



***University of Rwanda Policy & Procedures
for
Inclusive Teaching & Learning Services***

2015

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1. FUNDAMENTAL POLICY STATEMENTS

1.1 Vision

By 2020, the University of Rwanda shall have educated the next generation of Rwandan leaders who are prepared and dedicated to building a more inclusive and sustainably just global society.

1.2 Mission

Support the development of Rwanda by discovering, advancing knowledge and commitment to the highest standards of academic excellence, where all students irrespective of their special educational needs and diversities, are prepared for lives of service, leadership and solutions.

1.3 The Policy statements

The University of Rwanda (UR) upholds that Students and Staff with Special Needs (SSSN) are able to participate fully in all its programs and activities. It is thus an obligation to provide a foundation for equalization of opportunities or an enabling environment, in which the Universal Design for Instructions (UDI) principles¹ shall actively guide all activities, procedures, developments and provisions of reasonable accommodation for students and staff with Special Needs in the University Rwanda.

1.4 Purpose

The purpose of the present policy is to guide, promote and ensure full and equal opportunity of access, and participation in all UR services or activities by students and staff with special needs. It is geared towards enabling the realization of their potential and contributions to national development.

1.5 Core Values

The University Rwanda shall uphold and foster honesty and integrity; freedoms; Humanitarian and non - discrimination; academic excellence and quality services; people-centeredness in decision making; innovation and creativity.

1.6 Scope

The UR Policy envisages facilitating (enabling) all categories of staff and students with Special Needs, who shall qualify (through standardized Special Needs assessment) for reasonable accommodation and/or adjusted provisions, including and not limited to those with significant functional difficulties (disabilities); Psychosocial challenges; with Curricula-related Challenges; or/and with Health Challenges

2.0 Abbreviations

SNCAB	Special Needs Coordination & Advisory Board
CEARS	Centers for Educational Assessment and Rehabilitation Services
DPO	Disabled People' Organizations
EAISNER	East African Institutional Linkage in Inclusive, Special Needs Education & Rehabilitation
ICF	International Classification of Functioning, Disability and Health
NUDOR	National Union of Disability Organizations in Rwanda
PwD	People with Disabilities
RCSNS	Resource Centre for Special Needs Services
RSL	Rwanda Sign Language
SN	Special Needs
UDI	Universal Design for Instructions

¹UDI principles refer to the University commitments to inclusion of all its community (student & Staff) with SN in all its strategic planning & operations, including: teaching and learning *climate*; academic activities & *interactions*; *Physical environments, products*; *Delivery methods*; *Information resources and technology*; *Feedbacks*; *Assessment*; *Accommodation, etc.* According to McGuire, (2011), employing UD principles in everything makes the education environment more accessible or inclusive, and minimizes the need to alter it for anyone (See section 8.0 -11 below)

3.0 The Background Policy Contexts

The present policy is anchored on local and international instruments that address equalization of opportunities for the UR communities with Special Needs (Disabilities). These include:

- The United Nations Agenda 2030: Strategic Development Goals (Goals 4, 8 & 10) of 2015
- The United Nations Convention on the Rights of Persons With Disabilities of 2008.
- The UNESCO Salamanca Statement on Inclusive Education and its framework of action of 1994
- The Commonwealth Disability Standards for Education of 2005
- The Rwandan Constitution of 2003 (Art. 28, 40, 76)
- The Rwandan legislations (Law N° 01/2007 of 20/01/ 2007- Art. 11-13);
- The Rwanda Government's 7 year plan (2010-2017).
- The current MINEDUC 5 year Education Sector Strategic Plan (ESSP, 2013 - 2018)
- The MINEDUC Policy on Special Needs & Inclusive Education (2013-2018).
- The Government of Rwanda Law No. 71/2013 of 10/09/2013 establishing the University of Rwanda (UR)

4.0 Definition of terms

1. Accessible Communication

All conventional and/or alternative means used in instructional communications, including accessible ICT.

2. Accommodation or 'Reasonable accommodation'

Necessary and appropriate modifications (not imposed or disproportionate or undue burden), to assure persons with functional difficulties or other forms of special needs the enjoyment or exercise on an equal basis with others.

3. Assistive devices/aid

Equipment and materials used to facilitate the functionality of a person with a disability.

5. Concessionary admissions

Compromising admission, exclusively reserved for students with significant functional limitations, following assessment of the extent to which these impact negatively on school achievements.

6. Disability²

Partial or complete loss of use (or ability) of a certain body part or organ. It is also a social issue because each society interprets disabilities in accordance to their social norms and standards.

7. Inclusive Education

A process of addressing all learners' educational needs in mainstream education settings. It is based on the principle that all learners are different, learn differently, and the education systems are expected to be flexible.

8. Handicap or 'Participation Restriction'

According to ICF (2001), it is the problem or restrictions a person with a disability or other limitation face when interacting with the *environment*.

9. Resource Centre for Special Needs Services (RCSNS)

This is a place (often a purposively designated space in a school) with specialized resources and services for students and services with Special Needs.

