Instruments

The principles that inform this policy are consistent with those underlying international labour standards, particularly the landmark Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159). Tanzania has not ratified this instrument but has variously localised most of its provisions especially through its National Policy on Disability of 2004 and the Persons with Disabilities Act, No. 9 of 2010.

National Instruments

The Constitution of the United Republic of Tanzania, Article 11 (1) states that, the state authority shall make appropriate provisions for the realization of a person's right to work ...., and it also states that the state authority shall make provisions to ensure that every person earns his or her livelihood.

Furthermore, the Constitution, Article 22 and 23 protects the right to work without prejudice:
 22.-(1) Every person has the right to work.
(2) Every citizen is entitled to equal opportunity and right to equal terms to hold any office or discharge any function under the state authority.
23.-(1) Every person, without discrimination of any kind, is entitled to remuneration commensurate with his work, and all persons working according to their ability shall be remunerated according to the measure and qualification for the work.
(2) Every person who works is entitled to just remuneration.

Employment and Labour Relations Act No.8 of 2006 Cap. 366
Section 7 (4) (l) prohibits direct or indirect discrimination of employees because of disability; and Sec. 37 (3) (b) (ii) consider termination of employees because of disability unfair.

The Persons with Disabilities Act No. 9 of 2010, section 34 (1) obligates employers to provide a supportive working environment for persons with disabilities. It is stipulated that the employer has an obligation to ensure safe and healthy working conditions for all employees with disabilities; protect employees with disabilities from harassment; permit employees with disabilities to exercise their labour and trade union rights in accordance with

any relevant laws; and enable employed persons with disabilities to have effective access to general, technical and vocational guidance and continuing training for their career and advancement

1.2.2 Students with Disabilities

International Instruments

The Salamanca Statement, which the Government of Tanzania ratified in 1994, is a monumental international instrument pioneering universal inclusive education approach. This statement espouses the spirit that educational facilities should accommodate all learners regardless of their physical, intellectual, social, emotional, or linguistic conditions. The key principle of this statement is that all learners should learn together, wherever possible, regardless of any difficulties of difference they may have. In that respect, educational facilities should respond to the diverse needs of their learners, accommodating all differences, styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with their communities. The statement calls for a continuum of support and services to match the continuum of special needs encountered in every educational facility.

National Instruments

The Constitution of the United Republic of Tanzania Article 11(3) (3) states, the Government shall make efforts to ensure that all persons are afforded equal and sufficient opportunity to pursue education and vocational training in all levels of schools and other institutions of learning.

The spirit of the Salamanca Statement is localised in the Persons with Disabilities Act No. 9 of 2010, section 27 (1) which provides that persons with disabilities in all ages and gender shall have same rights to education, training in inclusive settings and the benefits of research as other citizens.

Furthermore, the TCU (2019) Guideline 6.1.2 obligates every University to ensure that various physical facilities available for use: teaching, learning and other functions comply with the applicable laws in the construction industry as well as national public health laws that take care of, among other things, issues of safety and convenient use by all categories of people including those with physical disabilities.

1.2.3 UDSM's Stance on Disability

Both the International and national instruments on disability find their expression in the University of Dar es Salaam, Vision 2061, which seeks to create a conducive and user-friendly environment for people living with disabilities. In this context, the Vision was unfortunately limited to the staff and not students. The current University of Dar es Salaam Rolling Strategic Plan 2020/2021-2024/2025, however, mentions the intention to improve the living and learning environment for People With Disabilities (PWD). Admittedly, the issue of disability is not given the attention it deserves in both the Vision and the University Strategic Plan. The issue of disability is also overlooked on other key university documents. For example, the University's Anti-Sexual Harassment Policy of 2018 does not mention disability once; similarly, the University of Dar es Salaam Research Agenda 2018/19-2027/28 does not mention disability at all. The University's General Regulations and Guidelines for Postgraduate Programmes 2018 mention disability once, in the application form where the applicant needs to self-declare whether or not they have disability. While over the years, the University has made substantial investments towards the inclusion of students and staff with disability, these efforts have not been guided by a specific policy or strategy, and this necessitates the need to develop the University of Dar es Salaam Policy on Disability and Special Educational Needs.

1.3 Rationale for the UDSM Disability Policy

Efforts to improve access to education and other public services is a major concern to persons with disabilities worldwide and Tanzania in particular. This has been emphasized in various international and national instruments on disability. These include among others: United Nations Convention on the Rights for Persons with Disability [UNCRPD, 2006], Universal Declaration of Human Rights (UDHR, 1948), United Nations Declaration on the right of Disabled persons (UNDRDP,1975), Salamanca Statement and Framework of Action on Special Needs Education, National Disability Policy of 2004, Persons with Disabilities Act of 2010 and the National strategy on inclusive Education (2018- 2021).

The United Nations Convention on the Rights for Persons with Disability [UNCRPD9, 2006], article 24 emphasizes on the right to education for persons with disabilities. The article recognizes equal opportunity to education for persons with disabilities without discrimination. It calls for governments to provide reasonable accommodation of the individuals' requirements and support required within the general education system. Article 9

of the declaration requires state parties to ensure equal accessibility to persons with disabilities in different services provided to the public including: accessibility to physical environment, transportation, information and communications. This calls for education system including higher education systems to take appropriate measures to eliminate barriers to the accessibility of infrastructures, educational materials, information and examinations. Article 21 of the Universal Declaration of Human Rights (UDHR, 1948) recognises the right to access public services. The article requires governments to improve access to all services provided in the society including access to education, infrastructures, transportation as well as information to all people including those with disabilities.

Tanzania, just like other African countries, has taken various measures to improve access to education and other public services to persons with disabilities. This includes signing the international and local policies/guidelines that address disability issues such as United Nations Declaration on the right of Disabled persons 1975 (DRDP) which emphasises that all persons with disabilities have the same rights as other persons. These include provision of education at all levels, proper medical care, job training and placement as well as vocational and social guidance. At the local level, Tanzania has taken measures to address disability issues by formulating various policy guidelines/strategies such as National disability policy of 2004, Persons with Disabilities Act of 2010 and the National strategy on Inclusive education-2018-2021. The National disability policy of 2004 supports article 9 of the United Nations Convention on the Rights for Persons with Disability (UNCRPD, 2006] on accessibility issues to persons with disabilities. It reinforces Tanzania government to ensure access to education to students with disabilities as well as accessibility to public buildings and other facilities.

The University of Dare es Salaam has been supporting students with disabilities since 1978. It started with two students with visual impairment, however, there has been an increase in enrolment of students with disabilities yearly. To date, the University provides support to 151 students with four different categories of disabilities. The increase in the enrolment poses challenges in responding to individual unique learning needs and management issues. Some of the challenges include: inadequate Assistive Technology (AT) and devices, Lack of knowledge on AT and SEN to supporting staff and SWDs, inaccessible infrastructures, Transport challenges, Communication barriers, unfriendly working environment and Health challenges. Most of these challenges emanated from lack of Disability policy to guide the

provision of services to the staff and students with disabilities. It should be noted that, over the past 40 years, the UDSM has been providing services to the staff and students with disabilities without a comprehensive policy on disability. In this regard, the proposed policy will guide the provision of services and enabling environment to allow person with disabilities thrive as equal members of the University community. It will also guarantee inclusive environment, empowerment and integration of students and staff with disabilities at UDSM. The policy will further ensure student and staff with disability are entitled to all rights and freedoms set forth without discrimination. Additionally, the policy will serve as a guiding document in promoting and protecting the fundamental human rights of students and staff with disabilities. Lastly, the policy will provide opportunity for students and staff with disabilities at UDSM to be actively involved in decision making processes. Based on the context discussed, it is now high time for the University to develop and implement policy on Disability and Special Educational Needs to support National, Regional and international measures towards addressing discriminations and promoting equal access to education and other public services to persons with disabilities.

