

SOKOINE UNIVERSITY OF AGRICULTURE



SPECIAL NEEDS AND INCLUSIVE EDUCATION GUIDELINES

2025

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FOREWORD

The fourth Sustainable Development Goal (SDG4) is designed to ensure quality and inclusive education, and promote lifelong learning. It involves a commitment to students diversities, quality learning, and education throughout the life course. In this context, the National Strategy for Inclusive Education (2021/2022-25/26) was developed to enhance educational services for children with special needs by adopting an inclusive approach to policy-making and service delivery planning. In response to the rapid expansion of tertiary education, various initiatives by both the government and non-governmental organisations are in place to ensure that all children, youth, and adults in Tanzania have equitable access to quality education in inclusive settings.

As an inclusive higher learning institution, Sokoine University of Agriculture (SUA) has been recruiting staff and admitting students of diverse categories, including those with special needs. Therefore, it is necessary to formulate operational guidelines to enforce the implementation of the special needs and inclusive education policy and thus guarantee an inclusive environment for both staff and students with special needs. The guidelines entails bold commitment to making inclusive education the norm at SUA. Significantly, the University special needs guidelines pioneers the inclusive education agenda for higher learning institutions in Tanzania.

The guidelines are organised into four chapters. The first chapter provides the introduction, while the second chapter covers the identification of students with special needs, assistive technology, infrastructures, curriculum, healthcare services, transport services, recruitment, personal safety and security, and intervention and counselling services. The third chapter details the implementation framework, while the fourth presents monitoring, evaluation, and review.

It should be noted that the formulation of the special needs and inclusive education guidelines involved numerous stakeholders. SUA, therefore, conveys its gratitude to all who contributed to the successful development of these guidelines. The realisation of these guidelines can only occur through the collective efforts of all stakeholders working towards enforcing the stated objectives.

Prof. Raphael T. Chibunda
Vice Chancellor
2025

EXECUTIVE SUMMARY

The fourth Sustainable Development Goal (SDG4), the Salamanca statement for Action of 1994, and the Tanzania National Strategy for Inclusive Education, 2021/2022-25/26 advocate inclusion of persons with disabilities in education by highlighting the necessity and urgency of providing quality education for all children, young people and adults. As an inclusive institution, Sokoine University of Agriculture had 188 persons with visual impairment, 75 persons with hearing impairment, 4 persons with physical impairment, 2 persons with albinism, and 3 persons with persistent mental illness as of July 2023. Therefore, it is necessary to formulate operational guidelines to guarantee an inclusive environment to persons with special needs within SUA.

The guidelines entail bold commitment to making inclusive education the norm at SUA. Significantly, the University special needs guidelines constitute a set of directives that offer guidance for provision of supportive services to persons with special needs. These guidelines cover the following domains:

- (a) *Identification*: Sets procedures and directives of identifying persons with special needs at SUA;
- (b) *Infrastructures*: Explicitly directs how classrooms, washrooms, laboratories, Libraries, offices, dormitories and other infrastructures within SUA should be accessible to persons with special needs;
- (c) *Curriculum, Instruction, and Assessment*: The guidelines provide directives of creating a supportive environment in teaching, assessment, research supervision, field placements, practical training, and internship to persons with special needs at SUA;
- (d) *Supportive technical staff*: The guidelines mandates the availability of proficient technical staff in providing technical solutions aligned with matters related with special needs;
- (e) *Healthcare services*: The guidelines provide directives to ensure that SUA Health Centers and Hospitals deliver optimal and equitable healthcare services to meet the essential healthcare needs of students and staff with special needs;
- (f) *Transport services*: The guidelines set the responsibility for SUA to take necessary measures, ensuring that transport facilities are both adequate and accessible according to the needs of persons with special needs;
- (g) *Recruitment*: The guidelines ensure an equitable and inclusive academic climate in hiring, staff retention, and professional development.;

- (h) *Personal safety and security*: The guidelines mandate SUA to create a conducive environment that enhances the physical, mental, and social well-being of persons with special needs;
- (i) *Adapted sports and games*: The guidelines mandate the creation of an inclusive climate in sports and games for SUA community members with special needs; and
- (j) *Intervention and counselling services*: The guidelines enforce accessible counselling services for persons with special needs at SUA.

In summary, for the smooth implementation of the guidelines, the Vice Chancellor, DVCs, and Principals/Deans shall oversee the overall operations. They will work closely with SUASO, Head of Departments, academic and administrative staff to ensure effective enforcement of the special needs and inclusive education guidelines in line with the university's mission and objectives. Moreover, the document provides directives on how to evaluate and assess its implementation process. The evaluation and assessment aim to ensure that implementation process reflects current trends in technology use for assisting individuals with special needs and are user-friendly for both students and instructors.

LIST OF ABBREVIATIONS

CCBRT	Comprehensive Community Based Rehabilitation in Tanzania
CCTV	Closed Circuit Television
CRPD	Convention on the Rights of Persons with Disabilities
DVC (ARC)	Deputy Vice Chancellor (Academic, Research and Consultancy)
DVC (PFA)	Deputy Vice Chancellor (Planning, Finance and Administration)
EAC	East African Community
KCMC	Kilimanjaro Christian Medical Centre
MOI	Muhimbili Orthopaedic Institute
MoEST	Ministry of Education Science and Technology
NBS	National Bureau of Statistics
NGO	Non-Governmental Organisation
ORCI	Ocean Road Cancer Institute
SDGs	Sustainable Development Goals
SNAL	Sokoine National Agricultural Library
SNIE	Special Needs and Inclusive Education
SNIEC	Special Needs and Inclusive Education Centre
SUA	Sokoine University of Agriculture
SUASO	Sokoine University of Agriculture Students Organisation
TCU	Tanzania Commission for Universities
UDSM	University of Dar es salaam
UN	United Nations
URT	United Republic of Tanzania

DEFINITION OF KEY TERMS

Disability:	Refers to a reduced function of the ability to perform an activity in the manner or within the range considered normal for a human being resulting from impairment
Discrimination:	Refers to a negative treatment of an individual solely based on one's disability
Hearing disability:	Refers to a loss of hearing ranging from mild (Hard of hearing) to severe (deafness).
Hidden disability:	Refers to a disability not readily apparent upon casual interaction with a person, including diagnosed chronic illness that significantly impedes a person's ability to live a normal life
Impairment:	Refers to a loss or reduced function of physical, mental or sensory organs on a long-term or permanent basis
Inclusive education:	Refers to an education system that accommodates all learners in mainstream education by addressing and responding to their diverse needs
Multiple disabilities:	Refers to a combination of two or more disabilities resulting in significant learning, developmental, or behavioural and emotional problems
Physical disability:	Refers to a limitation on a person's physical functioning, mobility, dexterity or stamina that has a 'substantial' and 'long-term' negative effect on an individual's ability to perform normal daily activities
Special Needs:	Any additional or specialised services or accommodations given to individuals with intrinsic or extrinsic limitations/barriers to accomplish a certain task in the same way as other people
Special Needs Education:	Refers to a tailored instruction and support for students with disabilities, addressing their unique learning requirements and providing adjusted education distinct from ordinary education