10. Special Needs (SN)

²International classification of functioning, disability and health: (ICF) classifies '**Impairment, Disability, Handicap in terms of challenges in** Body structures, functions, activities and participation. *In the Rwandan socio-cultural contexts, the concept 'Ubumuga' often used to denote 'dysfunctions of a body, is also generally used to imply all the three concepts interchangeably. Experiences have often indicated that this cultural interpretation also often influence the service provisions for people with disabilities in Rwanda*

Non-ordinary needs an individual may present in given circumstances or when required to accomplish certain tasks in the same way as other people, often due to intrinsic or extrinsic limitations/barriers.

11. Universal Design (UD) & Universal Design for Instructions UDI principles³

The design of products, environments, programs or services to be usable by all people including those disabilities and other SN to the greatest extent possible, without the need for adaptation, alterations or specialized design.

The Universal Design of Instructions (UDI) is the design of instruction of products and environments to be usable by all students & staff, to the greatest extent possible, without the need for adaptation or specialized design.

Employing UD principles in everything makes the education environment more accessible, and minimizes the need to alter it for anyone.

³ For a complete UDI checklist, consult *Equal Access: Universal Design of Instruction* at www.uw.edu/doit/equal-access-universal-design-instruction.

5.0 Implementation procedures and guidelines

The university Rwanda shall ensure equal treatment to all its students and staff with Special Needs (SN), through the University Resource Centers for Special Needs Services (RCSNS) that will be available at every UR campus.

5.1 Application, Admission, Registration & Documentation

5.1.1 Application procedures

All applications to study at the UR shall be handled in accordance to the prevailing University regulations, by completing the application forms available online in due periods indicated (<http://www.ur.ac.rw>). All applicants deemed to have SN, shall be required to indicate the category as categorized in part 1 of the present document, and shall specify the alternative (assistive) provisions required and/or used (See appended application form).

5.1.2 Admissions

All duly completed applications with SN shall be subjected to evaluation and selection procedures in accordance to the prevailing UR Academic Regulations and procedures, and shall receive equal treatments as ordinary ones, and only applicants with significant whose application forms also indicate concessionary admissions requirements, may be recommended to the Special Needs Assessment Committees, for prior recommendations.

Concessionary admissions

The University of Rwanda shall offer concessionary (or compromising) admissions to applicants who have passed A' level with at least 2 principle passes, with documented significant functional difficulties or related SNs, and recommended by the Special Needs Assessment Committee.

5.1.3 Registration

Upon receipt of UR admission letters (ordinary and/or concessionary), applicants shall also qualify for registration in predetermined registration centers, and in accordance to the prevailing UR procedures.

Applicants with SN shall be provided with accessible format and/or a registration portal on the UR website (<http://www.ur.ac.rw/?q=node/55>), or due assistance shall be availed at the time of registration, only if they prove that they are unable to use the existing registration provisions.

The applicant with SN shall become a member of the UR community upon successful registration, and shall automatically be fully legible for all UR special needs services as a matter of right and entitlement.

Priority Registration

Students with documented SN shall be entitled to priority registration at least ten (10) working days in advance of the general registration (if necessary), to allow ample time to plan for subsequent special needs provisions and accommodation, with the support of the Resource Centre for Special Needs Services (RCSNS).

5.1.4 Eligibility for Special Needs provisions

The eligibility of UR students & staff for subsequent special needs services shall be based upon the special needs assessment committee report.

5.1.4.1 The Special Needs Assessment Committee (SNAC)

The SNAC shall be composed of all UR registrars, at least one expert with the capacity of assessing the categories of special needs, directors (or representatives) of the RCSNSs, Dean or member of the School of Inclusive & Special Needs Education (UR CE), and Dean or member of the School of Health Sciences (UR CMHS). Its role shall only entail setting up credible SN assessment criteria; conduct the assessment processes, and establish recommendations and establish a report for subsequent redress.

5.1.4.2 The Special Needs assessment procedures

The SN assessment process shall entail the evaluation of all recent and relevant documentations provided by the applicant, and an interview shall be conducted with the applicant. The process shall entail weighing up the

students' abilities to perform in UR programs of study applied for; levels of needs for alternative provisions, and/or recommendations for concessionary admissions and/or for any other special needs service considerations.

5.1.5 Requesting for Special Needs Services

The College/campus RCSNS directorates shall receive and document applications for reasonable accommodation or SN provisions from eligible students with SN, which may include but not limited to, needs for adjusted time tables, adjusted rooms or lavatories, needs for sign language interpreters, needs for enlarged prints, needs for assistive devices, or any other occasional or permanent requirements.

The application forms for SN provisions shall be available in all accessible formats (online & in hard copies), and the assessment reports and recommendations shall be submitted to the respective college principal's offices in due time for the subsequently recommend course of action.

5.1.6 Documentation and confidentiality

Once a student's eligibility for SN provisions has been established and documented by the RCSNS directorate, the latter shall issue information letter to respective departments and other offices concerned, specifying the needed SN provisions, modifications, and accommodations, and not necessarily the personal data.

All documentation concerning staff or students' SN shall reside in the **RCSNS directorates**, and the rest of the entire UR community shall strictly be allowed access to information related to the students' educational needs.

5.2 Recruitment and support of staff with SN

The University of Rwanda shall apply the principles of non-discrimination, equalization of opportunities and positive attitudes for its staff with special needs, during recruitment processes and initiation into active services.

5.2.1 Equality on job opportunities

The University of Rwanda shall avail reasonable accommodation (through RCSNS) for all candidates with special needs who present themselves for UR job interviews, and shall comply with law No 01/2007 of 20th /Jan /2007 (Art. 18 & 19) of the Republic of Rwanda, regards employment rights for persons with disabilities and related SN.