1.4 Principles of the UDSM Disability Policy

    i. Respect of Diversity and Non-discrimination:

        a) UDSM community shall accept and respect the inherent differences of students and staff with disabilities.

        b) UDSM community shall Respect for inherent dignity and individual autonomy.

    ii. Accessibility:

        a) Students and staff with disabilities will be guaranteed a conducive atmosphere to access different services provided by UDSM.

        b) UDSM shall ensure access to education that is responsive to student's unique needs.

        c) UDSM shall ensure provision of accessible and usable learning/working resources and environment to students and staff with disabilities.

    iii. Equal Participation:

        a) Students and staff with disabilities will be given an avenue with a good environment to participate in various UDSM activities and decision making

b) Student's specific needs, to be placed at the centre of curriculum planning, development and implementation to enhance equal participation in education

c) Provision of appropriate support services for every student and staff with disabilities to ensure that their unique needs are met.

iv. Social justice: Ensuring fairness when engaging with students and staff with disabilities

1.5 Goal

The aim of this policy is to outline the principles and provisions that would guide the University of Dar es Salaam (UDSM) towards becoming a universally accessible and supportive university for staff and students with disabilities. The policy offers an overarching framework for promoting universal access for people with disabilities. It does this by designating appropriate structures, guidelines and processes that guide the inclusion of staff and students with disabilities on campus.

1.6 Objectives

The objective of this policy is to provide practical guidance on the management of disability issues at the University of Dar es Salaam and more specifically to:

i. Ensure prospective and current staff and students with disabilities are not discriminated during provision of its services.

ii. Ensure that anticipatory action is taken as far as is reasonably practicable to provide inclusive working, learning and teaching and access to University facilities and services.

iii. Ensure that wherever possible, reasonable adjustments are put in place for staff, students, prospective staff and students with disabilities to enhance their productivity.

iv. Provide equality of opportunity for students and staff with disabilities to promote their recruitment, retention, development and progression.

v. Promote a positive working and learning environment for students and staff with disabilities.

In that respect, the specific objectives of the policy to staff and students with disabilities are:

1.6.1 Staff with Disability

    a) Ensuring that staff with disabilities have equal/equity opportunities at the University.

    b) Maximizing the contributions/potentials, which staff with disabilities can make to the University.

    c) Facilitating recruitment, return to work, job retention and opportunities for advancement to improve persons with disabilities' employment prospects at the University.

    d) Promoting a safe, accessible and healthy workplace for persons with disabilities.

1.6.2 Students with Disability

    a) Identification of students with disabilities at the University of Dar es Salaam.

    b) Providing equal access to academic and social opportunities through reasonable adjustments.

    c) Creating an atmosphere where students with disabilities acquire the needed skills and confidence to self-disclose and self-advocate in an academic, social, or work environment.

    d) Supporting the work of the College/School/Institute by ensuring that reasonable accommodations are properly and effectively administered without compromising the academic integrity of the University of Dar es Salaam.

    e) Providing programmes and information to students, college, staff, that increase awareness on disability issues and the accommodation process.

    f) Providing special guidance and counselling services to students with disabilities.

1.7 Scope

This policy applies to all students and staff (academic and administrative members), as well as individuals who have a contractual work relationship with the UDSM, including service providers. Each member of the University of Dar es Salaam community has a responsibility of familiarising herself/himself with this policy to ensure that her/his conduct does not violate the principles and the spirit of this policy. In this respect, this policy applies to University of Dar es Salaam as a whole that is the physical and non-physical environment of living, learning and teaching, which includes the academic, co-curricular and community spaces.

1.8 Definition of terms

The following definitions are taken on board in accordance with medical and social model of disability perspectives, disability-related policies and guidelines and other national and international instruments on disability:

Disability

Is defined as any limitation of opportunities to take part in the normal life of the community on an equal level with others due to various barriers existing in the society resulted from the outcome of interaction between an individual with impairment and the environment and attitudinal barriers s/he may face.

Student with a Disability (SWD)

A student who has been diagnosed with a disability, has a record of a disability, or is regarded as having a disability and is experiencing learning difficulties due to various limitations in the educational system to accommodate the unique needs.

Impairment

A loss or limitation of physical, mental or sensory function on a long term or permanent basis.

Discrimination

Negative treatment to individual solely based on one's disability.

Hidden disability

A disability that is not readily apparent upon casual interaction with a person. These include diagnosed chronic illnesses that significantly impede a person's ability to live a normal life.

Universal Access (UA)

The removal of cultural, physical, social, procedural and other barriers that prevent persons with disabilities from entering, using or optimally benefiting from the various systems that are available to both the staff and the students at the University of Dar es Salaam.

Universal Design (UD)

Refers to the design of products, environments, programmes and services in ways that make these facilities usable by all persons to the greatest extent possible without the need for adaptation or specialized design by the user.

Universal Design for learning (UDL)

Constitutes a framework for designing curricula that enable all individuals to gain knowledge, skills and enthusiasm for learning. UDL provides rich support for learning and reduces barriers to the curriculum, while facilitating optimal achievement standards for all.

Reasonable Adjustment

This constitutes a decision taken by the University to allow changes to be made to standard arrangements for both the staff and the students with disabilities in relation to their work or study at the University of Dar es Salaam.

CHAPTER TWO

SWOT ANALYSIS

In an attempt to address disability issues, UDSM had to analyse its Strengths, Weaknesses, Opportunities and Threats as presented below;

2.1 Strengths

According to the Vision and Mission of UDSM disability Policy, there is a distinct consideration for the SWDs in terms of the following:

i. Incremental experience over the years on admitting students and recruiting staff with disability, which is a necessary foundation for sustainable and effective interventions beneficial to people with disabilities.

ii. Senior University management commitment and support has helped to ensure critical funding for disability exists.

iii. UDSM has a unit (SENU) that caters for the academic needs of students with disabilities in terms of academic and mobility support, including teaching/learning materials and examinations in accessible formats.

iv. The UDSM also has special accommodation arrangement for students with disabilities (they all get accommodation accordingly at the Main Campus).

v. The SWDs have opportunity to participate in UDSM Students politics and acquire leadership positions.

vi. Provision of transport facilities within the campus for SWDs.

vii. The country is increasingly moving towards an inclusive education approach in all levels of education as attested by the forthcoming National Strategy for Inclusive Education.