Special Needs Help Desk:	Refers to a subsection in the Special Needs Unit that provides services and other technical support to people with special needs through telephone, e-mail or physical means
Special needs policy:	Refers to a set of ideas or a statement of intent adopted to guide the provision of special educational needs
Stakeholders:	Refers to authorities such as people, institutions, ministries and organisations that directly or indirectly engage in designing policies, generating and providing welfare for people with special needs
Visual disability:	Refers to a loss of vision ranging from mild (low vision) to severe or total blindness

CHAPTER ONE: INTRODUCTION

1.1. Background

Over 15% of the world's population have disabilities. Approximately 150 million individuals with disabilities are children, and 90% of these children reside in low-income countries and have never received any form of formal education (UNICEF, 2014a). Moreover, a significant majority of persons with disabilities are of working age (15 - 59 years) (ILO, 2022). In 2014, among Tanzania's population of 45,293,817, 9.04% (4,094,561 individuals) were reported to have various forms of disabilities, with the majority being female (NBS, 2018). The most prevalent disabilities included visual impairment (2.48%), physical impairment (2.15%), and intellectual disability (1.55%). Approximately 50% of people with disabilities in Tanzania were estimated to be enrolled in various levels of the formal education system. As of July 2023, SUA had identified 188 persons with visual impairment, 75 persons with hearing impairment, 4 persons with physical impairment, 2 persons with albinism, and 3 persons with persistent mental illness.

To ensure inclusion of persons with disabilities in all aspects of human life, the United Nations Disability Inclusion Strategy of 2019 advocates the inclusion of persons with disabilities in all their diversity through meaningful participation. This involves the promotion and mainstreaming of their rights into the work, the development of disability-specific programs, and the consideration of disability-related perspectives, in compliance with the Convention on the Rights of Persons with Disabilities (UN, 2019)

The inclusion of persons with disabilities in education (Salamanca statement for Action of 1994) highlights the necessity and urgency of providing education for all children, young people and adults. This education should be provided within the regular education system because regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes. Inclusive schools also contribute to creating welcoming communities, building an inclusive society and achieving education for all. Moreover, inclusive and equitable quality education and lifelong learning opportunities for all (SDGs 2030 Goal 4, article 5) foster strengthening of national policies and the legal system to ensure access to quality education by making schools and educational facilities accessible.

The East Africa disability policy mandates full inclusion of persons with disabilities in all aspects of life, emphasising that their special needs should be met within their communities instead of being isolated by institutional service delivery approaches (EAC, 2012). In line with the International and Regional declarations, the constitution of the United Republic of Tanzania (URT, 1977; article 12; section 1) acknowledges that all human beings are equal and are entitled to equal rights irrespective of colour, tribe, gender and religion. Institutions in Tanzania, therefore, have the mandate to create a conducive environment for people with disabilities to have equal access to all institutional facilities. In that regard, establishing guidelines that could guarantee the provision of supportive services and protection of rights to people with disabilities at SUA is inevitable. Therefore, the policy and guideline for persons with special needs were developed to support the provision of their services.

1.2. Rationale and Situational Analysis

Sokoine University of Agriculture is an inclusive public higher learning institution that recruits and enrolls all types of staff and students, irrespective of their social, economic, and health status. As an inclusive institution, it is committed to ensuring that all its members have opportunities to live and thrive in a supportive and responsive environment, with equal access and participation in all institutional services. Individuals with needs that deviate from the majority are provided with special needs provisions to meet their specific requirements.

As of July 2023, SUA had a total of 272 identified persons with special needs in Solomon Mahlangu, Edward Moringe and Mizengo Pinda campuses in the categories of persons with low vision (188), persons with hearing impairment (75), persons with physical impairment (4), persons with albinism (2), and persons with mental illness (3). With the growing number of persons with special needs, the establishment of clear guidelines for accommodating them is inevitable. Setting clear guidelines in dealing with institutional members with special needs could eliminate inconsistencies in the provision of services and therefore mandate the provision of appropriate and supportive services.

1.3. Objectives of the guidelines

The special needs and inclusive education guidelines establish the rights and obligations for the provision of support services to persons with special needs within SUA settings by:

- 1.3.1. Setting standardised guidelines for identification and assessment of students with special needs at SUA;
- 1.3.2. Ensuring fair treatment of persons with special needs and preventing discrimination on any ground;
- 1.3.3. Enhancing the quality support services and resource provision for persons with special needs;
- 1.3.4. Providing guidance and counselling to students with special needs;
- 1.3.5. Promoting collaboration between colleges/schools/institutes/units in providing reasonable accommodations to students with special needs;
- 1.3.6. Promoting equal accessibility to education and social opportunities;
- 1.3.7. Creating a positive inclusion attitude within the SUA community through sensitization programs;
- 1.3.8. Mandating the development of an inclusive and accessible environment for persons with disabilities;
- 1.3.9. Setting standards for recruitment, job retention and opportunities for professional advancement to staff with disabilities at SUA;

- 1.3.10. Promoting the effective utilisation of the potentials of staff with disabilities at SUA
- 1.3.11. Ensuring a safe, friendly and healthy workplace for staff with disabilities.

1.4. Scope of the Guidelines for special needs and inclusive education

The Guidelines of special needs and inclusive education constitute a set of directives that offer guidance for provision of supportive services to persons with special needs at SUA. These guidelines encompass the following domains:

- 1.4.1. Identification of students with special needs: The guidelines provide directives and procedures of identifying persons with special needs at SUA;
- 1.4.2. Infrastructure: The guidelines explicitly show how the physical environment including classrooms, washrooms, laboratories, Libraries, offices, dormitories and other infrastructures within the University should be made accessible to persons with special needs;
- 1.4.3. Curriculum, Instruction, and Assessment: The guidelines provide directives to establish a supportive environment in teaching, assessment research supervision, field placements, practical training, and internship for persons with special needs at SUA;
- 1.4.4. Supportive technical staff: The guidelines mandate the availability of proficient technical staff to provide technical solutions on matters related to special needs;
- 1.4.5. Healthcare services: The guidelines provide directives to ensure that SUA Health centres and Hospitals deliver optimal and equitable healthcare services, meeting the essential healthcare needs of students and staff with special needs;
- 1.4.6. Transport services: The guidelines set the responsibility for SUA to take necessary measures to ensure that transport facilities are both adequate and accessible according to the needs of students and staff with special needs;
- 1.4.7. Recruitment: The guidelines ensure an equitable and inclusive academic climate in hiring, staff retention, and professional development;
- 1.4.8. Personal safety and security: The guidelines mandate SUA to create a conducive environment that can enhance the physical, mental, and social well-being of persons with special needs;
- 1.4.9. Adapted sports and games: The guidelines mandate the creation of an inclusive climate in sports and games for SUA community members with special needs;
- 1.4.10. Intervention and counselling services: The guidelines enforce access to counselling services to persons with special needs at SUA; and
- 1.4.11. Stakeholders: The guidelines indicate key stakeholders in the implementation, monitoring and evaluation processes.