5.2.2 Initiation to UR services

The responsible offices in the University of Rwanda shall identify and source the appropriate accommodations and provisions required by the newly recruited staff with SN, and all modifications and adjustments in the workplace shall be geared towards equalization of his/her opportunities and maximization of his/her performance.

5.2.3 Career Development

The University of Rwanda shall ensure equality for staff with SN with regards to staff development and promotion opportunities without any form of discrimination, taking into consideration the unique interests of staff with SN..

5.2.4 Job Retention

The UR shall seek to retain the staff with SN in their existing job(s) with suitable adjustments before considering other alternatives, and shall only provide opportunity for alternatives if s/he is unable to resume or perform in the previous job because of the resulting limitations.

5.2.5 Termination of Service

Termination of service for UR staff with SN, shall comply with the prevailing 'Staff Terms and Conditions' of Service and other legal provisions as a matter of right, and not on the basis of the SN or related conditions.

5.2.6 Reasonable accommodation and adaptations

The University of Rwanda shall adapt the workplace environment, resources and/or work schedules to enable the staff with SN to perform effectively and in compliance with the Universal Design for Instruction (UDI) principals.

5.2.7 Documentation and Confidentiality

All documents concerning employment and/or services shall be kept in the office of the human resource directorate, while those concerning his/her SN status shall reside in the Office of the RSNS Directorates for reasons of confidentiality and special provisions..

5.3 Provisions for Inclusive Learning & Teaching services

The reasonable accommodation and support provisions for UR students and staff with SN shall entail a range of resource provisions, appropriate modifications and adjustments in services and programs of study for the latter; ensuring their equal opportunities as peers in the same services and educational/academic settings.

All support services and resources destined for students and staff with SN shall be developed and coordinated through the RCSNS directorates at each UR campus.

5.3.1 The RCSNS vision & Mission

Enable the University of Rwanda to adherence to UDI Principals by Mainstreaming SN in all strategies and operations of the University, in full cognizance of equal, full and effective participation of all registered students and staff with Special Needs.

5.3.2 Functions of the RCSNSs

The RCSNSs at every UR campus shall actively play a pivotal role in mainstreaming all services, provisions and accommodation meant for staff and students with SN. The following are some of the RCSNS key functions:

1. Special Needs assessment
2. Fostering the organization of volunteer group services
3. Assistive resource provisions
4. Support Services
5. Mainstreaming of accommodation
6. Income generation and community outreach
7. Advisory roles to all UR strategic decisions and management operations

5.3.3 The RCSNS design

The infrastructural and administrative design of the RCSNS shall be structured in accordance to the activities and services provided. Depending on the specialisation and available capacities, each colleges or campus, may tailor the RCSNS design on the services that it is able to offer to community within and outside UR.

5.3.4 The RCSNS Staffing

The RCSNS shall be managed by personnel with knowledge and skills relevant in the services areas mandated to the centre. They shall be comprised of, but not limited to:

1. The RCSNS Director
2. Officer in charge of welfare and recreation services
3. Two Officers in charge of access, accommodation and assistive technologies
4. The administrative staff
5. Non permanent professionals

5.4 Special Needs Assessment Committee (SNAC)

The SNAC shall be comprised of experts and officials who meet regularly to diagnose and describe the students or staff's SN, as well as the specific and major impact of the results on the students or staff's performance. SNAC shall consist of the following members appointed by the college principals and approval of the UR VC's offices:

1. The director of the RCSNS who shall be the committee secretary
2. The college medical doctor
3. The college Academic Registrar
4. The college Dean of Students

5. The representative of school deans
 6. The Student Guild Minister for Disability Affairs
 7. The college Academic Quality directorate
 8. The co-opted Committee member (preferably from any UR Campus) for a specific task or purpose.
 9. Ex-officio members on the Committee for advisory roles (knowledgeable in legal or inclusive education).
- The SNAC chairperson and Vice Chairperson shall be appointed by the college principal, and both shall serve for at a period of three (3) years, which shall be renewable for one more term.

5.4.1 The SNAC Terms of Reference

The Terms of Reference for the UR Special Needs Assessment Committees shall be the following:

1. To conduct assessments of the learning and/or work needs of students and/or staff with SN and make recommendations to the college Management for appropriate interventions.
2. To assess and recommend the design and needed adaptations of the SN assessment tools and guidelines f.
3. To receive through the RCSNS directorate, complaints relating to discrimination and marginalization on the basis of SN, then conduct assessments and recommend to the college management for appropriate action.
4. To provide advisory support to the RCSNS, explore and tap any other avenues for the purpose of inclusive education services quality enhancement in the University of Rwanda.
5. To perform any other duties deemed appropriate to its mandate.

5.4.2 The SNAC reporting

The SNAC report and recommendations shall be compiled by the directorate of the RCSNS, and be submitted by the chairperson to the college management within at least five (5) working days after the assessment meeting.

5.4.3 Facilitation of SNAC

The committee shall be facilitated in accordance to the prevailing UR related terms and regulations, and shall be an integral part of the College/University annual procurement and strategic planning and budgeting.