2.2 Weaknesses

There are however certain areas that can be termed as setbacks for the SWDs at the UDSM:

i. There is no proper mechanism in place for identifying student's disability before they physically arrive to customise preparation for them.

ii. There is no specialised Education Support and Resource Assessment Unit for identification and assessment of staff and students with special needs; to determine the specific reasonable support they need to thrive at the University.

iii. The SWDs personal assistants miss formal contract that usually causes mismanagement and inconvenience for both students and the administration.

iv. It is not clear (not well shared) to the Colleges/Schools/Institutes as to how many SWDs are there, of what disability category and their specific needs.

v. The security of the SWDs is not specific (accommodation wise).

vi. Most of UDSM infrastructures are not universal. For example, the UDSM library, offices, lecture halls, seminar rooms, cafeteria, washrooms, notice boards, road crossing, banks, and sports grounds.

vii. Limited capacity building to staff (academic, administration, and SWDs assistants) working with people with disabilities to ensure their needs are properly understood and supported. PWDs miss some opportunities to participate in extra-curriculum activities such as sports and games because adapted sports and games facilities are not available.

viii. Lack of transport facilities within the campus for staff with disabilities.

ix. Limited research on disability in educations settings. This results in lack of evidence to inform intervention strategies developed and to assess the impact of interventions. It also limits identification and timely and effective responses to barriers of inclusion. It is also difficult to understand how disability compounds disadvantage for example factors such as gender.

x. Lack of systems to assess disability inclusion. In terms of ratings, how exactly is UDSM inclusive and moving towards more inclusion?

xi. Internal capacity to support disability inclusion is mainly dependent on staffing within SENU; with increasing number of students with disability, this is going to be a challenge on the spirited but already overburdened team. It is essential to build staff capacity and leveraging off the availability of technical assistance.

2.3 Opportunities

UDSM being the first and oldest University has the following advantages:

i. The UDSM authority has liaised with HELSB for its SWDs to get 100% loan assistance so that they live with less inconvenience while studying.

ii. The UDSM to likewise liaise with UTUMISHI for their SWDs Alumni to be employed straight at the UDSM or other places after graduating depending on their GPAs.

iii. The staff with disability have opportunity to get the available and convenient accommodation around the campus.

iv. Possibility of formally organizing students with disabilities in an association to allow for their active involvement in issues of their concern.

v. Possibility of upgrading SENU into UDSM Centre for Disability Services (UDSM CDS) to expand the hedge of its activities and effectiveness.

vi. Availability of technical expertise internally and externally capable of providing technical support on disability inclusion at the University and possibility of increasing internal capacity.

vii. Increasingly available technological and innovative approaches to improving inclusion in educational settings.

viii. Availability of non-state actors and networks supporting inclusive education, which offers opportunity for building and expanding partnerships.

2.4 Threats

i. SWDs over-expectation of support they can get from the University. Necessity of PLWDs to be prepared in facing real life out of the UDSM.

ii. The risk of overlooking hidden disabilities due to lack of capacity for disability assessment and exclusive focus on perceivable disabilities.

iii. Disability inclusion is still relatively weak in the national investments frameworks/agendas/structures in general, hence limited partnerships and continuity of support.

iv. Disability specialization is being offered in the context of education training instead of being a standalone crosscutting programme such as gender studies.

v. Limited knowledge and understanding of disability-inclusive education and inclusive workplace.

vi. A serious need for the UDSM to revisit its budget to suit the PLWDs needs that is, materials, infrastructure and human capital. (This can move to challenges and read as low budget allocation compared to especially needs of SWDs).

CHAPTER THREE

SITUATION ANALYSIS

The University of Dar es Salaam inclines the conception of inclusive education as constituting non-discriminatory enrolment of students, and enabling students to participate fully and benefit from education provided. The University is also committed towards ensuring inclusive recruitment and an inclusive work environment suitable for, and supportive of individuals with disabilities. In that respect, it is recognised that the University, as an institution can open doors and/or put hurdles in the way of the current and potential staff and students with special needs. This section therefore highlights milestones achieved and flags existing as institutional barriers towards an inclusive University of Dar es Salaam. The following thematic areas are specifically examined:

3.1 Institutional Coordination on Disability Services:

The Special Education Needs Unit (SENU) of the University of Dar es Salaam is currently providing academic support services to students with disabilities. The Unit is responsible to ensure that students with disabilities are enrolled in their various academic programmes, attain reasonable accommodations, and have access to key services necessary to enable them achieve their academic goals. The Unit is also expected to pioneer equality and equity for students with disabilities at the University, and therefore it is responsible for disability mainstreaming in all policies and practices at UDSM. However, there are coordination issues that impedes effective provision of disability services to staff and students with disabilities at the University of Dar es Salaam as explained in section 4.1.1.

3.2 Infrastructure and Facilities:

Accessibility is one of the general principles of the 2006 UN Convention on the Rights of Persons with Disabilities (CRPD) and is adequately provided for and elaborated in Article 9. The CRPD further in Art. 24 provides rights to inclusive education system at all levels and lifelong learning for people with disabilities, while Art. 27 provides for right to work in accessible, accommodative and friendly working environment. These rights are recognised in the 2004 National Policy on Disability and localised in the Disabled Persons (Employment) Act. No. 2 of 1982 and the 2010 Persons with Disabilities Act. Sec. 27, 34 and 35 respectively. Towards, realisation of inclusive educational settings and inclusive working environment at the University of Dar es Salaam, a universal design approach to spaces, facilities and infrastructure is essential. The University of Dar es Salaam has made

commendable efforts towards becoming a model inclusive University in the country and beyond. However, there are architectural and structural hurdles affecting access to university facilities.

3.3 Recruitment

Consistent with numerous relevant international instruments, Tanzania and UDSM adopt a human rights approach with regards to employment of people with disabilities. Section 15 of the Disabled Persons (Employment) Act No. 2 of 1982 obligates employers to give employment to registered disabled persons on number that will be determined from time to time by regulations respectively issued. Furthermore, section 31(2) of the Persons with Disabilities Act, No. 9 of 2010 obligates every employer with work force of twenty and above to use a quota system and ensure that three percent (3 %) of the workforce constitutes persons with disabilities. Again, section 11(d) of the National Employment Promotion Services Act No. 9 of 1999, requires that at every employment promotion officer a register should be maintained of persons with disabilities. In this respect, the employment of people with disability is supposed to be by design and not incidental.

The University of Dar es Salaam does not currently have a guideline on the recruitment of people with disability and their supporting staff. Consequently, out of the current 2402 University staff at the main campus, only seven (7) are specifically recognised as having disabilities. Of these, two are academic staff and five administrative staff. The University indiscriminately adheres to a meritocracy recruitment approach embedded in the Employment and Labour Relations Act Cap. 366 of R.E 2019. Lack of a clear University guideline on the employment of people with disabilities has also meant that identification and provision of the requisite support for staff with disabilities does not have a formalised guideline and therefore there is high likelihood of support gap. Furthermore, the University lacks a formalised guideline on the employment of personal assistants for staff and students with disabilities.