CHAPTER TWO: CONDUCT

2.1. Overview

This chapter presents a comprehensive framework for fostering an inclusive learning environment. It includes crucial aspects such as identification of persons with special needs and ensuring a proactive approach to understanding individual requirements. The chapter navigates through the integration of assistive technology, the development of suitable infrastructure, and the adaptation of curriculum, instruction, and assessment methods. Furthermore, the chapter addresses practical training, emphasising supportive field placements and internships. It extends its focus to encompass essential services such as healthcare, transportation, recruitment, personal safety, and security, culminating in a well-rounded discussion on adapted sports, games, intervention, and counselling services.

2.2. Identification of Students and Staff with Special Needs

In recognition of the distinctive needs within our diverse community, SUA is dedicated to employing effective approaches in the identification process of individuals with special needs through the following strategies:

- 2.2.1 SUA shall encourage potential students and staff to voluntarily disclose their special needs and other conditions during the recruitment or application process or shortly after admission or hiring;
- 2.2.2 SUA shall ensure that Special Needs and Inclusive Education Centre (SNIEC) has technical support staff with ability and skills to carry out assessment and testing for special needs identification purpose;
- 2.2.3 SUA shall ensure that SNIEC is equipped with necessary operating assessment and testing equipment and facilities;
- 2.2.4 Through SNIEC, SUA shall ensure that both staff and students report and initiate identification process;
- 2.2.5 Students and staff are required to provide documentation of their disability from recognised Medical Officer or Specialist. This documentation should include information about the nature and extent of the disability, as well as recommendations for accommodations; where the student or staff fails to produce such document, SUA shall assist them to carry out assessment and testing through SUA health centre or nearby health facilities;
- 2.2.6 The SNIEC shall evaluate the student's and staff documentation to determine eligibility for the accommodations of their needs.
- 2.2.7 A student/staff identified having special needs should meet an expert from the SNIEC to discuss the type of accommodations they require;

- 2.2.8 Where identification and assessment is impossible at the University, SUA shall ensure that the student/staff is referred to recognised health practitioner, specialist e.t.c. for such process.
- 2.2.9 The University should develop an Individualised Plan (IP) for identified needs, outlining specific accommodations and support services they shall receive;
- 2.2.10 The SUA SNIEC should communicate with the instructors about the student's approved accommodations.

2.3. Assistive Technology

There are several common assistive technologies that can be beneficial for persons with special needs. Depending on their availability, SUA shall

2.3.1 Ensure appropriate and current technology is in place as per individual needs such as;

- Screen reading software like JAWS, NVDA (Non-Visual Desktop Access), or Voice over to persons with visual impairment,
- Refreshable braille displays that provide tactile output to persons with visual impairment, allowing them to read digital text and navigate computer interfaces.
- Text-to-speech software like Kurzweil 3000 or Read & Write to assist persons with dyslexia to convert written text into spoken words.
- Speech recognition technology like Dragon Naturally Speaking that enables persons with mobility impairments to control computers and compose written tasks using voice commands.
- Screen Magnification Software that enlarges content for persons with low vision, making it easier for them to read and interact with digital materials.
- Specialised input devices like adapted keyboards, switch interfaces, and head pointers should be provided to persons with mobility impairments to operate computers and other digital devices.
- Note-Taking Apps to assist students with various disabilities in organising and synchronising their notes.
- Augmentative and alternative communication (AAC) devices to help them express themselves effectively.
- Digital versions of textbooks and course materials to allow students to access content in their preferred format, including features like text-to-speech and adjustable font sizes.
- Assistive Mobile Apps to assist students with special needs in their academic pursuits, including task management apps, voice recognition tools, and accessibility features built into mobile devices.
- Hearing Assistance Technology (e.g., hearing aids, FM systems, and captioning service) to students with hearing impairments for live lectures.

- Tactile Graphics and 3D printing to provide persons with visual impairments with hands-on access to visual information.
- Braille and Large-Print Materials to persons who rely on these formats.

2.3.2 Training and Support Services to help persons with disabilities learn how to use these technologies effectively.

2.4. Infrastructure

Modifying the physical environment at SUA to suit the learning needs of special needs students and staff is essential for promoting inclusivity and accessibility in the following areas:

(a) Classrooms

SUA should:

- 2.4.1. Ensure that all classrooms are physically accessible, through ramps and elevators (where necessary) for students and staff who use wheelchairs or mobility aids;
- 2.4.2. Ensure appropriate lighting that accommodates individuals with visual impairments sensitivities by offering adjustable lighting options or natural lighting if possible;
- 2.4.3. Arrange seating to accommodate wheelchair users and students with other mobility impairments;
- 2.4.4. Provide ample space between desks or tables for ease of movement;
- 2.4.5. Offer a variety of seating options to accommodate different needs, including adjustable desks and tables for those who use wheelchairs or mobility aids;
- 2.4.6. Ensure that seating and workstations are at an appropriate height (knee clearance between 680-700mm) and a space of about 900mm x 1350mm for individuals with different needs; and
- 2.4.7. Ensure that all doors at exits and entrances open both inside and outside.

(b) Washrooms

SUA should:

- 2.4.8 Build enough toilets specific for persons with impairments to accommodate different needs;
- 2.4.9 Install wheelchair-accessible toilet stalls in all restrooms across campus and equip them with handrails for support;
- 2.4.10 Use clear and universally recognized signage for accessible restrooms, including symbols and braille labels;
- 2.4.11 Ensure that restrooms for students with impairments are located on the accessible floor, easily reachable, and are provided with ramps and automatic doors.
- 2.4.12 Install grab bars of the right height around the sinks within toilets specific for students with impairments for stability and support.
- 2.4.13 Replace knobs with lever-style faucets and door handles that are easier to operate for people with limited hand dexterity.
- 2.4.14 Choose non-slip flooring materials to prevent accidents and provide a safer environment.
- 2.4.15 Maintain clear floor space inside the restroom to allow wheelchair users to manoeuvre easily. Install changing tables in accessible restrooms for students with special needs who may require assistance.
- 2.4.16 Provide sinks with adequate knee clearance underneath for wheelchair users.
- 2.4.17 Ensure that toilet sinks have lever-style handles for easy operation.
- 2.4.18 Include visual and auditory aids in restrooms, such as emergency alarms and signs for those with visual or hearing impairments.
- 2.4.19 Regularly maintain toilets to ensure that these modifications remain in good working conditions.

(c) Laboratories

SUA should:

- 2.4.20 Ensure that laboratory buildings are wheelchair accessible, including entrances, exits, and restrooms. Providing accessible pathways and clear floor space within the lab to accommodate students with mobility impairments.
- 2.4.21 Keep aisles and pathways clear of obstacles to facilitate easy movement, especially for students with mobility impairments.