5.5 Inter-campus services coordination

The University of Rwanda being a multi-campus academic institution, it will be important that students and staff with SN, as well as the general Rwanda community are enabled to benefits from the services of the RCSNS from any locations around the country, with minimum recourse to other bureaucratic measures. This shall entail ensuring inter-campus liaison of relevant services and data, coordinated via the UR Special Needs Coordination and Advisory Board (UR SNCAB).

5.5.1 Special Needs Coordination and Advisory Board (SNCAB)

The University of Rwanda shall ensure the coordination and supervision of the functions of RCSNSs through the SNCAB whose membership coordinates and brings together inputs from three key stakeholders: The UR or college leaderships, RCSNS directorates, and relevant Rwandan civil community. SNCAB shall be based under the office of the UR DVC (AAR) who shall also be the chairperson, and the following shall be its membership:

- | | |
|--|-----------------------|
| 1. UR DVC (AAR) | Chair |
| 2. UR DVC (FA) | Member |
| 3. Dean, School of Inclusive & Special Needs Education | Coordinator/Secretary |
| 4. Dean, School of Health sciences | Member |
| 5. UR Academic quality director's office | Member |
| 6. Representative of Deans of students | Member |
| 7. Directors (RCSNS) | Member |
| 8. Representative of UR Students with Special Needs | Member |
| 9. Representative of UR staff with Special Needs | Member |
| 10. UR Academic Registrar's office | Member |
| 11. MINEDUC representative | Member |
| 12. REB Representative | Member |
| 13. NCPD representative | Member |

14. NUDOR representative

Member

N.B.:

1. To the extent possible, SNCAB composition shall be disability (Special Needs) and gender-balanced to certify its goals of inclusiveness.

2. The membership to the SNCAB shall be determined by virtue of office held by members as indicated above.

5.5.2 Functions of SNCAB

The primary function of SNCAB as the coordinating and advisory organ shall entail ensuring a networked exchange of key RCSNS data and functions, including: Scheduling and conducting bi-annual consultation meetings; Assessing and approving college strategic plans, projects and/or reports regarding inclusive education; Monitoring progress, challenges and opportunities regarding the implementation of the present policy and guidelines; Designing the mechanisms of monitoring the quality and coordination of all RCSNS functions.

5.6 Accommodation in Academic Programs

The University of Rwanda and the constituent college managements shall be responsible for ensuring that all students and staff with special needs are appropriately provided with reasonable accommodation in all academic programs, from the time of registration to the time of completion (students) or from the time of recruitment to the time of termination of services (staff). This shall entail among other adjustments, but not limited to: Adjustments in the length of time permitted for the completion of academic programs; Substitution of requirements or resources for accomplishments of specific academic programs; Adaptation of the manner in which required academic accomplishments are conducted; and all other reforms that would enable students or staff with special needs to meet the specific requirements of academic programs.

5.7 Accessibility and Proximity

The University of Rwanda shall promote free and safe movements, functions and access for all on its campuses, regardless of age, sex or condition; and it shall avail a level space or set of services that are barrier-free or fully accessible to all, with dignity and with as much autonomy as possible.

Facilities (libraries, laboratories, main halls, etc) in all UR colleges and campuses, shall be equipped with accessibility provisions and/or related requisite assistive resources/services for the staff and students with SN. The RCSNSs shall avail its assistive resources and services to organize regular and customized trainings on accessibility, accommodation, use of assistive technologies, and other accommodation provisions at least once every semester.

5.7.1 Transportation and proximity to services

The University of Rwanda shall ensure full accessibility to all its facilities and services by availing and/or maintaining accessible common transport means, wheelchairs, standard walkways, ramps, rails, white canes, accessible lifts, etc) and related regulations.

Students and staff with SN shall be required to register their own assistive devices related to accessibility, notably wheelchairs, crutches, white canes, and any other related devices. The UR estate office in collaboration with RCSNSs managements shall put in place mechanisms for timely maintenance and/or related trainings, and/or avail wheel chairs and crutches to those needing them on temporary basis where possible.

5.7.2 Alternative Media of communication

The University of Rwanda through the RCSNSs shall ensure full access to information to both staff and students with SN who require them, including free soft, printed, enlarged, and/or tactile learning and teaching materials; use of sign languages and Braille, and related services. All facilities shall be indicated by clear information signs, in large, high-contrast prints, and in other accessible formats.

5.8 Safety and Security

For all its infrastructural and physical space developments and renovations, the University of Rwanda shall adhere to the established Rwanda Housing Authority (RHA) standards and regulations, as well as the Universal Design (UD) principles related to accessibility and security, ensuring that all its facilities and environments are

welcoming, comfortable, accessible, aesthetic, and fully functional for all the users with varying categories of SN. All UR facilities shall have clear safety information signs (directional or/and instructional) in large, high-contrast prints, and in all other accessible formats. Particular attention shall be paid to emergency evacuation guidelines and procedures in residential and work facilities or/and spaces.⁴

5.9 Grievances, Concerns and Appeals

In the event where a student or staff has a grievance related to their special needs, he/she shall seek redress through the RCSNS by completing an appeal form, and shall receive a formal response within ten(10) working days. S/he shall seek the intervention of other UR authorities only in events where there are clear evidences that his/her appeal has been neglected or not attended to appropriately.