3.4 Assistive Technology

Access to assistive technology is based on the principle of non-discrimination and is essential to ensure persons with disabilities enjoy all of their human rights. CRPD obligates countries to undertake a constellation of measures, notably in Articles 4(1) (g, h); 20(b, d); 26(3); 29(a) (ii); and 32(d), to ensure people with disabilities enjoy the right to assistive devices. These measures are localised in the Persons with Disabilities Act No. 9 of 2010, Sect. 5 (e) (ii) and

(f); Sect. 12(2) (g); and Sect. 61(d). Assistive technology use has great potential to enable academic engagement, enhance social participation and is transformational from a psychological perspective for students and staff with disabilities. This is because of the difference they can make to support students and staff with disabilities within their safety, independence and quality of life at the University.

Currently, the University of Dar es Salaam offers assistive devices to students with disabilities according to their needs, however there are still challenges on the availability and accessibility of assistive technology at the University of Dar es Salaam.

3.5 Personal Safety and Security

Persons with disability are often at greater risk of experiencing violence or hostility than the wider population, and are more prone to targeted victims of crimes. Article 1 of the CRPD recognises that risk and obligates states to ensure people with disability enjoy the right to liberty and security of person. Feeling safe is one of the most important aspects of a person's life. It gives students and staff with disabilities a chance to enjoy their lives without the fear that they could be harmed physically, psychologically, or financially. Being safe at higher learning institutions helps students and staff with disabilities to feel less vulnerable and build confidence.

The University has undertaken significant measures to ensure that the University campus and students halls of residence and hostels are safe for everyone including staff and students with disability. The measures have significantly lowered criminal incidences. Again, the University allocates students with disability halls of residences with a specific consideration to their disability to minimise security threats and ease their mobility. Currently, there are no official statistics of the incidences of physical or sexual violence, or targeted crimes involving students or staff with disability at the University.

3.6 Access to information

Section 38 (1) of the Persons with Disabilities Act requires that where a public body communicates with one or more persons, the content of the information be communicated in a manner that is accessible to persons with disability consistent with the type of their disability. Effective participation of students and staff with disabilities on different matters depends much on information available to them therefore the University needs to ensure that people with disabilities access information independently, timely, and in accessible format.

Currently, the information sharing methods at the University of Dar es Salaam have not taken into account the staff and students with disability. The common channel of presenting information is through ink print format, which is not suitable for students and staff with visual impairment. Braille and Large font is hardly used in the provision of information at UDSM. Accessibility of electronic information is also questionable to some students and staff with disabilities due to lack of knowledge and skills on the use of AT and devices. Moreover, information placed on different notice boards are not accessible to some staff and students with visual or physical impairment. Oral information provided does not accommodate the needs of students and staff with hearing impairment who require sign language or speech reading.

3.7 Transport Service

The issue of personal mobility for persons with disability is elaborated in Article 20 of CRPD. This Article, among other things, guides States to facilitate the personal mobility of persons with disabilities, facilitate their access to quality mobility aids, devises, technologies and forms of live assistance and intermediaries, and to provide them with training on mobility skills. However, the Persons with Disabilities Act No. 9 of 2010 Section 48 provides mainly for barrier free movement.

The University of Dar es Salaam has made efforts to support on campus movements of students and staff with disabilities who experience mobility challenges. However, students and staff with disabilities at UDSM still encounter mobility challenges within the campus due to: inaccessible environment, long distance from one lecture hall to another and limited transport facilities. At the moment, there are only two tricycles to support mobility for more than 50 students with physical impairment and total blindness. This impedes timely participation in academic matters such as lectures and seminar presentations for some students with disabilities. The two available drivers provide transport services for long working hours without overtime allowance.

3.8 Health Care Services

The Persons with Disabilities Act No. 9 of 2010, Sect. 26 (1) provides that persons with disabilities have the right to the enjoyment of the attainable standard of health care services without any discrimination. This includes access to quality and affordable health care and

programmes, early identification and intervention, healthcare services to be as close as possible to own communities. The revised UDSM Health Services Policy acknowledges the same provisions through the Health Centre as one of the major departments in the UDSM structure.

The UDSM Health Centre without discrimination, provides its services with the highest level of professionalism, and has infrastructure to accommodate students and staff with disabilities. However, there are notable challenges with respect to specific healthcare needs of students and staff with disabilities.

3.9 Adapted Sports and Games

Section 52 of the Persons with Disabilities Act duly provides for key measures that need to be undertaken to ensure persons with disabilities enjoy the right to sports and recreation. Each category of disability has specific sports and games opportunities and activities to be enjoyed by persons with disabilities. The common adapted sports and games among others include soccer, tennis and table tennis, track and field, cycling, swimming, volleyball, basketball, goal ball, archery, power lifting and wrestling.

The UDSM Sports and Games Policy of 2017, Article 2.7 provides the right of persons with disabilities to equally participate in adapted sports and games to nurture their personal development and maintain their health. However, there are still limited efforts to implement the policy statements and strategies proposed in the policy. Again, the School of Education has the Physical Education and Sports Sciences (PESS) department and it offers a course on Motor Learning and Adapted Physical Education on theoretical basis. However, the department does not offer the practical aspect due to lack of adapted sports and games facilities. There is also lack of specialized personnel in adapted sports and games and lack of adapted playgrounds and fields to accommodate the specific needs of students and staff with disabilities.

3.10 Counselling services

With regards to counselling services, the University of Dar es Salaam has made a significant step by developing and adopting in 2018 the UDSM Guidance and Counselling Perspectives, Policy, and Procedures (UDSM-GCP). This document is operationalised especially through a UDSM Counselling Unit, supported by Guidance and Counselling Liaison Committees (GCLCs) established at Colleges, Schools and Institutes levels. The policy is designed to

formalise the provision of guidance and counselling services to the University's students and staff, to support them realise and optimally fulfil their potentials.

The policy document identifies some of the key issues that may results in students and staff needing guidance and counselling services. The mentioned issues include health, academic, psycho-social concerns, economic and financial concerns. Conspicuously notable by its absence in the UDSM - GCP is the issue of disability. It is emphasised that counselling and guidance services required for students and staff with disabilities are significantly outside the average range of general counselling. For example, students and staff with disabilities may be specifically subjected to a multitude of obstacles and barriers (academic and social barriers) such as non-acceptance, discrimination, negative attitudes and stereotypical thinking. Individuals with disabilities may also uniquely experience frustrations and difficulty in attempting to resolve the issues that are encountered in daily living activities.

It is also well established that individuals with disabilities are prone to experiencing chronic hopelessness because of anxiety and depression, and that they may have negative self-concept that can influence one's sense of self-worth and result in negative self-perception. Students with disability may also have access and performance problems, which may or may not be related to their specific disabilities.

3.11 Library Services

The university library is an indispensable pillar towards ensuring that the provision of services to students and staff with disabilities are accessible and universally. Historically, the UDSM Library served persons with disabilities without a formal guideline and therefore there has been inadequate knowledge of, and adaptation of services to meet the needs of users with disabilities. However, accessibility issues are of utmost priority in library services as the number of staff and students with disabilities at the university continues to increase.