- 2.4.22 Offer adjustable height workstations and lab benches to cater for students who use wheelchairs or mobility aids.
- 2.4.23 Ensure that all lab equipment, instruments, and supplies are within reach for students with various mobility needs.
- 2.4.24 Use high-contrast and large print labels for chemicals and equipment and provide safety information and instructions in multiple formats, including written, spoken, and visual, to cater to different learning and sensory needs.
- 2.4.25 Consider purchasing or modifying lab tools and equipment to be user-friendly for students with disabilities. This may include using adaptive tools, specialised grips, or tactile markers.
- 2.4.26 Ensure that lab equipment controls are accessible to students with mobility or dexterity impairments.
- 2.4.27 Have trained lab assistants or aides available to provide support to students with disabilities when needed.
- 2.4.28 Consider offering personal protective equipment (PPE) designed for those with specific sensory or mobility needs.
- 2.4.29 Ensure that any computer workstations in the lab are equipped with adaptive technology for students with visual or hearing impairments.
- 2.4.30 Equipping computer labs with assistive technology such as screen readers, magnification software, and voice recognition software to support students with visual or motor impairments.
- 2.4.31 Use accessible software and provide training on its use.
- 2.4.32 Allow for flexibility in lab procedures to accommodate different methods of data collection and experimentation.
- 2.4.33 Provide alternatives to tasks that may be physically or sensory challenging.
- 2.4.34 Train laboratory instructors, teaching assistants, and lab technicians in accommodating students with disabilities and using assistive technologies effectively.

(d) Libraries

SUA should:

- 2.4.35 Ensure that the library facilities are supplied with ramps, elevators, and accessible restrooms to promote accessibility by persons with mobility impairments;
- 2.4.36 Ensure that spaces between bookshelves and study areas are wide enough for wheelchair users to navigate comfortably;
- 2.4.37 Use alt text for images, provide closed captions for videos, and use accessible web design practices to promote accessibility to students with visual or hearing impairments;
- 2.4.38 Provide access to assistive technologies such as screen readers, magnification software, and text-to-speech applications on library computers;
- 2.4.39 Offer books and materials in accessible formats such as Braille, large print, and electronic text;
- 2.4.40 Design quiet study areas to accommodate students with sensory processing disorders;
- 2.4.41 Ensure that furniture is adjustable to accommodate different needs, including tables at varying heights for wheelchair users and standing desks for those who prefer to work while standing;
- 2.4.42 Provide remote access to library services and resources for students who may have difficulty physically accessing the library such as those with severe mobility impairments;
- 2.4.43 Allow extended books loan periods or waived fines for students with special needs, who may need extra time to access and use library materials;
- 2.4.44 Create sensory-friendly spaces within the library for students with autism or sensory processing disorders, equipped with sensory tools and resources to help students self-regulate;
- 2.4.45 Establish a system for students to provide feedback on the library's accessibility and services and use this feedback to continually improve accommodations;
- 2.4.46 Ensure that all university libraries have at least one special needs expert to assist with locating materials, using assistive technologies, and providing general support.

(e) Offices

SUA should:

- 2.4.47 Ensure appropriate lighting that accommodates individuals with visual impairments sensitivities by offering adjustable lighting options or natural lighting if possible;
- 2.4.48 Implement clear and accessible signage to guide students and staff to the office;
- 2.4.49 Use tactile signage and high-contrast lettering for individuals with visual impairments; and
- 2.4.50 Ensure all offices are accessible by all person through ramps and elevators where necessary.

(f) Dormitories

SUA should:

- 2.4.51 Install ramps at entrances and exits to ensure wheelchair accessibility.
- 2.4.52 Ensure that restrooms are wheelchair-accessible and equipped with grab bars including lowered sinks and ample space for students with mobility aids.
- 2.4.53 Provide furniture that can be easily rearranged to accommodate different mobility aids, including adjustable-height desks and beds.
- 2.4.54 Implement visual and auditory aids, such as alarms with flashing lights for emergency situations, to cater for students with hearing or visual impairments.
- 2.4.55 Ensure that doorways are wide enough for wheelchair users to pass through comfortably.
- 2.4.56 Implement Braille signage in common areas and on room doors for students with visual impairments.
- 2.4.57 Install elevators to ensure persons with mobility challenges can easily access all levels of dormitory buildings with multiple floors.
- 2.4.58 Modify common areas like lounges and kitchens to enhance wheelchair accessibility, incorporating features such as lowered countertops, accessible work surfaces, and spacious manoeuvring areas, along with strategically placed furniture and appliances.

NB: SUA should ensure that all new buildings are having ramps and elevators (where necessary) while old structures are modified to meet the demands of people with special needs.

2.5. Curriculum, Instruction, and Assessment

The design and implementation of curriculum, instruction, and assessment tailored to the needs of special-needs individuals are crucial components of providing an inclusive and effective educational experience. In that case:

(a) Curriculum

SUA should:

- 2.5.1. Include in a curriculum review committee/team the representation from the special needs service expert.
- 2.5.2. Conduct regular assessments of existing programs, related to implementation policies, and procedures to identify barriers and challenges for students with special needs.
- 2.5.3. Involve relevant stakeholders, including instructors, students, and specialists in the curriculum development/review process to ensure inclusivity.
- 2.5.4. Make necessary amendments to prioritise the unique needs of students and staff with special needs during curriculum reviews.

(b) Teaching

- 2.5.5. SUA should establish and maintain a list of certified sign language interpreters, implementing a booking system for the university community to request their services in advance during class sessions, lectures, and events.
- 2.5.6. Instructors should utilise sign language interpreters and assistive technology when working with students with hearing difficulties.
- 2.5.7. SUA should recognize and reward faculty members who actively engage in inclusive teaching practices to encourage the implementation of inclusive practices in their teaching.
- 2.5.8. Instructors should use non-prejudicial language when communicating about a student's academic progress.
- 2.5.9. Instructors should recognize and appreciate the diversity of the students registered in the respective course;
- 2.5.10. Instructors should develop and provide teaching and learning materials in different formats to allow access to learners with special needs.
- 2.5.11. Instructors should use cooperative and flexible teaching strategies that foster an inclusive climate in the classroom.

2.5.12. The University should familiarise students with special needs with the services available and guide them how to access them when needed.

2.5.13. SUA should ensure instructors deliver their lessons using different approaches, media and technologies to benefit a diverse needs of their students.

(b) Assessment

SUA should:

2.5.14. Identify specific disabilities that may affect the fairness of examination or assessment processes;

2.5.15. Develop a range of alternative assessment options to accommodate different disabilities, such as extended time, separate rooms, note takers, oral tests/examinations or assistive technologies without compromising the integrity and fairness of the assessment;

2.5.16. The Special Needs Centre should provide clear instructions to instructors on when and how to implement alternative assessment strategies;

2.5.17. Instructors should communicate the availability of alternative assessment options to students with disabilities before the beginning of each teaching or assessment session;

2.5.18. Establish a clear process for needy students to request examination arrangement alternatives, including documentation requirements.

2.5.19. Instructors should offer a range of assessment formats, such as written, oral, presentations, and projects and develop clear guidelines for each format to maintain fairness and rigour;

2.5.20. Students with impairments should request assessment accommodations based on their disabilities to instructors or their Head of Departments in advance;

2.5.21. SUA should ensure that students are aware of their rights to request course assessment options;

2.5.22. Implement a systematic review process to evaluate requests for extensions, deferrals, or adjustments by students, ensuring that evidence of disability is considered.