5.9.1 Resolving Grievances and Concerns

The offices of the RCSNS director shall establish formal mechanisms of receiving, sorting, scheduling and resolving students' concerns related to special needs, through discussions or any other appropriate methods.

In events where the complaint is not resolved, or for specific reasons cannot be discussed with the UR counselor, the Director of RCSNS shall investigate the case, and shall duly inform the student and involved parties of progress, findings or resolution within ten (10) working days.

5.9.2 Concerns Related to Discrimination

In events where student(s) or staff alleges discrimination leveled against him/her by another UR community member on the basis of his/her special needs, the complainant shall have the option of filing formal charges under the prevailing UR Students' Code of Conduct of the University Policy and Procedures. The student(s) or staff with special needs shall formerly apply for technical support and/or advice from RCSNSs if required, and/or shall seek counsel of the NCPD legal office or any other relevant public organ of his/her choice.

5.10 Career Guidance

Given that the Rwandan private and public sectors are not yet adequately prepared to accommodate UR graduates with special needs, the University of Rwanda shall have to develop exceptional measures within its career guidance offices, through which students with special needs shall be prepared for a smooth entry into their career.

⁴ See the original version of the present policy guidelines for details related to safety in residential facilities, and/or emergency evacuations.

6.0 UR Inclusive Policy implementation plan (2015-20)

Key service Output	Indicators	Periods of implementation					Responsible Stakeholders
		2015/16	2016/17	2017/18	2018/19	2019/20	
Enabling Services & Resources	The SNCAB appointed						UR Management (VC)
	RCSNS infrastructure & resources in place						DVC FA, Dir. of planning, Estate office,
	Appointed RCSNS staff						DVC FA, Principals, Dir. hum. resources,
	RCSNS activities & guidelines						DVC FA, Principals, Dir. RCSNS
	A study visit to build awareness and assess needs in assistive technology, academic program adjustments, etc.						DVC FA, Deans, DVC AAR, ICT Director, Dir. of Academic quality, Registrar , Director RCSNS,
Mainstreamed Inclusive Education Services & Activities	Inclusive UR action plan (Budget & Procurement plans) on services & equipments for special needs services.						DVC FA, Principals, Direct. of planning, Director of finance, Procurement office, Deans, Directors, Students' organizations.
	Application & Registration guidelines for students with SN.						DVC AAR, Registrar
	Recruitment guide for staff with SN						DVC FA, Director Human resource
	Accessibility plan & guidelines						DVC FA, Principals, Estate office,
	Students volunteer groups						DVC FA, Deans, Students' organizations,
	Security and safety guidelines						DVC FA, Principals, Estate office,
Knowledge Sharing & dissemination	Dissemination of the UR Policy on SN						VC's office
	Schedule trainings & awareness raising						Principals, Deans, students
	Research workshops & publications						Deans, HODs & DVC AAR
	National, Regional and international research and awareness raising activities						Academic leaders, staff and students
Coordination, networking & partnerships	Appointed Liaison office staff						DVC FA
	Scheduled SNACB activities						VC & DVC AAR
	Regional partnerships (EAIL)						Principals, Deans & students
	Community outreach programs (CEFAPEK, VGPIEK& HI initiatives)						Academic leaders, staff and students
	Partnership programs with civil society						Principals & Deans
Policy review process							DVC AAR, Dir. RCSNSs & SSSN
Key	Critical & for all inclusive education services						Incidental but essential & Critical

7. 0 Policy Monitoring and Review procedures

7.1 Monitoring and Evaluation

The University of Rwanda Directorate of Academic quality in collaboration with the directorate of planning shall develop mechanisms and implement regularly evaluations on the effectiveness of the established services for Students and Staff with special needs in all UR colleges and campuses.

The evaluation processes shall be conducted at least once every academic year for the first five (5) years, and every two (2) academic years thereafter. Where necessary, the evaluation of inclusive education services shall be part of the UR monitoring and evaluation processes and procedures.

The evaluation procedures shall be scheduled when students are on session, and shall be conducted in RCSNSs, involving all related services in libraries, ICT rooms, lecture halls, students' hotels, etc., and shall assess reports from Staff and Students with Special Needs and all other stakeholders deemed relevant to all services that impact on learning and teaching in the University of Rwanda.

The evaluation report shall take into considerations among other key issues, enrolment, retention, transition, and progress trends of students and staff with Special Needs; accessibility, reasonable accommodation and support provisions; as well as the views and recommendations of the staff and students with special needs.

The evaluation team shall make a report containing the assessment outcomes and recommendations to the UR DVC AAR, who shall subsequently submit it to the appropriate decision making UR organs.

7.2 The Policy Review procedures

Through its bi-annual meeting reports to the UR management, the SNCAB shall be recommending reviews and amendments of the present policy and guidelines in the first two years (2) following its approval (Sept. 2015- June 2017). It is expected that within the initial two years, all irregularities and emerging issues regarding special needs services and practices in UR, shall have been identified and incorporated into the present policy document with the first two years.

Thereafter the 2 years thus, the UR DVC AAR's office through the SNCAB recommendations, shall recommend a team for the present policy review every five (5) years, to evaluate the achievements and challenges, and then adapt the policy to the prevailing UR Context.

In case of an urgent need for review of a section or a significant part of the present policy within the 5 years, UR DVC AAR on the SNCAB recommendations, shall seek the approval of the UR academic senate to appoint an ad-hoc review committee.