University Library's services for persons with disability constitute ensuring that resources are available in accessible formats such as information conveyed and accessed via Sign Language, e-learning platforms, alternative fonts, Braille and the captioning of audio-video/visual material where practicably possible. Currently, UDSM Library offers the following services to users with disabilities:

- Provision of services for students with visual impairment at the E-resources section through the downloaded application known as Google talk to access electronic resources such as e-journals and e-books.
- Students with visual impairment use normal print information resources for which the universities employ readers who read for them since the library does not have books in Braille.
- The Non-Visual Desktop Access (NVDA) a free, open-source, portable screen reader is used at the Special Education Unit, School of Education to access the electronic academic materials.

Despite the UDSM Library's effort to offer the aforementioned services to meet the needs of users with disability, it cannot as yet be categorised as inclusive and universal. In this respect, it is critical that the UDSM Library incline towards becoming inclusive and universal.

3.12 Admission of Students with Disabilities

Admission constitutes the university's acceptance of the applicant to enroll on academic programmes either through government sponsorship or on private sponsorship. The University's undergraduate admission Guide Book for the 2020/2021 Academic Year states that the University is an 'Equal-Opportunity' institution. The guidebook clearly explicates that the University is committed to a policy of student admission regardless of one's race, ethnicity, religion, gender or disability. The guidebook also requires an applicant to self-declare in the application form if s/he has any disability to allow early identification.

The University, without exception, uses meritocracy in academic performance as the single and exclusive criteria for acceptance and admission to join the University. In that respect, applicants with disabilities are enrolled on meritorious basis. On that basis, in the year 2019 for instance, the University received and processed 327 applications from applicants with disability, and 94 (28.75%) were enrolled. In the year 2020, the University received and processed 331 applications from applicants with disability and 124 (37.45%) students with different disabilities were enrolled. The categories of disabilities of those who were enrolled include albinism, hearing, visual, deaf-blind, physical and multiple impairments.

The TCU Guideline 6.8.4 directs each university to establish a policy and operational procedures that take cognisance of students with special needs with respect to admission among other things. Currently there are no perceptible policy, regulatory, process or practice

barriers for the enrolment of students with disabilities at the University of Dar es Salaam. However, there are concerns that depending on type of disability, some learners with disabilities may be facing challenges that affect their performance and may be at a disadvantage when their disabilities are not taken into account when assessing their academic performance, which may perpetuate inequality. In that regard, admission is considered an important issue requiring attention for disability inclusion to take the next stage at the University, and as such, there are proposals for consideration of affirmative action on admission of students with disabilities.

3.13 Curriculum Adaptation

The TCU Guideline 6.8.4 directs each university to establish a policy and operational procedures that take cognisance of students with special needs with respect to among other things, learning and academic assessment/examinations. The University has endeavoured to provide essential services to accommodate academic needs of students with disabilities congruent with each student's unique learning needs.

CHAPTER FOUR

MAJOR INTERVENTION AREAS, POLICY ISSUES, POLICY STATEMENTS AND STRATEGIES

4.1 Institutional Coordination on Disability Services

4.1.1 Policy issues

The notable challenges respective to coordination of disability services at UDSM include:

i. SENU is composed of staff with only two major expertise to support education of students with disabilities: visual and hearing impairment.

ii. Accordingly, the unit lacks some of the essential specialisations such as audiologists, physiotherapists, speech and language therapists, and occupational therapists.

iii. SENU is understaffed. Currently the Unit has nine (09) staff: three transcribers, four sign language interpreters and two tricycle drivers while the need is fifteen (15) staff to adequately provide required services to the University community.

iv. The Unit has focused its services to students with disabilities, but it has overlooked staff with disabilities who lack a formal identified organ at UDSM responsible to cater for their unique needs.

v. SENU is an adjunct of the School of Education instead of being a standalone, centralised University entity. This setup variously limits the hedge of ownership, its services and its collaboration with the rest of the University.

vi. Despite its huge potential, its current structure and state as a Unit limits its ability to deliver services to beneficiaries, and to make significant contribution to the University community and beyond.

4.1.2 Policy Statement

The University will endeavour to capacitate SENU to enable it to realise its full potential.

4.1.3 Strategies

The University shall:

i. Upgrade SENU into a standalone University of Dar es Salaam Centre for Disability Services (UDSM CDS).

ii. Equip the UDSM CDS with sufficient specialised resources and high-tech AT and devices.

iii. Recruit sufficient supporting staff and essential specialists such as: transcribers, sign language interpreters, physiotherapists, speech and language therapists, audiologists and occupational therapists.

iv. Provide capacity building to its staff on disability issues.

v. Coordinate all disabilities issues at UDSM.

vi. Identify and post disability focal persons to each College/School/Institute to coordinate and operationalise all issues related to disabilities at the College/School/Institute level.

vii. Establish a UDSM Disability Help Desk (UDSM-DHD) under the auspices of the UDSM CDS.

viii. Hire Disability Officers to operate the UDSM -DHD.

The Disability Officers to coordinate and operationalise all issues related to disabilities. More specifically, they shall:

a) Receive and respond to all disability-related queries from within and beyond the University. For example, through disability@udsm.ac.tz

b) Liaise with all disability focal points at the University For example, Library, Dean of Students' office, health centre, Schools/Colleges/Institutes.

c) Oversee the delivery of specific disability support and services for students with disabilities.

d) Oversee the delivery of specific disability support and services for the staff with disabilities.

e) Oversee harmonisation and optimisation of disability support and services at the University.

4.2 Infrastructure and Facilities

4.2.1. Policy Issues

i. Most of the university infrastructure and facilities, i.e., most buildings that are used as offices, administrative blocks, seminar and classrooms, lecture halls, laboratories, students' halls of residence, libraries, lavatories, hostels, cafeterias, learning and training facilities, do not meet universal design standards.

ii. Many public spaces, and most roads and pathways around the campus are inaccessible for persons with disabilities. In this regard, the University's vision of becoming an inclusive institution is still a distance away when its infrastructure, facilities and spaces are factored in.

4.2.2 Policy statement

The University shall implement a constellation of measures to ensure people with diverse abilities are able to use University's public spaces, facilities, and infrastructure comfortably and safely, as far as possible without special assistance.

4.2.3 Strategies

The University shall:

i. Undertake an assessment of the University pathways, infrastructure, facilities and public spaces to determine the extent of improvement and measures required to meet universal design standards.

ii. Endeavour to implement expert recommendations to improve University pathways, infrastructure, facilities and public spaces to meet universal design standards.

iii. Develop and adopt a universal design policy to ensure its infrastructure, pathways, facilities and public spaces meet universal design standards.

iv. Adapt a universal design and construction guidelines issued by the MoEST to ensure all university buildings are accessible to all university community members.

4.3 Recruitment

4.3.1 Policy Issues

i. Lack of a clear University guideline on the recruitment of people with disability and their supporting staff.

ii. Unclear recruitment procedures for personal assistants to staff and students with disabilities.

iii. Inadequate qualified personal assistants to staff and students with disabilities.

iv. Lack of clear terms of reference on the services of personal assistants to staff and students with disabilities.

v. Responsibility of hiring and firing personal assistant weighs heavily on students with disabilities and not the University, which pays the assistants.

vi. Shortage of, and overworked tricycle drivers who shuttle students with disabilities.

vii. Shortage of supporting staff at the Special Education Needs Unit (SENU).

viii. Lack of qualified technician for maintenance of equipment and facilities for students and staff with disabilities.

ix. Lack of knowledge and skills in assistive technology (AT) for the supporting staff and students with disabilities.

x. Lack of qualified personnel to teach AT for students and staff with visual impairment.