2.5.23. Coordinator, Special Needs Centre should prepare the list of students with special needs and their examination needs and communicate it to instructors through heads of Departments for smooth preparations and arrangements for university examinations.

(c) Research Supervision

SUA shall:

- 2.5.24. Ensure that instructors, academic advisors, research supervisors, and counsellors designate accessible meeting spaces, meeting means, and meeting schedules convenient for students with special needs;
- 2.5.25. Ensure that instructors, academic advisors, research supervisors, and counsellors create an inclusive meeting environment including the use of inclusive communication strategies with special needs students;
- 2.5.26. Implement a tracking system and key performance indicators (KPIs) to regularly monitor the academic progress of students with disabilities, including participation, performance, and completion rates;
- 2.5.27. Regularly collect and analyse data to identify early warning signs, trends, and areas where additional support is needed and to tailor timely interventions and support to students at risk of falling behind; and
- 2.5.28. Ensure that students with special needs collaborate with academic advisors to create their personalised academic plans.

(d) Field placements, practical training, and internship

SUA shall:

- 2.5.29. Collaborate with local organisations and employers to develop inclusive internship and job placement opportunities;
- 2.5.30. Develop formal agreements with organisations and stakeholders to outline roles, responsibilities, and expectations considering students with special needs.
- 2.5.31. Inform the host organisations with a list of special needs students allocated for Field Practical placements and clear guidelines on how to accommodate them.
- 2.5.32. Establish a channel for host organisations to request support and resources when special care is needed.
- 2.5.33. Ensure that colleges, schools, institutes and departments include in their field placement coordination teams a special needs expert to work closely with special needs students during internship or field placements.
- 2.5.34. Develop a standardised accessibility checklist or criteria to assess physical barriers at placement sites to ensure their compliance with accessibility standards and ability to accommodate the specific needs of students.
- 2.5.35. Conduct regular accessibility audits of field attachment and internship sites to identify physical and communication barriers.
- 2.5.36. Continuously monitor and address challenges that may arise during field placements.

- 2.5.37. Collaborate closely with special needs students to understand their preferences and requirements during field practical placements.
- 2.5.38. Work with a special needs centre to develop individualised support plans for students with special needs.
- 2.5.39. Develop a structured feedback mechanism for students, host organisations, and relevant stakeholders to report their experiences in working with special needs students and use this feedback to improve the support system continually.
- 2.5.40. Ensure that colleges, schools and departments should select mentors or supervisors with a background in disability-related issues for the field practice supervision process.
- 2.5.41. Train supervisors before they depart for the supervision exercise especially when there are no supervisors with adequate levels of knowledge of disability-related issues,
- 2.5.42. Encourage regular communication and support between mentors/supervisors and students
- 2.5.43. Develop a monitoring and evaluation system to track the participation and experiences of students with disabilities in the field attachments and internships.
- 2.5.44. Collect data on the number of students with disabilities, their success, and any challenges faced and use these data to make improvements and adjustments to the policy and its implementation; and
- 2.5.45. Arrange support services by technical staff to students with critical special needs during field attachment, practical training or field placement.

2.6 Supportive Technical Staff

The University should have proficient technical staff in procuring and up keeping equipment for persons with special needs. To fulfil this responsibility, the Supportive Technical Staff should:

- 2.6.1. Develop expertise in accessibility standards and technologies, guaranteeing the accessibility of digital systems for persons with special needs.
- 2.6.2. Prioritise user-centric design principles in the creation and implementation of technologies to accommodate the specific requirements of persons with special needs;

- 2.6.3. Stay updated on the latest assistive technologies and seamlessly incorporate them into the technical infrastructure to enhance accessibility for persons with special needs;
- 2.6.4. Collaborate closely with special needs centres to understand the unique needs of persons with special needs and provide technical solutions aligned with those needs;
- 2.6.5. Collaborate with special needs centres to craft and implement individualised technical support plans, ensuring personalised and effective assistance for special needs with special needs;
- 2.6.6. Perform regular accessibility audits of digital platforms, software, and hardware to identify and address barriers hindering technology use by persons with special needs;
- 2.6.7. Establish mechanisms for prompt technical support to address issues or challenges faced by persons with special needs when using digital systems or assistive technologies;
- 2.6.8. Pledge to ensure that communication channels, including websites and applications, are designed and maintained to be accessible to persons with special needs, considering various modes of communication;
- 2.6.9. Commit to continuously assess and improve technical systems and services based on feedback from persons with special needs, ensuring a responsive and evolving support infrastructure;
- 2.6.10. Integrate principles of universal design into the development of technologies, making them inherently inclusive and minimising the need for retroactive adaptations for persons with special needs;
- 2.6.11. Commit to providing user training and guidance in using available assistive technologies to persons with special needs;
- 2.6.12. Play an advisory role in the procurement of new technologies, ensuring compatibility with assistive devices and adherence to accessibility standards for the benefit of persons with special needs;
- 2.6.13. Commit to developing and implementing crisis preparedness plans that specifically address the needs of persons with special needs, ensuring technical systems remain operational during emergencies.
- 2.6.14. Pledge to actively promote digital inclusion initiatives within the organisation, advocating for the accessibility of all digital resources for persons with special needs.

2.7. Healthcare Services

The university bears the responsibility of ensuring that its Health Centres and Hospitals deliver reasonable services to meet the essential healthcare needs of persons with special needs. To fulfil this commitment, SUA should:

- 2.7.1. Conduct regular healthcare needs assessments for persons with special needs;
- 2.7.2. Develop a comprehensive plan with budgetary allocations to provide essential healthcare services for persons with special needs;
- 2.7.3. Require that, following identification, screening, and assessment, a detailed medical report be prepared and submitted to the SNIEC for decision-making, with a focus on the healthcare needs of persons with special needs;
- 2.7.4. Ensure that medical personnel are equipped with special needs issues and support services tailored to the needs of persons with special needs;
- 2.7.5. Establish cooperation and Strengthen referral procedures to external hospitals, including CCBRT, MNH, MOI, Bugando, Benjamini Mkapa, and KCMC, for the benefit of persons with special needs.
- 2.7.6. Mandate the SNIEC facilitate referral process after obtaining sufficient information about persons with special needs, ensuring timely access to specialised healthcare services.
- 2.7.7. Promote a culture of prioritising persons with special needs when delivering various university health services;
- 2.7.8. Ensure SNIEC, in collaboration with Medical Officer In-Charge, conducts awareness campaigns to sensitise dispensary health personnel, aiming to raise awareness and encourage service providers to give priority to persons with special needs;
- 2.7.9. Implement a continuous improvement mechanism to regularly review and enhance these healthcare guidelines, focusing on the specific needs of persons with special needs; and
- 2.7.10. Consider additional measures or adaptations based on emerging best practices, technological advancements, and the evolving needs of persons with special needs within the SUA community.