All reviews shall take into account the annual reports of the director of the RCSNS; reforms and emerging issues in the University of Rwanda; new international and national policy guidelines; as well as the SNCAB suggested amendments and recommendations on challenges and opportunities in inclusive education developments, services and practices.

The review committee shall comprise of purposively selected senior and knowledgeable UR academic and administration leaders representing each college, and shall be headed by the UR Director of academic quality, or any other recommended leader of his/her level.

Upon senate recommendations, the policy review committee shall submit its report to the DVC AAR' office, within a period of not more than two (2) months, and shall be responsible for liaising with the responsible DVC FA's offices to ensure appropriate facilitations in all its activities.

Appendices

A Undergraduate Programs Application Form Academic Year 20..../....

Reference number (generated from UR-MIS):

INSTRUCTIONS

1. Students with visual difficulties or any other special needs are advised to seek the services of trusted computer literate guides, or use computers with appropriate soft ware.
2. Section D can be completed by students with significant special needs⁵who expect special provisions from the University of Rwanda.
3. Read the application form carefully before filling any information. Give detailed information.
4. This form can be completed electronically or by hand. Please write clearly and in CAPITAL/BLOCKS LETTERS.
5. **The Completed application form must be returned with Bank Slip of RWF 5000 non refundable application fees** paid in I&M Bank on account no **5044380-01-93/Rwf** UR- Internal Revenues or Bank of Kigali (BK) on Account no **0094-063783-21/Rwf** UR- Internal Revenues.
6. Attach certified copies of your Senior Six (S6) certificate and transcripts of your last year of Advanced General Certificate of Secondary Education, photocopy of your National ID card or valid passport. Applicants who did not complete their secondary education in Rwanda must present the equivalent of their results as issued by the Rwanda Education, Board (REB). The University of Rwanda (UR) reserves the right to verify the provided information as well as results from REB and WDA databases.
7. Students with significant special needs should attach certified copies of documents indicating their difficulties. (Refer to section D).
8. No application shall be considered unless the form is completed in full and all the required documents are attached.
9. The completed application can be emailed to the following address: registrar@ur.ac.rw or delivered to the Office of the Registrar **of the College of the candidate's first choice.**
10. Closing date for receiving applications isMay 2016
11. The list of successful applicants will be posted on the UR website by the end of May 2016.
(Please give your name as it appears in your national ID or passport. It is essential that the University is notified of any change of contact details at the earliest opportunity)

⁵ **Special Needs (SN)** are non-ordinary needs an individual may present in given circumstances or when required to accomplish certain tasks in the same way as peers in the same settings, often due to intrinsic or extrinsic limitations/barriers. A student with significant functional difficulties (disabilities) may present **Special Educational Needs (SEN)**, when s/he requires alternative educational provisions and/or the use of alternative educational approaches or/and tools as reasonable accommodation for the functional limitations.

Section A: Personal details:

1. Surname/Family name: _____
2. First name: _____
3. Forename/Other name: _____
4. Date of birth (Day/Month/Year): _____
5. Gender: Male/Female
6. Nationality: _____
7. National ID Card/Passport number: _____
8. Marital status: Single: _____ Married: _____ Widowed: _____
9. Name and Address of Guardian/next of kin: _____
_____ Tel.: _____
10. Do you have any physical disability (State it, if any): _____

Section B: Contact details

Permanent (Home) address:

Province: _____

District: _____

Sector: _____

Cell: _____

Post code: _____

Tel. No: _____

Mobile phone: _____

Email: _____

Work postal address (if applicable):

Province: _____

District: _____

Sector: _____

Cell: _____

Post code: _____

Tel. No: _____

Mobile phone: _____

Email: _____

Section C: Academic programs applied for:

(Please indicate the name of College, program and mode of attendance by which you wish to study. It is advisable to take into consideration the College minimum entry requirements. Refer to the Application Guide document available on the UR website: <http://www.ur.ac.rw>). Indicate.....

FIRST CHOICE

1. College: _____
2. Academic Programme: _____
3. Campus: _____
4. Mode of study:

☐

Day time

☐

Evening time

SECOND CHOICE

(In case your first choice is not successful, indicate your preference for the second choice.

1. College: _____
2. Academic Programme: _____
3. Campus: _____
4. Mode of study:

☐

Day time

☐

Evening time

THIRD CHOICE

(In case your second choice is not successful, indicate your preference for the third choice)

1. College : _____
2. Academic Programme: _____
3. Campus : _____
4. Mode of study :

☐

Day time

☐

Evening time

Section D: Special Needs

Indicate the Special Needs Experienced (where applicable)				
Category of Special Needs	Explain your special Need in details. (Background & level of significance in affecting your schooling)	Indicate the type of special needs provisions required	Are you applying for a concessionary admission? Please Tick (✓) Yes or No. If 'Yes' explain in the space below.	Yes
				No
Visual difficulties			<p>N.B.: The University of Rwanda offers Concessionary or Compromising admissions, exclusively to students with prerequisite requirements, who have proven significant functional difficulties (disabilities).</p>	
Hearing Difficulties				
Physical difficulties				
Health, chronic illnesses and/or any other significant challenges				
Emotional, behavioral and/or psychosocial difficulties				

Please, explain, in case the choice the program of study or college is also motivated by your special needs -----

In case you believe that your special needs has had an impact on your "A" level performance, please explain.....