4.3.2 Policy Statement

The University shall ensure a conducive policy environment for hiring, training, equipping and supporting staff with disabilities and personal assistants to staff and students with disabilities.

4.3.3   Strategies

The University shall:

i.   Commission a concept paper on the situation analysis on the recruitment and state of support for staff with disabilities, and of personal assistants to staff and students with disabilities.

ii.   Develop a guideline for hiring, training, equipping and supporting staff with disabilities.

iii.   Develop a guideline for hiring, contracts, training, equipping and supporting personal assistants to staff and students with disabilities:

    a) Hiring personal assistance (outside UDSM) to consider a minimum education level of Diploma in special education needs, education, or those of similar education background. Certificate in nursing will be considered for those supporting students with healthy issues. Personal assistance within UDSM to consider those of the same educational level. Computer skills should be an added advantage for those supporting postgraduate students. Lastly, fluency and accuracy in English language reading and writing should be considered to readers and note-takers.

    b) Contract of personal assistants to cover their roles and responsibilities, working hours, place of work and related matters.

iv.   Hire and train a pool of personal assistants on renewable contract basis.

v.   Provide permanent employment for qualified supporting staff, AT technician, ICT tutor for persons with visual impairment and drivers.

vi.   Provide preferential employment opportunities for qualified academic and administrative staff with disabilities.

vii.   Provide capacity building to relevant UDSM CDS supporting staff, personal assistants and students with disabilities on AT, Sign language, Braille and tactile language on regular basis.

viii.   Provide capacity building on sign language to all UDSM community to enhance inclusivity.

ix.   Adhere to the guidelines for services provided to persons with disabilities circular number three of 2007 titled "Huduma kwa Watumishi wa Umma wenye Ulemavu").

4.4 Assistive Technology

4.4.1 Policy issues

The most pressing issues include:

i.   Inadequate (insufficient and low quality) assistive technology and devices.

ii.   Lack of high-tech assistive technology.

iii.   Inadequate teaching and learning resources.

iv.   Limited knowledge and skills on the use of AT and devices for SENU staff and students with disabilities.

4.4.2 Policy statement

The University shall endeavour to ensure capacity building for use, and availability of sufficient and high quality assistive technology to meet the needs of students and staff with disabilities.

4.4.3 Strategies

The University shall:

i.   Undertake regular needs assessments to determine priority and/or actual needs of assistive technologies among staff and students with disabilities.

ii.   Collaborate with UDSM CDS staff on appropriate Teaching and learning resources required for students and staff with disabilities.

iii.   Allocate adequate resources and build partnership with MoEST and other key stakeholders **(**relevant authorities**)** working with persons with disabilities for the acquisition of adequate assistive technology for students and staff with disabilities;

iv.   Provide necessary capacity building skills to supporting staff, students and staff with disabilities especially those who are unskilled on effective use of assistive technology.

v.   Ensure security for facilities and equipment for students and staff with disability.

vi.   Ensure regular maintenance of assistive technology.

4.5 Personal Safety and Security

4.5.1 Policy issues

i. Staff and students with disabilities especially those with visual impairment may have a comparatively higher risk of experiencing theft, rape or sexual harassment, especially from people who are familiar with their patterns of life.

ii. Lack of road signs to indicate disability persons crossing.

iii. Inadequate streetlights in various areas.

iv. Inaccessible pedestrian system exacerbate risks of physical harm to persons with disabilities.

4.5.2 Policy Statement

The University will continue to take strategic measures to sustain and increase personal safety and security for all its members, and particularly staff and students with disabilities.

4.5.3 Strategies

The University shall:

i. Conduct an assessment of personal safety and security threats to staff and students with disability.

ii. Raise awareness to all students and staff especially halls of residence wardens on safety and security for persons with disabilities.

iii. Install security alarms for students with deafness and blindness in the halls of residences and elevators for students with physical impairment.

iv. Construct road demarcations in all risky areas such as along different bridges.

v. Give priority on accommodation for Staff with disabilities within the university campuses for security purposes.

vi. Undertake measures to redress personal safety and security threats to staff and students with disability. The measures will include but not limited to:

    a) Ensure University roads have necessary signs, and speed humps to allow convenient use and passage for students and staff with disabilities and ensure drivers strict adherence to the safety road use measures.

    b) To develop and orient staff and students with disabilities with the security protocols to ensure their personal safety and security.

    c) To allocate security guards to all halls of residence for students with disabilities.

    d) To install CCTV cameras to all halls of residence with students with disabilities.

4.6 Access to information

4.6.1 Policy Issues

i.   Lack of inclusive channels of information sharing at UDSM for students and staff with disabilities.

ii. Lack of knowledge and skills in AT and devices to access information in electronic format.

iii. Poor consideration of the users of sign language and speech reading when providing oral information.

iv. Inadequate sign language interpreters in relation to the needs of students and staff with hearing impairment.

v.   Lack of skills in sign language among UDSM community and some students with hearing impairment.

vi. The University community also has limited understanding on disability. Henceforth there is a need to conduct awareness raising campaign on disability to enhance inclusivity and change negative attitudes, perceptions and behaviours inclined towards an inclusive community.

4.6.2 Policy statement

The University of Dar es Salaam shall endeavour to use existing flexibilities used in the intellectual property and system of inclusive channels of information sharing to respond to diverse needs of students and staff with disabilities.

4.6.3   Strategies

The University shall:

i.   Provide all information in accessible format including Braille and Large font format.

ii. Provide AT training to students and staff with visual impairment to be able to access information in electronic format.

iii. Ensure availability and accessibility of AT and devices to facilitate access to electronic information to students and staffs with disabilities.

iv. Provide personal assistants, such as readers and professional sign language interpreters, to facilitate accessibility to written and oral information.

v.   Ensure that Colleges/Schools/Institute provide information which are accessible to students and staff with different categories of disability.

vi. Ensure sign language interpreters are also captured on displayed screens during formal University events.

vii.   Create awareness on disability issues to the university community using various, strategies, opportunities and mediums of communications.

viii.   Process the approval to be recognised as an authorised entity.

4.7 Transport Service

4.7.1 Policy issues

The most notable issues include:

i.   Inaccessible pathways and physical environment.

ii.   Limited transport facilities for students with disabilities compared to the existing demand.

iii.   Lack of transport facilities for staff with disabilities within the campus.

iv.   Long working hours for tricycle drivers without overtime allowance.

v.   Delay of new contracts among tricycle drivers.

4.7.2 Policy statement

The University shall take necessary measures to ensure that transport facilities are adequate and accessible according to the needs of students and staff with disabilities.

4.7.3 Strategies

The University shall:

i.   Allocate sufficient resources to ensure that campus transport services for staff and students with disability are adequate.

ii.   Make reasonable adjustment to its pathways for smooth accessibility to students and staff with disabilities.

iii.   Provide transport services for campus shuttling of students and staff with disabilities.