2.8. Transport Services

The university bears the responsibility of taking necessary measures to ensure that transport facilities are adequate and accessible according to the needs of persons with special needs. SUA should:

- 2.8.1. Allocate sufficient resources to ensure that campus transport services meet the needs of persons with disabilities.

- 2.8.2. Structure timetable arrangements to allow ample time for students with special needs to move between lessons or examinations without unnecessary delays.
- 2.8.3. Implement reasonable adjustments to pathways across campuses, enhancing accessibility for persons with disabilities.
- 2.8.4. Ensure the university's fleet includes vehicles with necessary accessibility features, such as ramps or elevators, for individuals with physical disabilities.
- 2.8.5. Provide subsidised transport services for persons with disabilities, facilitating seamless movement within and between campuses.
- 2.8.6. Implement a feedback mechanism through SUA to gather input from persons with disabilities regarding their experiences with the university's transport services, using this feedback for informed adjustments and enhancements.
- 2.8.7. Periodically review and update transport service policies to align with evolving accessibility standards and best practices.
- 2.8.8. Appointing an Officer responsible for coordinating transport services for individuals with disabilities.
- 2.8.9. Explore and adopt inclusive technologies, such as real-time tracking apps and communication tools, to further enhance the accessibility of transport services.
- 2.8.10. Implement a regular maintenance schedule for transport facilities to ensure proper functioning and minimising breakdowns.
- 2.8.11. Provide specialised training for drivers on assisting individuals with special needs, including the proper operation of accessibility features and sensitivity to the needs of passengers with diverse needs.
- 2.8.12. Develop a reliable and punctual schedule for transport services specifically catering to persons with disabilities, ensuring timely arrivals and departures.
- 2.8.13. Display clear and accessible information regarding transport services, including schedules, routes, and contact details, facilitating easy access for individuals with disabilities.
- 2.8.14. Develop and communicate emergency procedures that specifically address the evacuation and safety of individuals with disabilities during transport service disruptions or emergencies.
- 2.8.15. Designate priority seating areas within vehicles for individuals with disabilities and implement a system for boarding and disembarking that prioritises their needs.
- 2.8.16. Establish close collaboration between the transport services department and disability services offices to ensure alignment with the specific needs and requirements of individuals with disabilities.

- 2.8.17. Conduct regular accessibility audits of transport facilities, including vehicles and boarding points, to identify and address any barriers hindering the smooth movement of individuals with disabilities.
- 2.8.18. Implement effective communication systems, such as two-way radios or mobile applications, to facilitate communication between drivers and individuals with disabilities during transit.
- 2.8.19. Establish a feedback mechanism for users of transport services, particularly individuals with disabilities, to report issues, provide suggestions, and share their experiences for continuous improvement.
- 2.8.20. Establish a monitoring and evaluation framework through SUA to regularly assess the effectiveness of the implemented measures and identify areas for improvement in the provision of transport services for individuals with disabilities.

2.9. Recruitment, Admission and Enrolments

(a). Recruitment

- 2.9.1. Promoting diversity and fostering a more equitable academic climate need inclusive hiring, staff retention, and professional development. SUA should:
- 2.9.2. Ensure that job description, and requirements are free from biased language and unnecessary barriers to entry;
- 2.9.3. Provide training to search committee to recognize and mitigate unconscious biases during the hiring process;
- 2.9.4. Ensure that all stages of the recruitment process including interviews and Job talks are accessible to candidates with disabilities;
- 2.9.5. Support employees with necessary requirements as per category of disability and engage them into different activities to foster a sense of belonging for diverse SUA community members;
- 2.9.6. Recruit assistant personnel for staff and students with special needs across the scope of SUA community members with special needs;
- 2.9.7. Develop a scheme of service for teacher aides, sighted guides, sign language interpreters, Braille transcribers, readers, physio-therapists, occupational therapists, among other support staff;
- 2.9.8. Guide and monitor the progress of the SUA community members with special needs;

- 2.9.9. Set, in alignment with the Nation Employment Act, criteria for recruiting required staff with special needs; and
- 2.9.10. Aligning with other recruitment policies and guidelines, where a person with special needs performs equally with a person without special needs in the process of hiring, the former should be considered without compromising the qualities

(b). Enrolments and Admission

SUA should:

- 2.9.11. Provide clear and accessible information about the admission and enrolment process for students with special needs.
- 2.9.12. The enrolment and admission criteria for students with special needs should consider credentials that reflect their abilities.
- 2.9.13. Regularly review and assess the effectiveness of enrolment and admission processes for students with special needs through seeking feedback from students and other stakeholders
- 2.9.14. Develop orientation programs that specifically address the needs of students with disabilities, for instance information on campus accessibility, available support services, and the process for requesting accommodations
- 2.9.15. Collaborate with the special needs and inclusive education centre to ensure that admission/enrolment officer are trained to understand the unique needs of students with disabilities and can provide appropriate assistance during the enrolment process.
- 2.9.16. Place students admitted with special needs on the University tracking system
- 2.9.17. Maintain confidentiality regarding a student's disability status and related documentation, only authorized personnel should have access to this information.

2.10. Personal Safety and Security

Enhancing safety and security for staff and students with special needs physically, mentally, socially, and well-being at SUA requires a collaborative approach. The University should:

- 2.10.1. Adhere to stipulated safety standards in the construction of buildings to ensure that all areas of the campuses, including dormitories, classrooms, offices, and cafeterias, are accessible for individuals with mobility impairments;
- 2.10.2. Train staff and trainees with disabilities to recognize signals denoting danger and understand appropriate response mechanisms;

- 2.10.3. Establish evacuation procedures from potential dangers and accessible shelters for SUA community members with special needs;
- 2.10.4. Continuously assess compliance with safety standards and barrier-free requirements;
- 2.10.5. Ensure the availability of mobility services such as wheelchairs, tricycles, and assistance personnel for students with mobility challenges;
- 2.10.6. Promote a culture of inclusivity and respect, encouraging students to report any incidents of discrimination or harassment related to their special needs within and outside of the university;
- 2.10.7. Establish clear and accessible communication channels that allows students and staff with disability to report safety and security threats, incidents and concerns anonymously;
- 2.10.8. Install accessible security systems and establish linkages with the Department of Social Services and the university's security system;
- 2.10.9. Provide adequate sanitation facilities, regularly care for and maintain them;
- 2.10.10. Develop and communicate clear emergency evacuation plans and procedures that considers the needs of students with disabilities;
- 2.10.11. Ensure that emergency alarms and signals are installed, regularly tested, maintained and easily accessible to the people with special needs;
- 2.10.12. Collaborate with students to develop individualised lab safety plans that account for their specific needs and limitations;
- 2.10.13. Provide appropriate protective gear that accommodates different physical abilities;
- 2.10.14. Establish a dedicated safety and security committee responsible for ongoing threat identification, reviewing incident reports, assessing threats, gathering feedback from people with disability and consulting stakeholders;
- 2.10.15. Install proper signage and speed humps in prioritised areas like bridges and risk spots according with accessibility standards to facilitate safe road use by individuals with disabilities;
- 2.10.16. Implement regular traffic enforcement and awareness campaigns for safe road use by drivers;
- 2.10.17. Respect privacy and data protection regulations while implementing surveillance;

2.10.18. Strategically place CCTV cameras to all critical areas, including entrances, common areas, and emergency exits and should be accessible to authorised personnel; and

2.10.19. Train security guards on the provision of support to individuals with disabilities.

2.11. Adapted Sports and Games

Sport and games are crucial aspects of life, offering opportunities for physical, social, emotional, and cognitive development, fostering cooperation, tolerance, and positive attitudes. Creating an inclusive climate in sports and games for SUA community members will enhance joy, cooperation, and positive-minded personnel. To ensure inclusiveness, SUA should:

2.11.1. Orient sports and games personnel, including instructors and coaches, to coach staff and students with special needs.