N.B.: Any personal detail you provide shall be kept strictly confidential

(Please provide details, including results of Secondary education (A-level) or professional qualifications you have obtained, starting with the most recent; and attach copies of certificates and transcripts wherever possible)

Section E: Previous education:

Name and address of School/College: _____

Period (academic year)		Qualification & Combination	Main subjects	Grade obtained in each subject	Examination Authority/Board
From	To				

Section F: Professional experience (If any):

Organization	Period		Position	Nature of job
	From	To		

Section G: Declaration

All decisions by University of Rwanda are taken in good faith on the basis of the information the applicant provides. In case of **an applicant providing false information** and/or **presents forged** document(s), the University of Rwanda reserves the right to take appropriate action.

By signing this application form, the applicant declares that particulars furnished above are correct to the best of his/her knowledge.

Applicant's Name: _____

Signature: _____/Date: _____

FOR OFFICIAL USE ONLY

Applicant admitted (specify program)	
Applicant admitted conditionally (state conditions)	
Applicant rejected (state the reason)	
Name and Signature College Registrar	
Date	

B

The Nine Principles of Universal Design for Instruction

Principle

Definition

Principle 1: Equitable use

Instruction is designed to be useful to and accessible by people with diverse abilities. Provide the same means of use for all students; identical whenever possible, equivalent when not.

Principle 2: Flexibility in use

Instruction is designed to accommodate a wide range of individual abilities. Provide choice in methods of use.

Principle 3: Simple and intuitive

Instruction is designed in a straightforward and predictable manner, regardless of the student's experience, knowledge, language skills, or current concentration level. Eliminate unnecessary complexity.

Principle 4: Perceptible information

Instruction is designed so that necessary information is communicated effectively to the student, regardless of ambient conditions or the student's sensory abilities.

Principle 5: Tolerance for error

Instruction anticipates variation in individual student learning pace and prerequisite skills.

Principle 6: Low physical effort

Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning. Note: *This principle does not apply when physical effort is integral to essential requirements of a course.*

Principle 7: Size and space for

Instruction is designed with consideration for appropriate size and space for approach, reach, manipulations, and use regardless of a student's body size, posture, mobility, and communication needs.

Principle 8: A community of learners

The instructional environment promotes interaction and communication among students and between students and faculty.

Principle 9: Instructional climate

Instruction is designed to be welcoming and inclusive. High expectations are espoused for all students.

Source: Sally S. Scott, Joan M. McGuire, and Stan F. Shaw. Storrs (2003): Universal Design for Instruction: The Paradigm, Its Principles, and Products for Enhancing Instructional Access. *Journal on Postsecondary Education and Disability*, 17 (1) PP.4-5).

C

Self Assessment Checklist on Inclusive Services and Programs

A set of questions for college self assessment of accommodation of their staff and students with Special Needs

A. Pre- entry services	Yes	No	Details
1. Are students with special needs assessed before entry to University?			
2. Does the application & registration form/portal have a detailed section for students and staff with special needs?			
3. Are students and staff with special needs accorded the opportunities to make choices that are adapted to their needs?			
4. Are the staff's and students' special needs catered for in the approved University/college annual action plan and schedules?			
B. Program design and delivery			
5. Are all programs accessible and barrier-free to all students and staff?			
6. Are handbooks, modules and other learning and teaching materials available in accessible formats?			
7. Does the assessment (Examination) process anticipate the requirements of students and staff with special needs?			
8. Are teaching, learning & examination timetables published at the beginning of the semester and in all accessible communication formats?			
9. Do the teaching and learning methods consider students' and staff' special needs?			
10. Are there strategies or provisions for students & staff with sensory difficulties to access fully information related to their program of study?			
11. Are there personnel charged with reasonable accommodation for students and staff with special needs?			
12. Are students and staff accorded the opportunity to use adapted learning and teaching tools e.g. adapted hard & software, audio recording, etc, in lectures and related functions?			
13. Is the college/campus endowed with a resource centre for student & staff with needs?			
C. Accessibility and Proximity			
14. Does the college pay support services for students and staff with special needs, e.g. sighted guide, sign language interpreters, readers, etc?			
15. Clearly sign-posted car park entrance?			
16. Parking area marked out & easily identified by people with SN?			
17. Can parking area spaces allow easy transfer from car to wheel chair users and/or use of white canes?			
18. Are routes from parking area to University building entrances accessible, with appropriate tactile warnings, and free of any physical barriers (pot-holes, loose stones, ridges, hanging furniture, etc)?			
19. Are sidewalk areas & walking routes provided and safety marked to guard and guide slow moving persons, people with hearing impairments, white cane users, etc?			

20. Is the university within convenient walking distance of public transport?			
21. Are external Ramps (if any) <ul style="list-style-type: none"> a. Wide enough with suitably gradient? b. Painted with colour contrast at the surface? c. Fitted with suitable handrails on each side? d. Fitted with firmly fixed and slip-resistant materials? e. Edges fitted to prevent accidents? 			
22. For external access to University buildings <ul style="list-style-type: none"> a. Are steps visual and tactile warnings at the top and bottom? b. Are the pathways suitable (width & gradient) for wheelchair users? c. Are the pathways surfaces even and slip resistant? 			