4.8 Health Care Services

4.8.1 Policy issues

i.   The UDSM Health Centre does not have personnel specialised in the health care needs. of people with albinism who for instance need regular assessment and treatment of their skin conditions.

ii.   The UDSM Health Centre does not store essential items for people with albinism such as lotion and glasses.

iii.   The UDSM Health Centre has limited items like wheelchairs to accommodate students and staff with disabilities.

iv. There is a communication barrier to students and staff with disabilities due to lack of sign language interpreters at the UDSM Health Centre. For instance, communication between service provider and a deaf person.

v. The UDSM Health Centre lacks a special needs coordinator to handle disability healthcare concerns.

4.8.2 Policy Statement

The University shall ensure The UDSM Health Centre provides optimal equitable health care services to meet essential health care needs of people with disabilities consistent with types of their disabilities.

4.8.3 Strategies

The University shall:

i. Conduct a disability health care needs assessment, develop a plan, and make budgetary allocation to acquire adequate essential health care needs (medications and facilities) of students and staff with disabilities.

ii. Recruit/train sign language interpreters to ensure quality health care to students and staff with disabilities.

iii. Train health centre personnel on how to provide health-care services to students and staff with disabilities.

iv. Recruit and train medical personnel specialised in specific health-care needs of people with disability such as dermatologist for people with albinism.

v. Select a coordinator of health care concerns for students and staff with disabilities in collaboration with the health centre personnel.

vi. Develop a Memorandum of Understanding with other hospitals such as Comprehensive Community Based Rehabilitation in Tanzania (CCBRT), Muhimbili National Hospital (MNH), Muhimbili Orthopaedic Institute (MOI), Kilimanjaro Christian Medical Centre (KCMC) and Ocean Road Cancer Institute (ORCI) to ensure students and staff with disabilities access specialised health care services on time.

4.9 Adapted Sports and Games

4.9.1 Policy issues

i. Lack of training and playing grounds and fields specific for students and staff with disabilities.

ii. Lack of adapted sports and games facilities and equipment.

iii. Lack of personnel specialised in adapted sports and games.

4.9.2 Policy Statements

i. The University shall have special plans to implement adapted sports and games for students and staff with disabilities.

ii. The University shall set aside a special budget to facilitate adapted sports and games catering for the needs of students and staff with disabilities.

iii. The University shall ensure provision of adequate equipment and facilities for adapted sports and games to enable effective participation of students and staff with disabilities.

iv. The University shall recruit personnel specialised in adapted sports and games to train students and staff with disabilities.

4.9.3 Strategies

The University shall:

i. Develop special plans that will enhance the implementation of adapted sports and games for students and staff with disabilities.

ii. Set aside a special budget to facilitate availability of adapted sports and games for effective participation of students and staff with disabilities.

iii. Provide appropriate and adequate facilities and equipment that will cater for the needs of students and staff with disabilities.

iv. Recruit/train personnel specialised in adapted sports and games to train students and staff with disabilities.

v. Build capacity for the PESS staff to have specialized personnel for enhanced teaching of adapted sports and games courses.

vi. Coordinate and run adapted sports and games and recreational activities for students and staff with disabilities.

vii. Introduce and monitor competition for students with disabilities so that they can participate in the national and international tournaments.

4.10 Counselling services

4.10.1 Policy issues

i. Lack of recognition that students and staff with disabilities may require specific guidance and counselling support, is likely to result in services provided reactively instead of proactively.

ii.   Limited competencies among counsellors to support students and staff with disabilities.

4.10.2 Policy Statement

The UDSM Guidance and Counselling Unit will endeavour to build its capacity to identify and provide appropriate services to students and staff with disability.

4.10.3 Strategies

The University shall:

i.   Review its Guidance and Counselling Policy to recognise and provide services for students and staff with disabilities.

ii.   Adopt a proactive guidance and counselling model where it will not only be responsive to students and staff seeking counselling on their own, but also establish an effective early warning identification system and reaching out to all students and staff who may manifest indicators of needing such services, especially those with disabilities.

iii.   Build capacities of its counsellors to enable them competently provide services to individuals with disabilities.

iv.   Develop cooperation and linkage between the Guidance and Counselling Unit and UDSM CDS.

4.11   Library Services

4.11.1 Policy issues

i.   Accessibility challenges to the library services, information and facilities to staff and students with disabilities.

ii.   Communication barrier between service providers and staff and students with hearing impairment.

iii.   Inadequate special resources and assistive technology to meet the unique learning needs of staff and students with disabilities.

iv.   Lack of knowledge and skills on AT among staff and students with disabilities to access academic materials in electronic format.

4.11.2 Policy Statement

The University shall strive towards inclusivity by offering a variety of library services to users with disabilities designed to enhance their ability to use the University's libraries fully, as much as practically, and reasonably possible independently.

4.11.3 Strategies

Towards becoming inclusive and universal, University Library Services shall:

i. Conduct a needs assessment exercise to inform itself of key priorities for making it inclusive and universal.

ii. Develop the UDSM Library Services Policy, which among other things will guide on the provision of services to persons with disabilities.

iii. Establish a Library Disability Services Unit (LDSU) responsible for ensuring the library is accessible to users with disabilities.

iv. Identify and capacitate the Library Disability Service Coordinator (LDSC): Some of the roles of the LDSC will be; to:

  a) Register eligible staff and students' users with disabilities for Library services.

  b) Respond to all inquiries regarding services to users with disabilities as elaborated on strategy (v) below.

  c) Support students and staff with disabilities to access essential academic/course materials in alternative formats.

  d) Serve as a liaison officer to the UDSM CDS.

  e) Arrange for training of users with disabilities on the use of assistive devices & software in the Libraries.

  f) Arrange or provide orientations for users with disabilities.

  g) Coordinate with individual library departments on requests for services from users with disabilities.

  h) Advocate for users with disabilities in overcoming barriers encountered in the Libraries.

  i) Recommend facilities and services to meet the needs of users with disabilities.

  j) Coordinate and organise trainings for librarians in providing services to users with disabilities.

v. Provide adaptive technology, particularly assistive devices or software to enable staff and students with disabilities, particularly those who cannot access standard print due to blindness, low vision, dyslexia, or other learning disabilities acquire scholarly materials/texts independently through publishers and resources. This may include:

  a) Learning Ally formerly known as Resources for the Blind and Dyslexic (RFB&D).

  b) Kurzweil 1000: Is text to speech software that makes printed or electronic text readily available to people with blindness. The software provides user with

document creation and text editing. Information may be exported as an audio file to be accessible on other computers, MP3 players and other devices.

c) JAWS screen reader software: Provides voice output from keyboard and mouse commands. JAWS uses an integrated voice synthesiser to output the content of the computer screen to speakers or headphones.

d) Zoom Text Magnifier Reading Software: Enlarges and enhances everything on the computer screen.

e) Dragon Naturally Speaking Voice Recognition Software: Transcribes spoken or recorded voice commands into keyboard and mouse entry; can create and edit word documents or emails, launch applications, open files and more.

f) Duxbury Braille Translator and Braille Embosser: Provides Braille translation and output of text documents for main text and essential materials that are approved as necessary and appropriate academic accommodation.