2.11.2. Provide adapted equipment and facilities that accommodate the needs of staff and trainees.

2.11.3. Develop individualised plans for staff and students with special needs, considering their abilities, interests, and any necessary accommodations.

2.11.4. Incorporate a variety of inclusive sports and games suitable for students of all abilities, such as seated volleyball, wheelchair basketball, table tennis, table cricket, and badminton.

2.11.5. Ensure accessibility of information related to sports and games for staff and students with disabilities, including schedules, rules, and safety guidelines.

2.11.6. Regularly evaluate the effectiveness of the program and make adjustments as needed to improve the inclusivity of sports and games.

2.11.7. Construct grounds that provide opportunities for people with special needs to engage in games played with others but in different ways.

2.12. Intervention and Counselling Services

2.12.1. SUA should establish a Counselling Unit responsible for handling mental (stress, trauma) and psychosocial problems for persons with special needs;

2.12.2. The counselling offices should be accessible to students and staff with special needs;

2.12.3. information about the counselling services and resources in accessible formats and multiple languages to ensure that all students can access and understand the information;

- 2.12.4. Flexibility in scheduling counselling sessions to accommodate preferences of students with special needs; and
- 2.12.5. Enhance the coordination between the Special Needs and Inclusive Education Centre, Counselling Unit, and the Dean of Students office.

CHAPTER 3: COORDINATION AND MANDATE

Roles specified in these guidelines shall abide unless stated otherwise in other University regulatory instruments. Such instruments include but not limited to:

3.1 The Vice Chancellor

The Vice Chancellor (VC), in accordance with the University Charter, shall serve as the chief executive academic and Administrative officer of the University.

3.2 DVC (PFA)

The Deputy Vice-Chancellor for Planning, Finance, and Administration (DVC-PFA) shall be the overall in-charge of overseeing the implementation of these guidelines. Roles of the DVC (PFA) shall include to:

- 3.2.1 Establish a Special Needs and Inclusive Education Centre (SNIEC) for the daily coordination of these guidelines.
- 3.2.2 Appoint a qualified Head to lead the SNIEC, encompassing staff, students, and disability specialists.
- 3.2.3 Allocate resources (funding and staff) to support the implementation of special needs and inclusive guidelines.
- 3.2.4 Hire Personal Assistants of students with special needs
- 3.2.5 Establish a clear communication system and feedback mechanism for students and staff to express their special needs within the University.
- 3.2.6 Work closely with the relevant colleges, schools and units to incorporate specific budgetary provisions for special needs programs, including infrastructure upgrades, adaptive technologies, and support personnel
- 3.2.7 Identify and procure necessary resources or services to support students, faculty, or staff with special needs
- 3.2.8 Review policies related to special needs and inclusivity within the academic framework of the institution
- 3.2.9 Regularly review and update budgetary allocations based on the evolving needs of the special needs student population.
- 3.2.10 Implement mechanisms for monitoring and evaluating the effectiveness of special needs programs and services.
- 3.2.11 Review reports on the inclusion and academic progress of students with special needs and use this information to inform policy adjustments

- 3.2.12 Advocate for inclusivity and accessibility in higher education at the national level.
- 3.2.13 Establish partnerships with external organisations, businesses, and government agencies to enhance financial and resource support for special needs programs.
- 3.2.14 Implement a system for collecting data on the special needs student population, including enrolment numbers, academic performance, and support service utilisation.
- 3.2.15 Generate periodic reports to inform decision-making and demonstrate the impact of special needs programs on students.

3.3 The DVC (ARC)

The Deputy Vice-Chancellor responsible for academic, Research and Consultancy shall serve as the Vice Chancellor's principal assistant and be accountable to the Vice Chancellor in all matters related to academic, research and consultancy. For the smooth implementation of these guidelines, the DVC (ARC) shall:

- 3.3.1 Collaborate with the Deputy Vice Chancellor (Finance and Administration) in the development and review of the special needs and inclusive policy
- 3.3.2 Collaborate with academic departments to ensure that curricula are inclusive and accessible.
- 3.3.3 Organize training sessions and workshops for faculty and staff to raise awareness about the needs of students with disabilities and provide guidance on how to support them effectively.
- 3.3.4 Organize training sessions and workshops for faculty and researchers to raise awareness about the policy and its implications for academic, research and consultancy activities
- 3.3.5 Oversee the provision of accessibility services for students with disabilities, such as alternative formats for course materials, assistive technology, note-taking support, and exam accommodations.
- 3.3.6 Support research initiatives related to special needs and inclusive education, including evaluating the effectiveness of existing policies and practices and identifying best practices for supporting students with disabilities.
- 3.3.7 Avail at the Msamvu bus stop and at the gates of each campus a specific student to guide newcomers with special needs.

3.4 Directors, Principals, and Deans

For guiding the provision of tailored services, fostering a supportive environment, and maintaining effective communication with the university management, Directors, Principals and Deans shall:

- 3.4.1 Oversee the implementation of the special needs and inclusive policy within their respective colleges or schools.
- 3.4.2 Ensure that the new policy is effectively communicated to all staff within their respective areas of responsibility.
- 3.4.3 Encourage academic and administrative staff to provide services and support to students and staff with special needs according to the SNIE Policy.
- 3.4.4 Monitor the progress of policy implementation and provide regular reports to the Deputy Vice Chancellor (PFA) on compliance and effectiveness.
- 3.4.5 Address any physical or environmental barriers within college/school/departmental spaces to promote inclusivity and accessibility.
- 3.4.6 Coordinate with relevant departments to provide support services for students with special needs, such as counselling, accessibility services, and academic accommodations.

3.5 Head of Departments

- 3.5.1 Oversee the implementation of the policy within their respective departments.
- 3.5.2 Ensure that the new policy is effectively communicated to all faculty and students within their respective departments.
- 3.5.3 Work with faculty to adapt course materials and teaching methods to accommodate diverse learning needs.
- 3.5.4 Ensure that departmental activities, including teaching, research, and outreach, are inclusive and accessible
- 3.5.5 Ensure that departmental facilities, resources, and events are accessible to individuals with special needs.