D. Facilities

23. Are seats provided at intervals along long internal routes or where waiting is likely?			
24. Are seats stables with armrests provided in a range of heights and available within each classroom?			
25. Is there space for wheelchair users to pull up alongside seated companions?			
26. Where there are IT facilities i.e. within lecture rooms and the Library are heights adjustable for computer desks available?			
27. In the Main Hall, is the stage raised? If so what is the current provision for white cane and wheel chair users?			

E. Entrances

14. Are the main entrances easy to find and clearly distinguishable from others?			
15. Are doors wide enough for all including wheel chair users to open the door while clear of the door swing?			
16. Is the level threshold adequately accessible for all including wheel chair & white cane users?			
17. If there are steps at the main entrance, is there signage indicating where the accessible entrance is located?			
18. Are door handles clearly located, at a suitable height, easy to use and grip for both standing and seated users?			
19. Is the entry phones and intercoms appropriately accessible and fitted to allow use by people with sensory (hearing & visual) and/or mobility impairments?			

F. Reception s and lobbies

20. Clear view in from outside? Can receptionists see visitors and provide assistance if necessary?			
21. Transitional lighting? Is the entrance lobby and reception area well illuminated?			
22. Reception/desk/counter/ checkout suitable for approach and use from both sides by people either standing and seated?			

G. Corridors and Internal Spaces

23. Are corridors wide enough for wheel chair manoeuvres and for other people to pass?			
24. Are corridors and internal spaces free from obstruction and hazards to all people including those with special needs?			
25. Are all key facilities accessible for all users, e.g. libraries, laboratories, sports hall, Main Hall, lecture Rooms, etc, and equipped with adapted			

equipments?			
26. Are floor surfaces slip-resistant & suitable for passage of wheelchairs?			
27. Are colours tones and textures varied to help people distinguish between surfaces and fixtures and fittings?			
28. Are glass doors clearly visible when closed with suitably colour contrasted against the background?			
H. Lavatories			
29. Are lever style taps provided within the WCs to aid people with dexterity challenges or other physical difficulties?			
30. If there is no accessible WC available, is there alternative facility provided for people with mobility disabilities?			
31. If there are shower facilities, are grab rails and level access showers provided?			
32. Are lavatory compartment large enough to allow manoeuvring into position for frontal, lateral, angled and backward transfer unassisted?			
33. Is the space available outside toilet compartment for wheelchair manoeuvres, the entrance wide enough, and opening outwards?			
34. Are hand washing and drier facilities within easy reach and suitably positioned for Wheel Chair and white cane users?			
35. Are door controls, locks and light switches easily reached and operated?			
36. Is the door light enough to open easily and lobby of sufficient size for easy access & wheel chair manoeuvres?			
37. Is the Floor slip-resistant throughout?			
38. Are all fittings, hand dryers and sanitary ware easily accessed and easily distinguishable for all?			
I. Lifts			
39. Are passenger lifts available for vertical circulation within buildings of more than one storey?			
40. Do lift doors open wide enough for wheel chair users?			
41. Do the lift doors allow slow entry or exit?			
42. Is there a mirror within the lift car?			
43. Are the controls, including emergency call located easily, using visual or tactile information and within easy reach of all users?			
44. Are voice indications loud enough to be heard by hearing aid users?			
45. Are the floor level indicators inside and/or outside the lift clear enough to reassure people with hearing impairments?			
J. Way Finding			
46. Overall layout of the college/campus reasonably clear and logical? Is there signage available in Braille and tactile?			
47. On entering the reception area, are signs designed and located to convey information to visitors with visual difficulties?			
48. Are standard toilet facilities suitably signed?			
49. On approach and on the actual entrances?			
50. Are the locations of the accessible WC facilities suitably identified and located?			
51. Does signage have the International access Symbol?			
52. Within staircases, is each of the levels clearly identifiable by tactile and visual information?			

53. Are the locations of the lifts clearly signed throughout the college/campus?			
54. Is there lift signage near the reception area and on entry to key staircases?			

K. Lighting & Acoustics

55. Is lighting designed to meet a wide range of users' needs?			
56. Is the level of lighting sufficient for intended use?			
57. Are Lights positioned where they do not cause glare, reflection, confusing shadows or pools of light?			
58. Can occupiers control lighting?			
59. Are light switch plates suitably colour contrasted and appropriately positioned for a wheelchair user?			
60. Are classrooms appropriately illuminated and are blinds available to control the natural day lighting?			
61. Is glare avoided sufficiently not to hinder lip-reading?			
62. Quiet and noisy areas separated by a buffer zone?			
63. Environment free from unnecessary noise?			

L. Safety & security

64. Audible alarm system supplemented by visual system?			
65. Ground floor exit routes accessible to all, including wheel chair users, as entrance routes?			
66. Is the tap appropriately fitted for use by a person with limited dexterity and others with grip challenges?			
67. Are the grab rails fitted in all positions to assist manoeuvring with colours contrasted to aid people with impaired vision?			
68. Is there a back rest provided to the toilet pan?			
69. Is the flush of a suitable spatula types and is it appropriately located on the transfer side of the toilet pan?			
70. Is the transfer side of the toilet pan kept clear of any obstacles that may deny wheelchair users all of the transferring techniques?			
71. Is the tap appropriate for use by a person with limited dexterity and other grip challenges?			