4.12 Admission of Students with Disabilities

4.12.1 Policy issues

i.   Lack of a clear University regulation/guideline that guides on the admission of applicants with disability.

4.12.2 Policy Statement

The University of Dar es Salaam shall strive to ensure that the admission process is reasonably inclusive to all applicants, particularly those with disabilities and advance disability inclusion at the University.

4.12.3 Strategies

The University shall:

i.   Include disability as one of the determining factors in its admission process to enhance inclusion of applicants with disabilities.

ii.   Pioneer the development of a regulation to guide the admission of applicants with disability.

iii. Conduct mandatory assessment by specialists during registration of admitted students to determine severity of disability and support needed.

4.13 Curriculum Adaptation
4.13.1 Policy issues

ii. Lack of a specific policy or operational procedures that guides provision of academic services to students with disabilities.

iii. Lack of a clear guideline to identify students with disabilities in order to establish their actual learning needs.

iv. The system of disability identification does not identify hidden disabilities such as learning disabilities, and therefore it is a challenge to determine the existence of such a hidden disability in students and to meet their learning needs.

v. Most academic staffs have not been trained to accommodate inclusive classes, something that may limit their ability to favourably accommodate the needs of students with disabilities where necessary.

vi. Delays in examination time for some students with disability at SENU.

vii. Inappropriate examination format for some students with disabilities.

viii. Lecturers' reluctance to be recorded during lectures and to provide teaching and learning materials in accessible formats (Braille and large font).

4.13.2 Policy Statement

The University will ensure that all students, including those with disabilities learn and achieve in the general education curriculum of their respective programmes, with consideration of their unique learning needs.

4.13.3 Strategies

The University shall:

i. Make appropriate efforts to optimise its capability and make reasonable adjustments to respond to the specific learning needs of students with special educational needs, with specific priority to effective inclusive and instructional practices, and high standards.

ii. Develop guidelines, regulations and strategies on identification, teaching, assessment, adapted examinations (Braille, oral examination and large font) and provision of requisite support for students with special education needs to ensure that teaching assessment and examination respond to unique learning needs of students with disabilities.

iii. 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.

iv. Facilitate capacity building of academic staff on compensatory skills, inclusive teaching techniques and provide appropriate accommodations and adaptations to meet the needs of all students, especially the needs of students with special educational needs.

v. Develop a system to monitor the academic progress of students with disabilities, including their participation in learning, performance and completion rate with the intention of optimising their retention.

CHAPTER FIVE

GOVERNANCE OF THE POLICY

5.1 Organization and Mandate

The office of the Deputy Vice Chancellor (administration) shall be an overseer of the implementation of all activities stipulated in the policy. Thus, the DVC administration office shall have the mandate to ensure that directorate of social services, Colleges/Schools/Institutes, and University of Dar es Salaam Center for Disability Services comply with the policy on Disability and Special Educational Needs. Hence, the Director of social services, Deans, Principals and Director of the UDSM CDS shall be held accountable to the DVC administration in making follow-up of the effective implementation of the disability policy.

5.2 The role of different stakeholders

The implementation of the University Disability and Special Educational Needs Policy shall be held by various stakeholders outside and inside UDSM who provide services directly or indirectly to persons with disabilities including: MoEST, relevant government agencies and authorities as well as non-state actors (CBOs, FBOs, NGOs and international organizations). Stakeholders within UDSM include the following: The office of DVC administration, UDSM CDS, Colleges/Schools/Institutes and other agencies such as: Deans of students' office, Institute of Gender Studies, Counselling Unit, Auxiliary police and the UDSM Health Centre. The stakeholders shall implement the policy according to strategies stipulated in the policy document.

5.2.1 The Ministry of Education, Science and Technology
- Provide financial and infrastructure support, facilities, equipment and AT for SENU, students and staff with disabilities at UDSM.
- Collaborate with UDSM on various projects and activities on disability.

5.2.2 The Deputy Vice Chancellor Administration office
i. Oversee and monitor the implementation of the policy objectives.
ii. Allocate special budget to address unique needs of staff and students with disabilities.

iii. Ensure employment of staff with disabilities adheres to the requirement stipulated by PWD Act of 2010.

iv. Enhance reasonable adjustment to its infrastructures and environment to respond to the unique needs of students and staff with disabilities.

v. Ensure that Colleges/Schools/Units/Institutes provide services that respond to the needs of students and staff with disabilities.

5.2.3 Non state agencies (CBOs, FBOs, NGOs and international organizations)

▪ Provide financial and infrastructure support, facilities, equipment and AT for UDSM CDS, students and staff with disabilities at UDSM.

▪ Fund/collaborate with UDSM on various projects and activities on disability.

5.2.4 University of Dar es Salaam Centre for Disability Services

i. Coordinate and provide services to students and staff with disabilities according to the stipulated strategies.

ii. Identify students and staff with disabilities and their unique work/learning needs.

iii. Communicate with DVC (administration, academic and research) on the available number and the needs of students and staff with disabilities.

iv. Ensure that teaching and learning materials and examinations are in accessible formats according to the needs of students and staff with disabilities.

v. Facilitate communication between students and staff with and without deafness.

vi. Prepare and facilitate training on the use of assistive technology devices to students and staff disabilities.

vii. Advise DVC (administration) on appropriate resources and facilities required by students and staff with disabilities.

viii. Oversee implementation of job descriptions assigned to personal assistants.

ix. Keep up to date records of students and staff with disabilities.

5.2.5 Colleges /Schools/Institutes

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 their specified needs.

iii. Encourage its academic and administrative staff to provide services/support to students and staff with disabilities according to the University Policy on Disability and Special Educational Needs.

iv. Communicate with the UDSM CDS on the provision of teaching and learning materials, examinations, and information in accessible format according to the policy provisions.

5.2.6 University of Dar es Salaam Administrative Organs

▪ Ensure the provision of their services respond to this Policy on Disability and Special Educational Needs.

5.2.7 Auxiliary Police

▪ Optimise security and protection for students and staff with disabilities around UDSM campuses and students' halls of residence.

CHAPTER SIX

MONITORING AND EVALUATION

6.1 Purpose of Monitoring and Evaluation

The aim of monitoring and evaluation of disability policy is to obtain feedback on the progress of the implementation of the policy and assess the outcomes against its original objectives and expectations. Similarly, evaluation is also vital in appraising the overall UDSM policy on disability provisions in relation to its objectives. Specifically, evaluation will focus on the effectiveness, efficiency and impact of the agreed strategies. Monitoring and evaluation shall be carried out at all levels of the University. The DVC administration office under UDSM Directorate of Social Services shall coordinate and facilitate the support needed for organization, monitoring and evaluation of this Disability and Special Educational Needs Policy.

6.2 Implementation

The implementation of this Policy on Disability and Special Educational Needs requires collective commitment of all stakeholders. In that regard, the implementation will be participatory, involving all stakeholders.

6.3 Policy Review

The UDSM Policy on Disability and Special Educational Needs shall be reviewed after every five years to appraise its effectiveness and incorporate new developments, amendments and strategic plans within the University. The DVC Administration shall constitute a review team and mandate it to undertake the review exercise.

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