3.6 Special Needs and Inclusive Education Centre (SNIEC)

For effective coordination, resource management, and support for persons with special needs at SUA, the SNIEC shall:

- 3.6.1 Coordinate the delivery of support services, including planning, budgeting, and implementation of University special needs programs;
- 3.6.2 Advocate for the rights and needs of staff and students with special needs within the university community and facilitate their inclusion in campus life;
- 3.6.3 Collect and organise data of persons with special needs upon their arrival and during their stay at the University;

- 3.6.4 Promote networking, participation in disability festivals, exhibitions, and commemorations, as well as engage in advocacy and capacity building on disability related issues to SUA community members;
- 3.6.5 Organise training sessions and workshops at least once every time as needs arise for academic staff on inclusive teaching techniques and strategies;
- 3.6.6 Conduct awareness campaigns for students, faculty, and staff on disability issues and inclusive practices;
- 3.6.7 Continuously monitor and assess the implementation of inclusive teaching methods in the classroom and provide support where needed;
- 3.6.8 Provide orientation programs and workshops to students with special needs at the beginning of each academic year;
- 3.6.9 Prioritise the security and privacy of data related to persons with special needs, implementing robust measures to safeguard sensitive information;
- 3.6.10 Coordinate the establishment, implementation, monitoring, evaluation, and review of the SNIE Policy;
- 3.6.11 Advise the DVC (PFA) on decisions regarding resources and facilities required by students and staff with special needs;
- 3.6.12 Identify students and staff with special learning or working needs;
- 3.6.13 Communicate with DVC (ARC) on the available number of students and staff (academic and support) with their respective types of special needs;
- 3.6.14 Keep up-to-date records of students and staff with special needs;
- 3.6.15 Facilitate communication between students and staff with special needs and SUA staff in inclusive settings;
- 3.6.16 Prepare and facilitate training on the use of assistive technology devices for students and staff with special needs; and
- 3.6.17 Assign and oversee the implementation of the job described to Personal Assistants of students with special needs.
- 3.6.18 Establish cooperation with health care institutions/hospitals for assessment, testing and referral services.

3.7 Dean of Students (DoS)

To foster an atmosphere of equal opportunity and accessibility, the DoS shall:

- 3.7.1 Prioritise accommodation allocation for students with special needs.
- 3.7.2 Ensure accessibility of information about the services available at the University for students with special needs.
- 3.7.3 Coordinate college and school wardens to assess study-related needs and provide guidance and counselling to enhance the conduciveness of the academic environment.
- 3.7.4 Collaborate with the SNIEC to work towards improving the provision of support for students with special needs.

3.8 Human Resource Administrative Officer and Auxiliary Police

- 3.8.1 Ensure the provision of services aligns with the SNIEC Policy concerning the needs of students and staff.
- 3.8.2 Optimise security and protection for students and staff with special needs around SUA campuses and students' halls of residence.

3.9 Academic and support staff

- 3.9.1 Collaborate with other professionals (Sign language interpreter, Braille expert) and other support network to provide services and care;
- 3.9.2 Ensure inclusive environment that promotes participation and engagement for everyone;
- 3.9.3 Familiarise with how to identify and intervene in different categories of students or staff with special needs; and
- 3.9.4 Ensure teaching and learning materials, as well as examinations, are in the formats appropriate for the needs of students and staff with special needs.

3.10 Sokoine University of Agriculture Students Organisations (SUASO)

SUASO should:

- 3.10.1 Advocate for the rights and needs of students with special needs within the university community;

- 3.10.2 Collaborate with special needs and inclusive centres to organise and create awareness programs about different types of special needs, support available and on how to interact with the Students with special needs;
- 3.10.3 Serve as a liaison between students with special needs and the administration, representing their interests and concerns in policy discussions and decision-making processes; and
- 3.10.4 Engage students with special needs in student organisations.

3.11 Students

- 3.11.1 Disclose health conditions and disabilities that may have detrimental impacts in attainment of their intended objectives;
- 3.11.2 Communicate with the SNIEC any necessary arrangement support prior or after commencement of the studies;
- 3.11.3 Voluntarily register to SNIEC to assist students with special needs in mobility and any necessary support required by the students with special needs;
- 3.11.4 Acquire sufficient information on special needs and services available for the students with special needs;
- 3.11.5 Communicate with course instructor their needs prior to commencement of their course of studies; and
- 3.11.6 Notify the University if they feel their learning, examination, or test performance has been affected by special needs issues.

CHAPTER FOUR: MONITORING, EVALUATION AND REVIEW

4.1 Monitoring and Evaluation Mechanisms

The monitoring and evaluation mechanisms of the SUA Special Needs and Inclusive Education guidelines for students and staff will involve a number of steps to ensure equitable provision of services for all over time. These mechanisms include:

- 4.1.1 The guidelines shall be reviewed periodically to ensure they are up-to-date and relevant to the changing needs of the SUA community members.
- 4.1.2 Performance indicators shall be established to measure the effectiveness of the special needs' guidelines. These indicators shall include student and staff satisfaction rates and graduation rates of students with special needs.
- 4.1.3 Data shall be collected on a regular basis to evaluate the performance indicators. This may include surveys of students, alumni and faculty members.
- 4.1.4 Data collected will be analysed to identify areas of strength and weakness in the service provision guidelines. This analysis will help to inform decisions on how to
Improve the guidelines.
- 4.1.5 Based on the analysis of the data, improvements shall be implemented to address any areas of weaknesses in the guidelines. This may involve changes in
the service provision, physical infrastructure, or resources available to students.
- 4.1.6 The monitoring and evaluation process shall be continuous and ongoing to ensure inclusivity and equitable services provision among all SUA community members.

4.2. Review and Amendments of the guidelines

The Guidelines for special needs and inclusive education shall be reviewed after every four years to take into account new developments in the implementation and lessons learnt from the monitoring and evaluation. The review shall also take into account the social and economic realities and the overall University's environment.

When reviewing and amending the guideline, some key areas to consider shall be:

- 4.2.1 Review the physical infrastructure sections of the guidelines and ensure that they facilitate accessibility of various services and needs of the persons with special needs. Also, considering if the physical environment has put into consideration the available current technology.

- 4.2.2 Evaluate the guidelines on the service provision in various places at SUA and ensure they reflect current best practices in assisting persons with special needs. Also, consider if the service provision accommodates a wide range of disabilities. This includes evaluating the technology integration recommended in the guidelines and ensuring they reflect the current trends in technology use for assisting individuals with special needs and they are user friendly.
- 4.2.3 Evaluate the availability and accessibility of resources as stipulated in the guidelines and ensure they are up-to-date and they are easily accessible to students and instructors with special needs.
- 4.2.4 Evaluate the student support services recommended in the guidelines and ensure they are adequate to support diverse student needs. Also, consider if they promote a safe and inclusive learning environment. Moreover, evaluate the professional development opportunities recommended in the guidelines and ensure they promote continuous learning on supporting individuals with special needs at SUA.
- 4.2.5 Evaluate the governance and administration guidelines suggested and ensure they promote transparency and accountability in the provision of services as directed. Also, consider if they are aligned with the University's policies and regulations.

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